



BENEDICTINE COLLEGE

*Course Catalog*

2015–2016

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# Benedictine College

## Course Catalog

### 2015–2016

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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 of the North Central Association  
of Colleges and Schools**

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

Certain programs have received specialized accreditation or approval:

**American Chemical Society**

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

**Commission on Accreditation of Athletic Training Education (CAATE)**

2201 Double Creek Drive, Suite 5006  
Round Rock, TX 78664

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

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

**Council for the Accreditation of Educator Preparation\***

2010 Massachusetts Ave. N.W., Suite 500  
Washington, DC 20036-1023

**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

\*Accredited for the preparation of elementary and secondary teachers, with the Master's degree as the highest degree approved.

\*\*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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## 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

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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

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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 2015

### August

26 Wednesday Classes begin

### September

1 Tuesday Opening All-School Mass and Convocation;  
Last day to add a first quarter class

7 Monday Labor Day (classes in session)

8 Tuesday Last day to add a semester class

23 Wednesday Graduation applications due for May 2016  
graduation and students taking part in  
May 2016 Commencement

### October

9–11 Friday–Sunday Family Weekend

13 Tuesday Mid-Term

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

15–18 Thursday–Sunday Fall Break

22 Thursday Last day to add a second quarter class

23–25 Friday–Sunday Homecoming Weekend

### November

25–29 Wednesday–Sunday Thanksgiving Break

### December

9 Wednesday Study Day/Incomplete applications due

10, 11, 14, 15 Thursday, Friday  
Monday, Tuesday Final Exams

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# Academic Calendar

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## Spring Semester 2016

### January

13	Wednesday	Classes begin
18	Monday	Martin Luther King Jr. Day (classes in session)
19	Tuesday	Last day to add a first quarter class
26	Tuesday	Last day to add a semester class

### February

10	Wednesday	Ash Wednesday All-School Mass
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### March

1	Tuesday	Mid-Term; December 2016 graduation applications due
2	Wednesday	2 <sup>nd</sup> quarter classes begin
5–13	Saturday–Sunday	Spring Break
15	Tuesday	Last day to add a second quarter class
24–28	Thursday–Monday	Easter Break

### April

5	Tuesday	Feast of St. Benedict All-School Mass
13	Wednesday	Discovery Day

### May

4	Wednesday	Study Day/Incomplete applications due
5, 6, 9, 10	Thursday, Friday, Monday, Tuesday	Final Exams
13	Friday	Baccalaureate Mass
14	Saturday	Commencement

### June

10–12	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

*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.*

vitalized by the spirit of St. Benedict, the members of the Benedictine College community can 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. Mieke, 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.



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, 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, 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 can easily 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 programs with one of the best soccer-specific facilities in the region, including chair-back seating, lighting to host night games, and FieldTurf™. 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 both 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 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 Pizza. 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.

**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 provides 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 is 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 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. A swimming pool is located in the basement. 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 training 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.

**Recreation Center:** The new Recreation Center located in the heart of the campus and adjacent to the St. John Paul II Student Center is under construction and is planned to open in spring 2016. The facility will house two indoor basketball courts, an indoor turf field, an elevated track, fitness center, and two multi-purpose rooms.

**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 Arts 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. 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.

**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 artificial turf. 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. \$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; and

4. A completed official high school transcript.
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 twenty-eight 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. \$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 institutions' 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;
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/resources](http://www.benedictine.edu/resources) and look for Advanced Placement Equivalency Chart.

### Advanced College Credit

Students who took advanced college credit classes in high school will need to submit college transcripts 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 most General Examination and most 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

### **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 courses. 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. Students who pass the language exam will be given college credit if they wish to pay a fee per credit hour.

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

### **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 twenty-three 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.

## **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. A group rate policy is available through the college and is purchased at the time of registration. Waivers for insurance plans other than the one provided through the college will be approved only if appropriate criteria are met and documented 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 for admission.
2. \$50 U.S. application fee.
3. Official transcripts from all high schools (secondary schools) attended, secondary school leaving certificates, exit exam results, and other academic credentials. See transcript policy below.
4. TOEFL or IELTS scores (optional). Students who do not have scores may be accepted conditionally and will take a placement test upon arrival at Benedictine College to determine their classes. Students who score below a certain level on the placement test will be required to take ESL classes.
5. Students who graduated from high school in the United States or Canada are required to submit ACT, SAT, TOEFL, or IELTS scores.

### **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 for admission.
2. \$50 U.S. application fee
3. TOEFL or IELTS scores (optional). Students who do not have scores may be accepted conditionally and will take a placement test upon arrival at Benedictine College to determine classes. Students who score below a certain level on the placement test will be required to take ESL classes.
4. Official transcripts from all schools attended after high school (secondary school).
5. 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 receive credit for 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 applicants later desire to apply the credits earned as a special student toward a degree, they 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 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 newly 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. The Student Success Center, located on the first floor of Guadalupe Hall, offers career academic support through a wide range of services and is designed to accommodate the needs of the entire college community.

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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## **Mission and Ministry**

The department of Mission and 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 service trips, retreats, Mass, youth ministry, 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 Mission and 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 Mission and 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 Mission and 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 Mission and Ministry Office 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.

St. Martin Chapel is the spiritual center of our community of faith and scholarship. As such, the St. Martin Chapel Community is a community of the Christian faithful (Canon 564). It is a non-parochial ministry. Since membership consists of students and those affiliated with Benedictine College, it changes about every four years. This community of faith consists of believers who know each other, worship together, and assist the ministry in fulfilling the mission of the Church on campus.

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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, Treasurer, Director of Communications, and Director of Clubs and Organizations. For every 40 students in each class, a senator is elected to serve on the Senate for one year. The Senate is divided into five committees: Food Service, Residence Life, Campus Development, Community Outreach, and Marketing & Advertising. 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 the year, 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, which include: Family Weekend, Homecoming, HER Weekend, the Mother-Son/Father-Daughter Banquet, Little Siblings' Weekend, Spring Formal, and Springfest.

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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 Development, the Academic Assistance Center, and Graduate School Support are located in the Student Success Center.

The Academic Assistance Center (ACC) services include providing students with free tutoring by trained peer tutors who work in an atmosphere conducive to learning that is both comfortable and productive. The AAC staff also works with students who have documented disabilities and/or special needs that may require reasonable learning accommodations.

The Office of Graduate School Support assists students in learning more about graduate and professional school opportunities and in acquiring post-baccalaureate fellowships and scholarships. This office helps students prepare for the GRE, LSAT, MCAT, and prepare the necessary credential files for applications to graduate and professional schools.

Career Development provides assistance to students and alumni with their career and life planning. Career Development offers workshops, career fairs, Career Month, employer panels, alumni/student networking opportunities, and job and internship search guidance.

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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 will be 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 schedules and overall course of study; however, the student bears the responsibility for fulfilling all requirements for graduation. Students, particularly undecided majors, can receive academic advising and academic assistance in the Student Success Center.

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## Career Development

### Career Services

The Career Development Office is located in the Student Success Center adjacent to the Dining Hall. Career Development assists students and alumni with career-related decisions by providing career counseling and information about occupations. Students are offered counseling and workshops 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 resumé, cover letter and vita writing.

HireBenedictine.com is the online career management system where students can upload résumés, cover letters and other documents, search for full-time jobs, internships, part-time jobs and volunteer opportunities, register for career events and search for employers by region or industry.

### 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 HireBenedictine.com.

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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, Institutional Research and Assessment, and The Center for Faculty Excellence.

### 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 several 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 training/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 post-season play. Benedictine athletics has produced numerous all-conference and all-American honorees as well as scholar-athletes. 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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**S**pecific 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

in OASIS, 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. Each student will access his or her tuition statement online through his or her OASIS account. (Tuition statements are located under the Financials Tab.) 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 Financial Responsibility Agreement to indicate confirmation of financial responsibility for the educational services received as a student of Benedictine College. This Agreement can be found online through his or her OASIS account (located under the Financials Tab), in printable document on the Student Billing webpage, or in hardcopy in the Business Office. Please review the Benedictine College payment and privacy policies found on the college's website. Students logging into their OASIS 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 15 (payment plans are not available)

To pay your balance in full:

- Online through your OASIS 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

PO Box 871048

Kansas City, MO 64187-1048

### Tuition Payment Plan (Monthly)

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



Enroll in an Installment Payment Plan (IPP) through the student’s OASIS login and that will take you directly to the HigherOne web page for the IPP set up. Please read enrollment details in the Frequently Asked Questions, and Terms and Conditions, located on the HigherOne web page, to fully understand your agreement.

Plan ID	Number of Payments	Application Fee	Payment Period (Begin – End)	Enrollment Period
Fall Only	4	\$50	August 15 – November 15	July 2 – September 14
Spring Only	4	\$50	January 15 – April 15	December 1 – February 14

Email notices of the IPP payment due will be sent by the 10th of each month. Login to your OASIS account and make your IPP Payment, which is due by the 15th. IPP 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. Additionally, failure to complete the Financial Responsibility Agreement will also result in a financial hold being placed on a student’s account. 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 15. Payment plans are not available for summer or short-session courses.

## 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.**

## Housing Deposit

All on-campus students are required to pay a \$100 housing deposit in addition to the enrollment fee. The housing deposit is charged to the student’s 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 OASIS account utilizing the HigherOne 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 drop 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 10 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 10<sup>th</sup> 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.

Students whose status changes from part-time to full-time after the first 10 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.

When a student withdraws from college or when part-time students drop individual courses, 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 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 through 4
40% Refund	Session days 3 and 4	Session days 4–6	Session days 5 through 8
No Refund	Session day 5 and following	Session days 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 fee.

**For Executive MBA Students:** Students should refer to the Cancellation and Withdrawal Policy as given to them at orientation.

**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 cancellation 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)**

When students withdraw from the college, financial aid may be used to help offset the cost of attendance based upon withdrawal adjustment/refund guidelines of the Federal government. 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. Department of Education relating to financial aid received, and is summarized below. Students are encouraged to meet with the Financial Aid Office to fully understand how individual situations will be impacted.

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, as well as Federal Perkins, Federal Direct, and 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 59% of the period/semester, a student “earns” aid in direct proportion to the length of time he or she remains enrolled. The percentage of time the student remained enrolled determines the percentage of disbursable aid for that period the student earned. The percentage of the period the student remained enrolled is calculated based upon the number of days the student was enrolled. Divide the number of days enrolled by the total days in the enrollment period, or semester. A student who remains enrolled at/beyond the 60% point earns all aid for that period.

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 Perkins Loan.
4. Federal Direct PLUS Loan.
5. Federal Pell Grant.
6. Federal SEOG Grant.
7. State grant and scholarship funds.
8. Institutional aid.
9. Outside scholarships

### **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 part 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 on the basis of sex, race, color, religion, and national or ethnic origin.

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## Application for Aid

Application for aid involves the following steps:

### Admission

A rolling admission policy is used. Early admission is advisable; students are encouraged to apply at least six months prior to enrollment. Official consideration of aid requests is not made until a student has been admitted to the college. Final official financial aid offers are based upon date of acceptance to the college. Campus-based aid such as work study, SEOG and Perkins will be awarded on a first-come, first-served basis and to the neediest students. An early estimated package may change based upon the date of acceptance, FAFSA or verification.

### Application for Aid

The Free Application for Federal Student Aid (FAFSA) should be received before April 1 for full consideration. This is an online application that can be accessed at [www.fafsa.gov/](http://www.fafsa.gov/).

### Demonstration of Need

All families desiring aid consideration are recommended to submit a FAFSA.

Benedictine College attempts to meet the financial need of all students. A student's ability to pay is determined by the objective analysis of student and parent resources as calculated by the FAFSA. The college coordinates resources of federal, state and institutional aid to meet this need.

### Awarding and Acceptance

After the student has been admitted and the college has received the results of the FAFSA, the student will receive notification of the award. Indication of acceptance is made by returning a signed copy of the award letter and the \$300.00 enrollment fee (if not already forwarded) by the required date.

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 Free Application for Federal Student Aid (FAFSA) each spring by April 1. The college will attempt to maintain a student aid package for a four-year period, providing requirements are met, the student maintains satisfactory academic progress, and the family need remains the same. 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.) No institutional aid is available to part-time students.

## **Inability to Complete a Term**

Illness, military duty, or other unusual circumstances may prevent a student from completing the current semester. When this occurs, the Associate Dean 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 amount of time depending on his or her individual situation. This decision will be made by the Associate Dean, Director of Financial Aid, and others, as appropriate.

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## **Scholarship and Financial Aid Programs**

Benedictine College annually awards more than \$23.8 million in student aid. Many students receive awards in areas such as academics, athletics, and extracurricular activities. The awards are renewable for four years, five years for students pursuing a degree in an approved five-year program (e.g., Engineering).

### **Presidential Scholarships**

Awards are made to students who have demonstrated outstanding academic performance. The award of full tuition is adjustable from year to year based upon changes in tuition and is a renewable scholarship based on college involvement and academic performance. A student must have a minimum 27 ACT/1210 SAT, and a non-weighted 3.5 grade point average to be eligible. A maximum of ten scholarships will be awarded annually, based on a competitive Honors Committee selection process.

### **Dean's Scholarships**

Awards are made to students who have demonstrated outstanding academic performance. The award of 75 percent of tuition is a renewable scholarship based on college involvement and academic performance. A student must have a minimum 27 ACT/1210 SAT, and a non-weighted 3.5 grade point average to be eligible. A maximum of five scholarships will be awarded annually, based on a competitive Honors Committee selection process.

### **Academic Scholarships**

Awards are based on a student's performance on the ACT or SAT exam, non-weighted grade point average, and class rank. The scholarships are renewable.

### **Transfer Scholarships**

Awards are based on the student's cumulative GPA from all college courses. Minimum GPA is 2.0. The scholarships are renewable.

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

### **Athletic Awards**

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; and for women in volleyball, soccer, basketball, softball, lacrosse, track, cross-country, and cheer/dance team.

## Music/Theatre Awards

Music awards are available to students interested in instrumental band 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 Arts Department for details.

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

Two-, three-, and four-year scholarships are available each year to selected students who are 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). This is an online application, which can be accessed at [www.fafsa.gov/](http://www.fafsa.gov/).

**Kansas Comprehensive Grant:** Only Kansas residents attending an in-state college are eligible to apply for the Kansas Comprehensive Grant. Qualified Benedictine College students may receive up to \$3,500 per year. The grant amount is determined by the packaging formula guidelines established by the Kansas Board of Regents based upon fund availability. It is important that you list Benedictine College as a school to receive the information on your FAFSA. Our school code is 010256. The FAFSA must have a processed date of April 1 or earlier to be eligible.

**Federal Pell Grant:** Gift aid up to \$5,775 for the 2015–2016 academic year. Eligibility is based on need. The FAFSA is the only application required to apply for this aid.

**Federal Supplemental Educational Opportunity Grant:** Gift aid up to \$4,000 for the 2015–2016 academic year. Eligibility is based on need with priority given to Pell eligible students. The FAFSA is the only application required to apply for this aid.

**Federal Perkins Loan (formerly NDSL):** A five percent (5%) fixed interest loan up to \$5,500 per year awarded to students exhibiting extreme need. Principal and interest charges are deferred while enrolled at least half-time. Repayment (up to ten years) begins nine months after graduation. Eligibility is based on need. Award amounts may be limited based upon availability of loan funds. The FAFSA and an MPN (Master Promissory Note signed when school begins) are the only applications required for this aid. Loan counseling is required and occurs when school begins.



**Federal Direct Subsidized Loan:** This loan program allows freshmen 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. Department of Education for loans disbursed after July 1, 2013. A loan origination fee of 1.073% (subject to change, as determined by the U.S. Department of Education) will be deducted from the loan proceeds at the time of disbursement, as per U.S. Department of Education guidelines. Repayment (standard ten years) begins six months after graduation. The FAFSA and only one Master Promissory Note identifying Benedictine College as the designated school are the required applications for this aid. Loan counseling is required and can be accessed, along with the MPN, via the web at [www.StudentLoans.gov](http://www.StudentLoans.gov). The principal may be deferred and the government pays the interest while the student is enrolled at least half-time. Eligibility is based on need.

**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 of 1.073% (subject to change, as determined by the U.S. Department of Education) will be deducted from the loan proceeds at the time of disbursement, as per U.S. Department of Education guidelines. Circumstances may arise in which independent students may become eligible to borrow the unsubsidized amount plus the following: freshmen and sophomores up to \$4,000; juniors and seniors up to \$5,000. While the student is enrolled at least half-time, the principal and interest (however interest is capitalized) may be deferred. Borrowers will be given the option to make interest payments while enrolled at least half-time, or allow accrued interest to be capitalized. Eligibility is not based on need.

**Federal Direct Parent Loan for Undergraduate Students (PLUS):** This loan program to parents for dependent undergraduate students, offered through the Federal Direct Lending Program, offers a fixed annual interest rate established by the U.S. Department of Education for loans disbursed after July 1, 2013. Parents may borrow up to the cost of attendance minus other aid. A loan origination fee of 4.292% (subject to change, as determined by the U.S. Department of Education) will be deducted from the loan proceeds at the time of disbursement, as per U.S. Department of Education 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 and will require monthly/quarterly repayment while the student remains in school. This arrangement must be made between the borrower and the lender, not Benedictine College. Eligibility is not based on need. The PLUS loan application is the only application for this aid and can be accessed online at [www.StudentLoans.gov](http://www.StudentLoans.gov).

**Federal and Institutional 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. The money may be used for personal expenses. If the student wishes to have the funds applied to his or her student account, arrangements must be made with the Benedictine College Business Office. The Financial Aid Office coordinates the job placement. Eligibility is based on need. The FAFSA is the only application needed to apply for this aid.

**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:** Each scholarship will be distributed in equal amounts for the fall and spring terms. These scholarships may not be applied to summer terms. Each scholarship is renewable for up to four consecutive years of full-time enrollment (five 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 Benedictine College financial aid package students receive their first year will be guaranteed for four 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.
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 their 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 the beginning of the semester prior to the semester of their intended study abroad program to address all requirements to access financial aid for the designated time period 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. All cumulative grades are reviewed at the end of the spring semester each 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 will be notified of the suspension of their scholarship. All scholarships may be reinstated once the student is again in good standing according to these guidelines. Any student whose scholarship has been suspended will have the right to appeal the suspension. Please see “Appeals” on the following page.
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. Official notification of non-federal or non-state awards must be presented by the student to the Financial Aid Office in a timely manner for processing.

8. **Institutional Need-based Aid:** Benedictine College may provide institutional aid to students on a need-based basis, as determined by use of the results from the student's annual filing of the FAFSA. Students are required to file the FAFSA yearly in order to determine eligibility for institutional need-based aid. If students have been awarded need-based aid in previous years, but are determined to no longer to meet financial need standards (as defined by the U.S. Department of Education and Benedictine College awarding policies) in the current/subsequent years, the need-based aid will not be renewed due to ineligibility. 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. Athletic scholarships are awarded by the coaches. These scholarships may impact an existing financial aid package, depending upon NAIA, federal, state, league or institutional compliance. Student athletes will forfeit the athletic component of their scholarship if they voluntarily discontinue participating in that sport or are dismissed from their team for disciplinary reasons.

### **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 scholarship committee on the basis of scholastic achievement, financial need, and the wishes or criteria set by the donor. Awarding will also be limited to fund availability, as identified yearly by the scholarship committee, in conjunction with the Benedictine College Office of Advancement and Business Office.

In these scholarships, the principal is retained in the endowment fund and the income is used to fund the academic scholarship the student has been awarded for that school year. These funds may be awarded on an annual basis.

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## **Satisfactory Academic Progress Requirements**

The Higher Education Act of 1965 (34 CRT 668.34) requires all institutions of higher education to establish reasonable standards of satisfactory progress. Satisfactory Academic Progress (SAP) for students is evaluated based upon two standards: Qualitative and Quantitative. Students who do not meet these standards are not eligible to receive federally funded financial aid. Benedictine College shall make these standards applicable to all federal, state, and institutional aid programs for the purpose of maintaining a consistent and reasonable financial aid policy.

### **Satisfactory Progress Standards**

Qualitative standards refer to the student's cumulative grade point average (GPA) attained while enrolled. Minimum performance levels are required of students in order to maintain eligibility for Title IV funding programs. The minimum performance levels are identified in the chart below.

Quantitative standards refer to the pace at which a student must progress through his or her educational program to ensure that the student will complete the program within the maximum time frame. The pace is determined by dividing the cumulative credits earned by the cumulative credits attempted, as identified in the chart below.

Full-time students normally enroll in eight semesters to acquire 128 semester credit hours to graduate from Benedictine College. A full-time student is one who is taking a minimum of

twelve hours per semester. However, to graduate in eight semesters a student should accumulate a minimum of thirty-two hours every college year.

Each student’s progress will be measured following the completion of each semester. Keep in mind that a student’s progress is evaluated by the Financial Aid Office for financial aid purposes, separately from the academic progress evaluation performed by the Registrar’s Office.

Model for full-time students (based on 12 hours enrollment):

At end of Academic Year	Cumulative Minimum Grade Point Average	Pace Earned/Attempted
1	1.8	68.0%
2	2.0	68.0%
3	2.0	68.0%
4	2.0	68.0%
4.5	2.0	68.0%

A full-time student is expected to complete a degree within 150% of the degree length (4-year degree must be completed in within six years). A half-time student would be expected to complete a 4-year degree within 12 academic years.

**Notification:** Students not in compliance with the established SAP standards will be classified as under “Financial Aid Warning,” meaning the student has fallen below performance requirements for financial aid for the upcoming enrollment term. The student will be notified of the failed performance criteria, and be placed on probation for the following term. The student will retain his or her current aid levels for one (1) term while progressing toward reestablishing his or her performance levels to within SAP standards. An academic plan will be put in place to direct the student’s performance toward attaining compliance with established standards. If the student reaches SAP standards, probation is removed and the student’s financial aid is fully reinstated. The Financial Aid Office will notify students who are not in compliance with this policy by mailing the notice to the student’s current permanent address on file with the Office of Academic Records and Registration. It is the responsibility of the students to inform the Office of Academic Records and Registration at Benedictine College of their correct address at all times. Students under “Financial Aid Warning” who fail to meet the requirements of the established academic plan will be classified as under “Financial Aid Suspension.” This classification may allow the student to continue his or her studies at Benedictine College while disqualifying the student from receiving financial aid (federal/state/institutional) for one year.

**Appeals:** Students may appeal for reinstatement based on mitigating circumstances that are supported by appropriate documentation. Appeals should also present evidence of academic improvement documented by grade reports, academic advisors, or special actions of the Benedictine Academic Review Board. Approved appeals will be accompanied with an academic plan the student must maintain implicitly, in order to reinstate his or her aid eligibility for one semester, or until the student has performed at such level to be removed from SAP default status, as maintained within the academic plan. Failure to adhere to the requirements established under the academic plan will result in the student’s aid being suspended permanently.

Appeals must be made in writing to the Financial Aid Office. The Financial Aid Office will provide a written decision to the student within two weeks after receipt of the appeal. **Send appeals to:** Financial Aid Office, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499.

**Reinstatement:** Students will have their eligibility reinstated when they have reached the level of satisfactory progress required by this policy. Students may be reinstated by the completion of grades, correction of incorrect grades, by earning more than the required number of completed hours for a term or by approval through the appeal process. It is the student's responsibility to inform the Financial Aid Office of any changes or corrections.

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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 and workshops 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	Executive Master of Business Administration
Bachelor of Science	Master of Arts in School Leadership
Bachelor of Science in Nursing	Master of Business Administration
Bachelor of Art Education	Master of Arts in 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 and no later than by the beginning of their senior year. 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 in the Office of Academic Records and Registration, and completed forms are filed there. 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	Computer Science	Exercise Science
Art	Criminology	Finance
Art Education	Economics	Foreign Languages
Astronomy	Elementary Education	French
Athletic Training	Engineering Physics	General Engineering
Biochemistry	English	History
Biology	Evangelization &	International Business
Chemistry	Catechesis	International Studies

Journalism & Mass Communications	Natural Science	Sociology
Liberal Studies	Nursing	Spanish
Management	Philosophy	Special Education
Marketing	Physics	Strength and Conditioning
Mathematics	Political Science	Theatre Arts
Mechanical Engineering	Psychology	Theatre Arts Management
Music	Secondary Education	Theology
Music Education	Social Science	

### 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
Dance	Journalism & Mass Communications	Education
Economics	Latin	Theatre Arts
Economics & Politics	Mathematics	Theology

### Double Majors

A student may earn a double major by fulfilling the general education requirements of the college and the requirements of two major programs including a comprehensive or standardized examination in both major fields. **Double 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 to a maximum of twenty-one credit hours, and should be pursued outside a student's major field of study.

### 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.

The cumulative GPA from all courses taken after graduation will be calculated separately since 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 no tuition-remission aid is available.

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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 100–299; upper-division courses, from 300-499. Courses numbered below 100 do not satisfy graduation requirements.

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

Sophomore standing—28 credits

Junior standing—60 credits

Senior standing—92 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 100 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 300 or above. Transfer students are required to complete 30 credit hours in courses numbered 300 or above.
  - c. The **general education** requirements of the college (listed later in this section).
2. Achieve a final grade point average of 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.
4. Finish a minimum of 16 of the last 30 credit hours with Benedictine College credit.
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 fifteen to eighteen credit hours each semester. This semester hour load enables students to graduate after eight semesters. Any student who wishes to take more than eighteen credit hours must secure the permission of the Associate Dean. Permission for more than eighteen 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 in writing with the Associate Dean and the decision will be made after the semester grades are available. 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 eighteen credit hours in a semester.** Exceptions to this rule will be when the over-load results from any of the following: ensemble, chorus, band, orchestra, theatre arts productions, applied music, yearbook, newspaper and radio practicums, athletic training practicums, Enactus, varsity sport credit, science research, Ed 326, *Loomings* practicum, or 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. Verified instances 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.

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 could result 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.

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## 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



Grade		Point Value
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 withdraw from 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 day. The Registrar will assign a ‘W.’

A student who wishes to withdraw from a course must get a schedule change slip 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 53rd day of class. 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 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 with the Registrar converting grades ‘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 who incurs academic probation for two consecutive semesters or three times throughout his or her college career will be dismissed.

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

at the end of one semester	1.0
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 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 OASIS.

In general, final exams will not be moved for reasons of travel or convenience. In exceptional circumstances, a student may appeal to the Associate Academic Dean to have a final exam changed. This appeal should be lodged with the Associate Dean of the College no later than two weeks prior to the beginning of final exams. The Associate Dean, after consultation with 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 Associate Dean 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 Associate Dean 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 one year of the date the grade was officially recorded. 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 that 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

Prior to the first day of the semester, continuing students may make changes to their schedule through OASIS. First-time students at Benedictine College are not able to make changes to their schedule themselves, but must request that the Director of the Student Success Center or their advisor do so for them. For the first three days of the semester, students may request that their advisors may make schedule changes.

Changes in enrollment require the approval of the student's advisor. After the first Friday of the semester, schedule changes require the signature of both the advisor and instructor involved. These changes must be made in the Office of Academic Records and Registration. A \$10 fee will be charged for each class dropped from the first day through the twentieth day of classes, inclusive. The \$10 fee is waived for faculty-initiated withdrawal for switching sections due to an imbalance in the number of students in various sections or switching to a different course in the same department more appropriate to the student's ability.

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 and Associate Dean give their 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. **The student must inform the Registrar when a course is repeated.** 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.
- 

## **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 make 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 recognizes unavoidable absences excuses (in instances such as field trips, scheduled athletic events, or other college-sponsored activities).

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 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. Approval in writing must be obtained in advance from the Associate Dean for studies taken elsewhere if the studies are to fulfill graduation requirements of Benedictine College. The Associate Dean's approval is sometimes a prerequisite for admission to summer programs at other colleges and universities. *Benedictine College will recognize the credits earned at other institutions through summer study but does not include these in the calculation of the student's cumulative grade point average.* 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 and signed by the department chair certifying that the general education and major area requirements have been satisfactorily met. 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 change or add 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. A person can order as many transcripts as needed in a single session. A processing fee will be charged per recipient.

Transcript requests can also be made in writing. Requests should be addressed to the Office of Academic Records and Registration, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499. Requests should indicate current name and address; full name used while in college (maiden name, if applicable); year of graduation or withdrawal; number of transcripts to be sent with the full address of each recipient; and date when transcript is required, if urgent. The request must include the student's signature. There is a fee of \$5 for each transcript with check payable to Benedictine College.

Official transcripts of credit earned at other institutions that have been a part of a student's permanent record are not reissued nor duplicated.

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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## 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 in Florence, Italy. The Florence Campus is fully sponsored by Benedictine College. Courses offered in Florence may vary each semester and amount to 15 credit hours. The program is currently offered in the fall and in the spring semesters and is under the supervision of a Benedictine College faculty member and a residence director. Freshmen and transfer students are normally eligible 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 semester 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 Accord Language School in Paris, France, and at Université Catholique de l'Ouest in Angers, France. Students can also study Spanish at the CLIC language institute in Seville, Spain, and at La Universidad del Sagrado Corazón in San Juan, Puerto Rico, and the Cemanahuac Language School in Cuernavaca, Mexico. To apply, students should contact the chair of the Department of World and Classical Languages and Cultures. The program is offered in the fall, spring, and summer terms. 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 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 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

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.

En 100, English Composition With Review	Ph 175, Principles of Nature***
or En 101, English Composition	Gs 150, BC Experience
or En 103, Honors English Research Seminar*	Pe 115, Wellness for Life
Foreign Language 1**	Approved Pe Fitness Activity Course
Foreign Language 2**	(See HWES listing.)
Th 101, Introduction to Theology	

### 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 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 perspective" 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 Perspective – 6 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)

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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.

The foreign language requirement is waived for non-native speaking students of English. Documentation is required to show proficiency in another language or that English is not a student's native language.

American Sign Language 1 and 2 may be transferred to complete the Foreign Language requirement.

\*\*\*Ph 231, Philosophy of Nature also satisfies the college's core requirement in philosophy.



## 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.

### Core Requirements

En 101, English Composition (3 hours)

or En 100, English Composition With Review (4 hours)

or En 103, Honors English Research Seminar (3 hours)

Ph 175, Principles of Nature (3 hours) or Ph 231, Philosophy of Nature (3 hours)

Th 101, Introduction to Theology (3 hours)

Pe 115, Wellness for Life (1 hour)

### Foundations: Each course may meet one requirement

Historical Perspective (3 hours)

Aesthetic Experience (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.

## Foundation Courses

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

Ar 113	Da 307	En 206	En 312	En 414	Fr 365	Mc 149	Mu 191	Sa 365
Ar 116	En 102	En 301	En 313	En 420	Fr 370	Mc 150	Mu 290	Sa 366
Ar 121	En 201	En 302	En 401	Fa 201	Hi 372	Mc 160	Mu 291	Ta 102
Ar 226	En 202	En 303	En 402	Fr 304	Hi 373	Mc 315	Mu 303	
Ar 251	En 203	En 304	En 405	Fr 362	It 301	Mc 360	Mu 400	
Ar 261	En 204	En 306	En 406	Fr 363	Mc 110	Mu 113	Mu 401	
Ar 290	En 205	En 311	En 411	Fr 364	Mc 128	Mu 190	Sa 304	

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

Ec 370	Ph 308	Th 307	Th 320	Th 350	Th 365	Th 390	Th 420
En 313	Th 200	Th 308	Th 330	Th 355	Th 370	Th 395	
Hi 308	Th 210	Th 310	Th 340	Th 356	Th 375	Th 400	
Ph 306	Th 240	Th 315	Th 345	Th 360	Th 377	Th 405	

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

Ar 391	En 206	Hi 212	Hi 332	Hi 373	It 301	Ps 325	Ta 381
Ar 392	Fi 494	Hi 213	Hi 353	Hi 383	Mu 191	Ps 375	Ta 382
Ar 393	Fr 361	Hi 308	Hi 363	Hi 394	Mu 400	Sa 371	Ta 383
En 202	Hi 105	Hi 311	Hi 366	Hi 395	Mu 401	Sa 372	Th 390
En 205	Hi 106	Hi 326	Hi 372	Hi 417	Ps 150	So 358	Th 395

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

Ba 225	Ba 383	Ec 101	Eg 317	Ps 150	Ps 325	Ps 375	Py 100	So 290
Ba 355	Cr 225	Ec 209	Mc 115	Ps 175	Ps 360	Ps 377	So 101	
Ba 371	Ec 100	Ec 210	Ps 100	Ps 201	Ps 370	Ps 460	So 250	

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

Ba 355	Nu 426	Ph 306	Ph 355	Ph 471	Ph 475	Ph 480	Th 307
Ed 451	Ph 201	Ph 308	Ph 373	Ph 472	Ph 476	Ph 486	Th 308
En 411	Ph 255	Ph 325	Ph 374	Ph 473	Ph 477	Ps 377	

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

As 130	Bi 121	Ch 103/105	Pc 130	Pc 210	So 290
As 140	Bi 122	Ch 104/106	Pc 160	Pc 211	
Bi 105	Bi 232	Pc 110	Pc 201	Pc 315	
Bi 107	Ch 101	Pc 120	Pc 205	Py 405	

### 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	Visual Communication – 1 course
Oral Communication – 1 course	Western Perspective – 1 course
Quantitative Analysis – 1 course	Written Communication – 2 courses
Scientific Method – 1 course	

### 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.

Ar 391	Fr 365	Hi 303	Hi 332	It 301	Ps 360	So 290	Th 240
Ec 401	Hi 105	Hi 308	Hi 350	Mu 190	Sa 350	So 351	Th 350
Fr 350	Hi 106	Hi 311	Hi 366	Ps 201	So 250	Th 210	Th 365

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

Ar 486	Ba 383	Cs 493	Ed 497	Hi 493	Mu 224	Ps 175	Se 222	Ta 224
As 360	Bi 311	Ed 492	Eg 217	Ma 493	Nu 440	Ps 460	Ta 115	
Ba 223	Ch 490	Ed 496	En 491	Me 470	Pe 457	Py 485	Ta 223	

**Quantitative Analysis:** The following courses satisfy the Quantitative Analysis skills and perspectives.

As 130	Ch 101	Ec 210	Ma 124	Ma 250	Pc 201	So 375
As 140	Ch 103/105	Fi 390	Ma 131	Ma 255	Pc 210	So 376
Ba 265	Cs 101	Ma 104	Ma 132	Pc 110	Pc 211	So 496
Ba 445	Cs 114	Ma 110	Ma 211	Pc 120	Pe 357	
Ba 483	Ec 209	Ma 111	Ma 233	Pc 130	Ps 250	

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

As 130	Bi 107	Ch 103/105	Pc 160	Pc 210	Ps 250	So 496
As 140	Bi 121	Pc 110	Pc 201	Pc 211	Py 290	
Bi 105	Ch 101	Pc 120	Pc 205	Pc 315	So 375	

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

Ar 113	Ba 223	Cr 350	Mc 110	Mc 280	Nu 364	Py 485	Ta 356
Ar 116	Ba 265	Cs 493	Mc 128	Mc 302	Pc 315	Ta 115	Ta 477
Ar 121	Ba 345	Ed 220	Mc 149	Mc 315	Pe 380	Ta 215	
Ar 261	Bi 311	Eg 110	Mc 160	Mc 360	Pe 457	Ta 322	
Ar 290	Ch 490	Ma 493	Mc 218	Mu 304	Ps 370	Ta 354	

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

Ar 290	En 206	Fr 363	Hi 353	Hi 383	Ph 472	Th 340
Ar 392	En 301	Fr 364	Hi 355	Hi 394	Ph 473	Th 365
En 102	En 302	Hi 105	Hi 357	Hi 395	Ph 476	Th 390
En 201	En 304	Hi 106	Hi 363	Hi 417	Ph 477	
En 202	En 312	Hi 212	Hi 364	It 301	Ph 486	
En 203	En 411	Hi 213	Hi 366	Ph 255	Py 491	
En 204	Fr 361	Hi 311	Hi 372	Ph 325	Sa 304	
En 205	Fr 362	Hi 326	Hi 373	Ph 471	So 358	

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

Ar 391	Ba 383	Cs 493	En 202	En 311	En 425	Nu 300	Sa 304
Ar 392	Ba 450	Ec 300	En 203	En 312	Fr 351	Pe 457	Sa 371
As 340	Ba 487	Ed 317	En 204	En 325	Fr 361	Ph 498	Sa 372
As 360	Bi 311	Ed 470	En 205	En 327	Fr 370	Ps 175	Ta 381
As 450	Ch 385	Eg 217	En 206	En 401	Hi 493	Ps 250	Ta 382
Ba 105	Ch 386	Eg 340	En 301	En 402	Ma 493	Ps 275	Ta 383
Ba 223	Ch 393	Eg 341	En 302	En 406	Mc 216	Ps 370	
Ba 225	Cr 302	En 102	En 303	En 414	Mc 241	Py 273	
Ba 350	Cr 326	En 201	En 304	En 420	Mu 400	Py 290	

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## Graduate Programs

Examination of the history of Benedictine College reveals a long tradition of response to the needs of the times. Both parent institutions were early pioneers in education. Although graduate studies constitute a relatively small endeavor at the college, concern has been taken to ensure these programs enhance rather than detract from the strong emphasis on undergraduate liberal arts education.

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 Dean's office.

The graduate programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Additionally, programs leading to certification in education-related fields meet professional standards and are accredited by the Kansas State Department of Education and the National Council for Accreditation of Teacher Education

(NCATE). 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.

For other policies that may 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*.

### **Executive Master of Business Administration (EMBA)**

This program is designed to develop new skills and enhance existing skills for experienced managers, professionals, and entrepreneurs that will increase leader-effectiveness in the business world. The purpose and goals of the program, along with the policies, procedures, and course descriptions, follow the School of Business section of this catalog.

### **Master of Business Administration (MBA)**

The MBA program is designed for students who have just completed an undergraduate degree or who choose to pursue the MBA degree on a course-by-course basis. Students in the MBA program will be able to take courses as it may fit their individual schedule. The student will be allowed six years to complete the program. The purpose and goals of the program, along with the policies, procedures, and course descriptions, follow the School of Business section of this catalog.

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

Through this program, approved by NCATE and the Kansas State Department of Education, certified teachers may complete a 36-hour M.A. to obtain 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, degree requirements, and course descriptions follow the Department of Education section of this catalog.

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

Through this program, approved by NCATE, 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, degree requirements, and course descriptions 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 C 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. **The student must inform the Registrar when a course is repeated.** A course taken at Benedictine College may not be repeated at another college or university.

## 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 semester of Ed 623 or Ed 680 will be withdrawn from the practicum by the director of the program and must re-enroll in the last semester of Ed 623 or Ed 680 at a later date to complete his or her program of study.

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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.

## 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 semester. In addition, the student is expected to spend an average of two hours outside of class for each “hour” in class. Each academic department is responsible for creating its own definition of a credit hour based on the Carnegie definition of the different types of instruction (laboratories, practicums, internships, etc.) offered in the courses taught by the department. Each department definition is reviewed by the Curriculum Committee with final approval and oversight by the Dean of the College. These definitions are available in the Office of the Dean of the College and the Associate Dean’s office.

One credit hour of a graduate-level course is defined as a minimum of one fifty-minute session. 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 contact hour, it is expected the graduate student will spend a minimum of two to four hours in independent preparation (e.g. readings, papers, preparing presentations, projects, etc.).

## Pilot Testing of New Courses

All departments of the college are authorized to offer pilot testing of new courses under number 198, if a freshman course; 298, if a sophomore course; or 398, if a junior or senior course.

## Independent Studies

An independent study course, numbered 499, 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.

### **Internships**

Departments may provide internships as work and learning experiences under the 479 course number.

Internships are only open to full-time students of at least junior standing who are making satisfactory academic practice. 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 Associate Dean for approval and registration within two weeks of the start of the internship.

### **Senior Comprehensive Examinations**

All academic departments administer a senior comprehensive examination, usually taken during a student's eighth semester of enrollment, under the 488 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

D: at the discretion of the department

S: generally in the spring

I: infrequently offered

B: generally both fall and spring semesters

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.

#### *Foundations*

AE = Aesthetic Experience

F = Faith

HP = Historical Perspectives

PC = Person and Community

PI = Philosophical Inquiry

NW = Understanding the Natural World

C = Core

#### *Skills and Perspectives*

GP = Global Perspective

OC = Oral Communication

QA = Quantitative Analysis

SM = Scientific Method

VC = Visual Communication

WP = Western Perspective

WC = Written Communication

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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 PreK–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:**

A minimum of 51 credit hours, including:

Ar 113, Design (3 hours)  
Ar 121, Drawing (3 hours)  
Ar 116, Basic Photography (3 hours)  
Ar 261, Painting (3 hours)  
Ar 250, Sculpture I  
OR Ar 251, Ceramics I (3 hours)  
Ar 318, Junior Seminar (3 hours)  
Ar 391, Art History I (3 hours)  
Ar 392, Art History II (3 hours)  
Ar 486, Professional Practices (2 hours)  
Ar 487, Senior Exhibition Seminar (1 hour)  
Senior portfolio submitted prior to graduation (credit)

Plus:

One additional Art history course (3 hours)  
Seven approved Art studio elective courses in at least three media (21 hours)

Each art major 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 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:**

Ar 113, Design  
Ar 121, Drawing  
Ar 391, Art History I  
OR Ar 392, Art History II  
*plus* five additional studio courses

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

### **Art Course Requirements:**

Ar 113, Design (3 hours)  
Ar 116, Basic Photography (3 hours)  
Ar 121, Drawing (3 hours)  
Ar 226, Graphic Design I (3 hours)  
Ar 250, Sculpture I (3 hours)  
Ar 251, Ceramics I (3 hours)  
Ar 261, Painting (3 hours)  
Ar 318, Junior Seminar (3 hours)  
Ar 381, Printmaking I (3 hours)  
Ar 391, Art History I (3 hours)  
Ar 392, Art History II (3 hours)  
Ar 393, 20th Century Art History (3 hours)  
Ar 457, Methods of Teaching Art Education (2 hours)  
Ar 486, Professional Practices (2 hours)  
Ar 487, Senior Exhibition Seminar (1 hour)  
Ar 488, Senior Comprehensive (Credit)

Students must also complete a major in Secondary Education. Students should consult with the chair of the Education Department and will have an advisor in the Education Department as well as one in the Art Department.

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

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

Ed 222, Psychology of Individuals With

Exceptionalities (3 hours)

Py 100, General Psychology (3 hours)

Py 263, Developmental Psychology (3 hours)

Py 273, Theories of Personality (3 hours)

Py 290, Research Methods (3 hours)

Py 390, Abnormal Psychology (3 hours)

Ma 211, Statistics (3 hours)

Ar 370, Principles of Art Therapy (3 hours)

Ar 470, Clinical Methods in Art Therapy (3 hours)

Ar 475, Experience and Research in Art Therapy (3 hours)

Plus:

6 studio electives

This specialization prepares students for admission into graduate school for Art Therapy. It results in a major in Art with a minor in Psychology.

### **Studio Courses in Art**

#### **Ar 113**

##### **Design (3) (B)**

This course explores the fundamentals of visual communication using 2D and 3D 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)

#### **Ar 116**

##### **Basic 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. It develops a student's sensitivity to the language of visual communication, including elements of design. Students must provide their own 5 megapixel (or

greater) digital camera. The camera should have some manual overrides. Check with the professor if there are questions about the camera. Lab fee covers some supplies. Open to non-majors. (AE, VC)

#### **Ar 121**

##### **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)

#### **Ar 213**

##### **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: Ar 121 and Ar 321, or permission of instructor.*

#### **Ar 226**

##### **Graphic Design I (3) (D)**

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: Ar 113.* (AE)

#### **Ar 250, 352, 353, 454**

##### **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 Ar 250 has a prerequisite of Ar 121 or Ar 113.*

### **Ar 251, 351, 355, 451**

#### **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 and Ar 351 requires a prerequisite of Ar 121. (AE (Ar 251 only))*

### **Ar 261**

#### **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: Ar 121. (AE, VC)*

### **Ar 321, 322, 421**

#### **Drawing II, III, IV (3) (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: Ar 121. All taken in consecutive numerical order.*

### **Ar 326, 383, 426**

#### **Graphic Design II, III, IV (3) (F)**

This course is an advanced study of design principles and theory introduced in Ar 226, 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: Ar 226. All taken in consecutive numerical order.*

### **Ar 359**

#### **Calligraphy (3) (D)**

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.

### **Ar 362, 363, 464**

#### **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 Ar 261.*

### **Ar 368, 369**

#### **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. *Prerequisite: All taken in consecutive numerical order and have Ar 121.*

### **Ar 375, 376**

#### **Encaustics I, II (3) (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, imbedding, 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.*

### **Ar 381, 385, 386, 481**

#### **Printmaking I, II, III, IV (3) (D)**

This course introduces and explores the different basic methods of printmaking: drypoint, monotype, engraving, silkscreen, lithography, and woodblock. 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: Ar 121 or permission of instructor. All taken in consecutive numerical order.*

### **Ar 384, 387, 484**

#### **Photography II, III, IV (3) (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 contributors to the discipline. It continues to emphasize design as an element of visual communication. Students must provide their own 5-megapixel (or greater) digital camera.

The camera should have some manual overrides. Check with the professor if there are questions about the camera. If the student wishes to pursue black and white film photography, a 35mm camera must also be provided by the student. Lab fee covers some supplies. Open to non-majors. *Prerequisite: Ar 116 or permission of instructor. All taken in consecutive numerical order.*

### **Ar 420**

#### **Typography (3) (D)**

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: Ar 226.*

### **Ar 488**

#### **Senior Comprehensive (Portfolio Review) (cr)**

### **Lecture/Discussion Courses**

### **Ar 290**

#### **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)

### **Ar 317**

#### **History of Photography (3) (D)**

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.

### **Ar 318**

#### **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, and artist statements will be introduced. 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

### **Ar 365**

#### **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.

### **Ar 370**

#### **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.

### **Ar 391**

#### **Art History I (Survey) (3) (D)**

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. (HP, GP, WC)

### **Ar 392**

#### **Art History II (Survey) (3) (D)**

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. (HP, WP, WC)

### **Ar 393**

#### **Twentieth Century Art (3) (D)**

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. *Prerequisite: Ar 391 or Ar 392.* (HP)

### **Ar 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Ar 457**

#### **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. In addition, the students identify suitable teaching materials, and prepare tests and critiques for the different forms of media. *By arrangement for Art Education majors.*

## **Ar 470**

### **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.

## **Ar 475**

### **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.

## **Ar 479**

### **Art Internship (up to 4 credit hours)**

This course involves on-the-job experience in a professional art setting. Students will work in internships that relate to their area of interest such as graphic design, photography, or gallery management. Internships will be monitored by a faculty member for educational

objectives. It is recommended every art major participate in an internship. Prior approval from the department chair is required. *Prerequisites: Junior standing and a minimum GPA of 2.0.*

## **Ar 486**

### **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. 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 prepare for their senior portfolio review. There will also be a community service component to the class. (OC)

## **Ar 487**

### **Senior Exhibition Seminar (1) (S)**

This course is the final requirement for the Art major. Senior students who have completed Ar 486, 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.

## **Ar 499**

### **Independent Study (1–3)**



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

### Freshman Year

En 101, English Composition	3	Literature	3
Th 101, Introduction to Theology	3	Foreign Language	4
Gs 150, BC Experience	cr	Ph 175, Principles of Nature	3
Foreign Language	4	Ar 261, Painting I	3
Ar 121, Drawing	3	Ar 250, Sculpture I	3
Ar 113, Design	3		
Pe 115, Wellness for Life	1		
	<hr/>		<hr/>
	17		16

### Sophomore Year

Person and Community	3	Natural World Foundation (with lab)	4
Elective	3	Faith Foundation	3
Art Studio	3	Art Studios	6
Ar 116, Basic Photography	3	Elective	3
Art History	3		
	<hr/>		<hr/>
	15		16

### Junior Year

Faith Foundation	3	Philosophical Inquiry Foundation	3
Art History	3	Ar 318, Junior Seminar	3
Art Studios	6	Art Studios	6
Pe Activity course	1	Elective	3
Natural World Foundation (no lab)	4		
	<hr/>		<hr/>
	17		15

### Senior Year

Art History	3	Art Studios	6
Art Studios	6	Electives	9
Philosophical Inquiry Foundation	3	Senior Exhibition Seminar	1
Ar 486, Professional Practices	2	Portfolio Review	cr
Elective	2		
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	16		16

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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 in areas such as planetarium/museum guides, media specialists, or optical equipment sales personnel also exist for students majoring in astronomy.

The major course work provides an overview of the entire field of astronomy, more detailed work in specific areas of astronomical importance, and the solid background in

physics and mathematics that is needed to pursue graduate study. In addition, students may participate in ongoing research projects in both observational astronomy or theoretical astrophysics using facilities at the college. There is access to regional astronomical data processing and observing facilities in Kansas and Nebraska. Currently, work is being done in stellar astronomy and includes work on pulsating stars, star clusters, and nearby galaxies. For course descriptions, major requirements, and a suggested sequence of courses, refer to the Physics and Astronomy section in this catalog or contact the chair of the department.

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## Biochemistry

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The objectives of the biochemistry program are to prepare students for graduate studies in biochemical sciences, or 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. Biochemistry majors will not be awarded a minor in biology or chemistry.

For course descriptions, major requirements, and a suggested sequence of courses, refer to the catalog section entitled "Chemistry and Biochemistry," or contact the chair of the department.

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## Biology

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The mission and objectives of the Biology program are to have our graduating majors appreciate biology, understand biological principles, use the scientific method, and be critical thinkers and problem solvers. By the end of their senior year, students will have acquired the ability to engage in collaborative and creative projects and communicate the results of their work in both writing

and orally using up-to-date technology. They will be prepared to enter graduate schools, professional schools, pre-college teaching, or the work force. Students may pursue either a bachelor of arts (B.A.) degree or a bachelor of science (B.S.) degree in biology. The B.A. degree is designed for students who plan to enter medical school or who desire a broader science background in chemistry and physics.

The recommended sequence of courses for the B.A. degree in Biology fulfills all science requirements for pre-professional preparation in dentistry, medicine, optometry, osteopathic medicine, podiatry, and veterinary medicine. Preparation for nursing, occupational therapy, or physician's assistant programs usually requires coursework in anatomy and physiology. Preparation for careers in medical technology or pharmacy may require more chemistry coursework. The B.S. degree emphasizes the biological sciences and also meets most graduate school and pre-professional requirements.

A grade of "C" or better is required in all courses counting toward the major. AP and dual credit biology taken in high school will transfer to Benedictine College as Bi 107, Principles of Biology (a course for non-biology majors). If a student with this transfer credit plans to major in Biology, Biochemistry, or Nursing, he or she needs to take Bi 121, General Biology I. All upper-division major requirements counting toward the biology major must be completed at Benedictine College unless approved by the Department Chair.

A transfer student planning on pursuing a major or minor in Biology 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:**

Bi 121, General Biology I  
Bi 122, General Biology II  
Bi 310, Mechanisms of Evolutionary Change  
Bi 311, Research Design and Analysis  
*plus* five 4-credit-hour biology laboratory courses numbered above 311, with Bi 121 and Bi 122 prerequisite to all other 300- and 400-level courses.

### **Required supporting courses that should be taken before all biology courses numbered above 311 are as follows:**

Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry I Laboratory  
Ch 106, General Chemistry II Laboratory  
Ch 231, Organic Chemistry I  
Ch 232, Organic Chemistry I Laboratory  
Ch 233, Organic Chemistry II  
Ch 234, Organic Chemistry II Laboratory  
Ma 131, Calculus I  
Ma 132, Calculus II or Ma 211, Applied Statistics  
Pc 201, College Physics I (recommended) or Pc 210, Classical Physics I  
Pc 202, College Physics II (recommended) or Pc 211, 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:**

Bi 121, General Biology I  
Bi 122, General Biology II  
Bi 310, Mechanisms of Evolution  
Bi 311, Research Design and Analysis  
*plus* six 4-credit-hour biology laboratory courses numbered above 311, with Bi 121 and Bi 122 prerequisite to all other 300- and 400-level courses.

### **Required supporting courses that should be taken before all Biology courses numbered above 311 are as follows:**

Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry I Laboratory  
Ch 106, General Chemistry II Laboratory  
Ch 231, Organic Chemistry I  
Ch 232, Organic Chemistry I Laboratory  
Ma 104, College Algebra, or Ma 124, Pre-Calculus, or Ma 131, Calculus I, or Ma 211, Applied Statistics  
Pc 110, Concepts in Physics



**Prospective high school teachers of Biology will take:**

Bi 121, General Biology I  
Bi 122, General Biology II  
Bi 310, Mechanisms of Evolutionary Change  
Bi 311, Research Design and Analysis  
Bi 457, Methods of Teaching Secondary Science

*plus* four 4-credit-hour “Bi” prefixed laboratory courses numbered above 311, with Bi 121 and Bi 122 prerequisite to all other 300- and 400-level courses, preference being given to Bi 355 and double major in Secondary Education.

**Required supporting courses that should be taken before all Biology courses numbered above 311 are as follows:**

Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry I Laboratory  
Ch 106, General Chemistry II Laboratory  
Ch 231, Organic Chemistry I  
Ch 232, Organic Chemistry I Laboratory  
Ma 211, Applied Statistics  
Pc 110, Concepts in Physics

**The requirements for a minor in Biology:**

Bi 121, General Biology I  
Bi 122, General Biology II  
Bi 310, Mechanisms of Evolutionary Change  
Bi 311, Research Design and Analysis

*plus* two 4-credit-hour “Bi” prefixed laboratory courses numbered above 311, with Bi 121 and Bi 122 prerequisite to all other 300- and 400-level courses.

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**Bi 105**

**Plants and Civilization (4) (D)**

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)

**Bi 107**

**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)

**Bi 121**

**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)

**Bi 122**

**General Biology II (4) (S)**

This is a continuation of Bi 121, covering the diversity of living organisms, ecology and animal behavior. There are three class meetings and one lab period each week. (NW)

**Bi 231**

**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 training, nursing, or other allied health professions.*

### **Bi 232**

#### **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. *Prerequisite: Bi 142. Note: This course is specifically intended only for those students interested in pursuing a career in athletic training, nursing, other allied health professions.* (NW)

### **Bi 260**

#### **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.*

### **Bi 310**

#### **Mechanisms of Evolutionary Change (3) (D)**

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 Bi 121 and Bi 122.*

### **Bi 311**

#### **Research Design and Analysis (3) (D)**

This course provides students with sufficient theoretical and practical knowledge, in a computer intensive course, to plan, conduct, evaluate, and present faculty-directed original

research. Topics for discussion include: the historical and philosophical development of scientific research, the scientific method, writing a research proposal, selection of research arena, qualitative and quantitative observations, sampling techniques, collecting, recording, summarizing, statistically analyzing, and graphically presenting data, bibliographic search techniques, and research report writing. *Prerequisite: Successful completion (C or better) of Bi 121 and Bi 122.* (OC, VC, WC)

### **Bi 312**

#### **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) of Bi 121, Bi 122, and Ch 104/106.*

### **Bi 313**

#### **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) of Bi 121, Bi 122, and Ch 104/106.*

### **Bi 345**

#### **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) of Bi 121, Bi 122, and Ch 104/106.*

**Bi 346****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) of Bi 121, Bi 122, and Ch 104/106.*

**Bi 347****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) of Bi 121, Bi 122, and Ch 104/106.*

**Bi 353****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) of Bi 121, Bi 122, and Ch 104/106.*

**Bi 354****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) of Bi 121, Bi 122, and Ch 104/106.*

**Bi 355****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) of Bi 121, Bi 122, and Ch 104/106.*

**Bi 360****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. *Prerequisites: Successful completion (C or better) of Bi 121, Bi 122, Ch 104/106, and one semester of Organic Chemistry, which may be taken concurrently.*

**Bi 370****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) of Bi 121, Bi 122, and Ch 104/106.*

### **Bi 390**

#### **Teaching Practicum (1–2) (B)**

This course involves the student teaching with a faculty member in the laboratory of an introductory or an advanced four hour course. *Prerequisites: Junior or senior standing and permission of the instructor.*

### **Bi 457**

#### **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.

### **Bi 475**

#### **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. *Prerequisites: Successful completion (C or better) of Bi 121, Bi 122, Ch 104/106, and one semester of Organic Chemistry, which may be taken concurrently.*

### **Bi 476**

#### **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. *Prerequisites: Successful completion (C or better) of Bi 121, Bi 122, Ch 104/106, and one semester of Organic Chemistry, which may be taken concurrently. Bi 360 is recommended.*

### **Bi 482**

#### **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) of Bi 121, Bi 122, and Ch 104/106.*

### **Bi 486**

#### **Research (1–3) (B)**

Independent investigation of a biological problem in consultation and/or collaboration with a faculty member. *Prerequisites: Successful completion (C or better) of Bi 310, Bi 311, and Ch 104/106, or permission of instructor.*

### **Bi 488**

#### **Senior Comprehensive Examination (cr) (B)**

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

### Freshman Year

Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Bi 121, General Biology I	5	Bi 122, General Biology II	4
En 101, English Composition	3	Aesthetic Foundation	3
Ma 131, Calculus I	4	Ma 132, Calculus II or Ma 211, Applied Statistics	4
Gs 150, BC Experience	cr	Pe 115, Wellness for Life	1
		Pe Activity course	1
	<hr/>		<hr/>
	16		17

### Sophomore Year

Ch 231, Organic Chemistry I	3	Ch 233, Organic Chemistry II	3
Pc 201, College Physics I	4	Pc 202, College Physics II	4
Ph 175, Principles of Nature	3	Faith Foundation	3
Bi 310, Mech of Evolutionary Change	3	Bi 311, Research Design and Analysis	3
Th 101, Introduction to Theology	3	Person and Community Foundation	3
		Bi 486, Biology Research	1
	<hr/>		<hr/>
	16		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
*Bi 486, Biology Research	1	*Bi 486, Biology Research	1
	<hr/>		<hr/>
	18		18

### Senior Year

Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Global Perspective	3	Philosophical Inquiry Foundation	3
*Ch 351, Biochemistry I	4	Elective	3
*Bi 486, Biology Research	1	*Bi 486, Biology Research	2
Bi 488, Senior Comprehensive	cr		
	<hr/>		<hr/>
	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

Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Bi 121, General Biology I	5	Bi 122, General Biology II	4
En 101, English Composition	3	Aesthetic Foundation	3
Ma 124, Pre-Calc. or Ma 131, Calc. I	4	Ma 211, Applied Statistics	4
Gs 150, BC Experience			
	16		15

### Sophomore Year

Ch 231, Organic Chemistry I	3	*Ch 233, Organic Chemistry II	3
Ch 232, Organic Chemistry I Lab	1	*Ch 234, Organic Chemistry II Lab	1
Pc 110, Physical Concepts	4	Global Perspective	3
Ph 175, Principles of Nature	3	Faith Foundation	3
Bi 310, Mech of Evolutionary Change	3	Bi 311, Research Design and Analysis	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
		Pe Activity course	1
		*Bi 486, Biology Research	1
	17		16

### 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
*Bi 486, Biology Research	1	*Bi 486, Biology Research	1
	18		18

### Senior Year

Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Person and Community	3	Philosophical Inquiry Foundation	3
*Ch 351, Biochemistry I	4	Elective	3
*Bi 486, Biology Research	1	*Bi 486, Biology Research	2
Bi 488, Senior Comprehensive	cr		
	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 management 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 nuances, and executive communications), 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) and an Executive Master of Business Administration (EMBA). The MBA is designed for students who have just completed an undergraduate degree or who choose to pursue the MBA degree on a course-by-course basis. The Executive MBA program prepares managers for significant executive or entrepreneurial responsibility. It is intended for mid-to-upper-level managers or owners with at least five years of management experience.

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.

It is well to 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. However, a student must satisfy the requirements set forth below in order to be accepted as a major in the School of Business. Prior to satisfying the requirements for acceptance as a major in the School of Business, students who wish to declare a major will be listed as Pre-Major (relevant to their choice) in the Office of Academic Records and Registration. A student will not be allowed to enroll in a 400-level course offered by the School of Business unless the student has petitioned for and has been accepted as a major.

Requirements for acceptance as a major in the School of Business are as follows:

1. The student must successfully complete the following seven courses (referred to as the "Business Block") with a grade of C- or better in each course:

Ba 165, Intro to Quantitative Analysis

Ba 265, Business Statistics

Ba 225, Principles of Business  
Management

Ac 209, Principles of Financial  
Accounting

Ac 210, Principles of Managerial  
Accounting

Ec 209, Principles of Macroeconomics

Ec 210, Principles of Microeconomics

2. The student must have an overall (college-wide) cumulative GPA of at least 2.00 and a cumulative GPA of at least 2.00 in all courses that apply toward a major in the School of Business (including the Business Block courses listed above).
3. If the first two requirements have been satisfied, the student must submit a petition for acceptance as a major in the School of



Business and specify the desired degree in Accounting, Finance, International Business, Management, or Marketing. Students may petition for more than one major.

It is recommended that students who desire a major in the School of Business should consider the following sequence:

1. The student should declare a major in the School of Business during the freshman year or early in the sophomore year. This declaration is made with the Office of Academic Records and Registration. It is highly recommended that students declare the major as early as possible so a member of the Business faculty can be assigned as their academic advisor, and their curriculum and career mentoring can be executed accordingly.
2. The student should complete, with a grade of C– or better, the Business Block courses (listed above) required to be accepted as a major in the School of Business by the end of the sophomore year, or by the end of the junior year at the very latest. A student cannot enroll in a 400-level course offered by the School of Business until he or she has completed the Business Block (with a C– or better) and has been accepted as a major.
3. Upon successful completion of the seven Business Block courses, the student should submit a petition to be accepted as a major in the School of Business. (As previously noted, the student should endeavor to accomplish this by the end of the sophomore year, or by the end of the junior year at the very latest.)
4. Following acceptance into the major, the student may enroll in 400-level courses offered by the School of Business and should complete the remaining degree requirements by the end of the senior year.

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 Catalogue.)
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. 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:
    - Ba 165, Quantitative Analysis for Business
    - Ba 265, Business Statistics (or Ma 211, Applied Statistics)
    - Ba 225, Principles of Business Management
    - Ac 209, Principles of Financial Accounting
    - Ac 210, Principles of Managerial Accounting
    - Ec 209, Principles of Macroeconomics
    - Ec 210, Principles of Microeconomics

Ba 371, Legal Environment of Business  
Ba 383, Principles of Marketing  
Fi 390, 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:
    - Ba 460, Strategic Management
    - Ba 478, Experiential Learning Activity
    - Ba 486, Seminar on Ethics and Morality for Business Professionals (It is important for students and advisors to note that Th 200 and Ph 325 are prerequisites for this Seminar.)
    - Ba 487, Seminar on Executive Writing and Communication
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.)
  - 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 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. A faculty advisor should be consulted before making final decisions relative to a degree program.

Many career choices are available in the profession of accounting. The three principle areas of employment are in an industrial concern, public practice, and 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:

Ac 327, Intermediate Financial Accounting Theory I

Ac 328, Intermediate Financial Accounting Theory II

Ac 363, Federal Income Tax Accounting

Ac 373, Cost Accounting I

Ac 401, Advanced Financial Accounting Theory I

Ac 402, Advanced Financial Accounting Theory II

Ac 420, Financial Statement Analysis & Business Valuation

Ac 493, Auditing Theory

Ac 488, Comprehensive Senior Examination (or its equivalent)

Ac elective (upper-division)

Ec 306, 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 the 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:

Ac 420, Financial Statement Analysis & Business Valuation

Fi 410, Corporate Finance

Fi 465, Financial Spreadsheet Modeling



Fi 490, International Finance  
 Fi 491, Investment & Portfolio  
 Management  
 Fi 495, Advanced Corporate Finance  
 Ec 306, Money and Banking  
 Ec or Ac elective (upper-division)  
 Fi elective (upper-division)  
 Fi 488, Senior Comprehensive  
 Examination (or its equivalent)

## Major Requirements in International Business

Career choices in International Business include working for organizations in foreign countries, working within the US for organizations doing business internationally, or working for governmental or non-profit agencies. All functional areas of business are relevant in 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:

Ba 325, International Management & Culture  
 Ba 471, International Business Law  
 Fi 490, International Finance  
 Ba 485, International Marketing  
 Ec 315, International Economics  
 Ba 488, Senior Comprehensive Examination  
 (or its equivalent)

An immersion experience of at least twelve credits is required. Note: Students will select one of the following options for completion of their immersion experience in consultation with an advisor, the program chair, and the department chair.

1. Semester study abroad at a Benedictine College campus or partner school. The twelve credits may contain the local language component, liberal arts, or business courses. Three credits of internship may be included.
2. Extended study program developed and sponsored by a business faculty member. This must be a minimum of twelve credits. The program must be a minimum of six weeks and may include an internship of

three credits approved by the department internship coordinator. Courses equivalent to the Benedictine College business or liberal arts courses will complete the extended study.

3. International students (non-citizens) admitted to the International Business major at Benedictine College may complete their immersion experience by demonstrating proficiency in English and successfully completing twelve credits of elective international business courses, including an internship experience at a US-based enterprise engaged in international business.

Some possible supporting courses for International Business majors are the following:

Fr, Gn, Sp upper-division courses or Latin  
 American Civilization & Culture  
 Ec 370, Catholic Social Teaching  
 Ec 401, Economic Development in the  
 3rd World  
 Hi 383, Early Modern Europe  
 Hi 394, Europe Since 1945  
 Hi 395, Europe 1848–1914  
 Hi 396, Europe 1914–1945  
 Ph 475, Islamic Philosophy  
 Ps 201, Comparative World Govt & Politics  
 Ps 322, European Politics  
 Ps 360, International Relations  
 Ps 421, Comparative Political Systems  
 So 250, Sociology of Culture  
 So 290, World Regional Geography  
 So 351, Population and Society  
 So 451, Religion in Culture and Society  
 So 483, Cities and Social Change  
 Th 365, Introduction to World Religions

## Major Requirements in Management

The Management major will provide students with the necessary background for careers in business and non-business organizations. Career opportunities may be available in a host of areas, including human resources, general management, and industrial relations. 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:

- Ba 325, International Management and Culture
- Ba 340, Enterprise Management
- Ba 350, Organizational Behavior and Theory
- Ba 450, Human Resource Management
- Ba 456, Corporate Social Responsibility
- Ba 366, Decision Process and Analysis
- Ec 320, Managerial Economics
- Ba Elective
- Ba Elective
- Ba 488, Senior Comprehensive Examination (or its equivalent)

### **Major Requirements in Marketing**

Career opportunities in marketing include marketing leadership, selling and sales management, or retail merchandising, and advertising. 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:

- Ba 325, International Management and Culture
- Ba 388, Integrated Marketing Communication
- Ba 480, Marketing Strategy
- Ba 481, Consumer Behavior
- Ba 483, Marketing Research
- Ba 485, International Marketing
- Ec 310, Intermediate Microeconomic Theory, or Ec 320, Managerial Economics and Pricing Theory
- Ba Elective
- Ba Elective
- Ba 488, Senior Comprehensive Examination (or its equivalent)

### **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. Ac 209, Ac 210, Ac 327, and Ac 328 should be taken in sequence; Ac 209 and Ac 210 are prerequisites for the remaining courses. 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:

- Ac 209, Principles of Financial Accounting
- Ac 210, Principles of Managerial Accounting
- Ac 327, Intermediate Financial Accounting Theory I
- Ac 328, Intermediate Financial Accounting Theory II
- Ac 363, Federal Income Tax Accounting
- Ac 373, Cost Accounting I

### **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:

- Ac 209, Principles of Financial Accounting
- Ac 210, Principles of Managerial Accounting
- Ec 209, Principles of Macroeconomics
- Ec 210, Principles of Microeconomics
- Ba 225, Principles of Business Management
- Ba 383, Principles of Marketing
- Fi 390, 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:

- Ac 209, Principles of Financial Accounting
- Ec 210, Principles of Microeconomics
- Ba 225, Principles of Business Management
- Ba 340, Enterprise Management
- Ba 343, Principles of Entrepreneurship
- Ba 383, Principles of Marketing
- Fi 392, 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:

Ac 209, Principles of Financial Accounting  
Ec 210, Principles of Microeconomics  
Fi 390, Principles of Finance  
Fi 465, Financial Spreadsheet Modeling  
Fi 490, International Finance  
Fi 491, Investment and Portfolio Analysis  
Ac 420, Financial Statement Analysis & Business Valuation

### Course Offerings in Accounting

#### Ac 209

#### 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.

#### Ac 210

#### 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: Ac 209.*

#### Ac 327

#### 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 B– or better in Ac 209 or permission of instructor.*

#### Ac 328

#### Intermediate Financial Accounting Theory II (3) (S)

This course is a continuation of Ac 327. Content includes accounting for income tax expense, pension, capital leases, methods of revenue recognition, earnings per share, long-term debt. *Prerequisite: Ac 327.*

#### Ac 363

#### 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.*

#### Ac 364

#### 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: Fi 390 or permission of instructor.*

#### Ac 373

#### Cost Accounting I (3) (F)

This course is an in-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 B– or better in Ac 210 or permission of instructor.*

**Ac 382****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: Ac 327.*

**Ac 401****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: Ac 328.*

**Ac 402****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: Ac 328.*

**Ac 420****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: Ac 209 and Fi 390.*

**Ac 479****Accounting Internship (1–3 as arranged)**

The internship experience provides the opportunity to work, learn, and problem solve with an organization. The internship gives students a “hands on” experience. In cooperation with a management-level supervisor, students create a “value added” project that integrates learning concepts and principles at the completion of the internship. One hundred hours of documented work time is required for each credit. *Prerequisite: Recommendation of a School of Business faculty member.*

**Ac 488****Senior Comprehensive Exam (cr)****Ac 493****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. *Prerequisite: Ac 328.*

**Ac 494****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: Ac 493.*

### **Ac 499**

#### **Independent Study (credit arranged)**

This is primarily a research course in which the student selects a significant accounting topic with the approval of the department, conducts the necessary research, and presents a formal research paper.

<p style="text-align: center;"><b>Course Offerings in Business Administration</b></p>
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### **Ba 105**

#### **Principles of Business and Entrepreneurship (3) (B)**

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)

### **Ba 124, 224, 324, 424**

#### **Enactus (formerly SIFE/Students in Free Enterprise) (1–2) (B)**

Students develop economic/free enterprise based programs that encourage others in the Benedictine College, Atchison, and surrounding communities to have a better understanding of how the free enterprise system works. This unique experience in social entrepreneurship enables students to acquire stronger

communication, team building, and management skills. Credit is initiated by the Enactus advisor after assignment to a mutually agreed upon project. The course may be taken more than one time; a maximum of six hours of Enactus credit may apply toward graduation. This course is open to all students.

### **Ba 125**

#### **Introduction to Business (1) (D)**

The purpose of this course is to introduce the opportunities of business as a career option and to explore various employment options within the fields in business. The necessary academic backgrounds and educational choices will be explored. Students will be expected to complete a psychological profile that will assist in their decision making. The application of the principles of the *Rule of St. Benedict* will be examined and the importance of the liberal arts in business will be emphasized. *Prerequisite: Freshman standing only.*

### **Ba 155**

#### **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. *Prerequisite: Freshman standing only.*

### **Ba 165**

#### **Quantitative Methods in Business (3) (B)**

This course investigates analytical functions, including polynomial, logarithmic, and exponential functions necessary for business majors. The mathematics of finance, matrix algebra, and linear programming are covered. Additional topics will be presented as appropriate. *Prerequisite: Freshman standing only.*

**Ba 223****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)

**Ba 225****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. *Prerequisite: Sophomore standing.* (PC, WC)

**Ba 255****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: Ba 155.*

**Ba 265****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: Ba 265, Ma211, or So 376. *Prerequisite: Ba 165.* (QA, VC)

**Ba 325****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: Ba 225.*

**Ba 340****Enterprise Management (3) (D)**

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: Ba 225.*

**Ba 343****Principles of Entrepreneurship (3) (D)**

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.*

### **Ba 345**

#### **New Venture Creation (3) (D)**

The study of the forming of a new organization. Emphasis is placed on recognizing and seizing opportunities. The basis of the course is 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. *Prerequisites: Ba 225 and Ba 343, or permission of the instructor.* (VC)

### **Ba 350**

#### **Organizational Behavior and Theory (3) (S)**

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. (WC)

### **Ba 351**

#### **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: Ba 225, Ac 209.*

### **Ba 355**

#### **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: Ph 175.* (PC, PI)

### **Ba 357**

#### **Management Information Systems (3) (D)**

This course explores concepts of management information systems and how they affect the organization and its employees, and focuses on 1) how systems fit into organizations and management, 2) systems analysis and design, and 3) how to manage information resources and information systems. *Prerequisite: Ba 225.*

### **Ba 358**

#### **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.*

## **Ba 366**

### **Decision Process and Analysis (3) (S)**

This course provides students with theoretical and practical understanding and skills in decision making, a core function of management. The course emphasizes quantitative tools and models of the decision process: decision modeling under uncertainty and risk, conditional probability, sensitivity analysis, game theory, cost/benefit analysis, and optimization. The quantitative approach will be supplemented with knowledge of behavioral aspects of decision making. *Prerequisites: Ba 225, Ba 265 or Ma 211.*

## **Ba 371**

### **Legal Environment of Business (3) (B)**

The legal aspects of commercial relations including discussion of general laws under which business operates, such as contracts, sales, agency, employment, negotiable instruments, real estate, etc. Open to all majors. *Prerequisite: Ba 225. (PC)*

## **Ba 383**

### **Principles of Marketing (3) (B)**

This is a decision-oriented course introducing the nature of marketing, the factors that impact marketing decisions, and the management of the marketing variables to achieve the goals of the firm. *Prerequisite: Ba 225. (PC, OC)*

## **Ba 385**

### **Sales and Negotiations Techniques (3) (D)**

The managerial 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: Ba 383.*

## **Ba 388**

### **Integrated Marketing Communications (3) (D)**

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: Ba 383.*

## **Ba 398**

### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

## **Ba 445**

### **Business Plan Development (3) (D)**

The focus of this course will be the development and activation of a business plan written in Ba 345. 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: Ba 345. (QA)*

## **Ba 450**

### **Human Resource Management (3) (F)**

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. *Prerequisite: Ba 225. (WC)*

## **Ba 455**

### **Leading in Society (1) (D)**

This course will help students develop their leadership skills in the greater community. Students will learn about organizing and leading civic and non-profit organizations as well as participation in governmental activities as appointed or elected officials. Rules of parliamentary procedure in conducting meetings, motivating volunteers toward altruistic goals, and demonstrating servant leadership will all be emphasized. *Prerequisite: Ba 255.*



**Ba 456****Corporate Social Responsibility (3) (D)**

This course focuses on two important questions: (1) How do organizations design and manage ethics?, and (2) What are the current standards and approaches to Corporate Social Responsibility (CSR) relevant to understanding the role and responsibilities of corporations in our society? The course will cover current best practices for the creation and management of ethics and CSR programs as well as the emerging technologies and approaches to measuring performance in these two areas of managerial practice. *Prerequisite: Ba 225.*

**Ba 459****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: Ba 325, Ba 471, Ba 485, Fi 490, and immersion experience.*

**Ba 460****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. *Prerequisites: Completion of the common body of knowledge and senior standing.*

**Ba 465****Production and Operations Management (3) (F)**

This course provides students with the logic and quantitative tools to manage the processes that bring products and services into existence. Operations management enables organizations to add value by increasing process effectiveness and efficiency. Themes include improving performance through managing for sustainability; reducing costs, and improving quality and timeliness; and creating value through prudent resource planning, supply chain management, inventory systems, capacity decisions, facilities structure, and workforce deployment. *Prerequisites: Ba 225, Ba 265 or Ma 211.*

**Ba 468****Logistics and Supply Chain Management (3) (D)**

This course will integrate issues of marketing, logistics, and operations management to develop a broad understanding of a supply chain. Understanding the management of inventory control, distribution, and supply functions will be developed. Topic areas that will be emphasized include lot-sizing for deterministic and time-varying demand, inventory policies for uncertain demand, production planning and scheduling, as well as the design and management of supply and distribution networks. Use of appropriate software programs will be included. *Prerequisite: Ba 225.*

**Ba 471****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.

**Ba 472****Business Organization Law (3) (S)**

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: Ba 371.*

**Ba 473****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: Ba 450 or permission of instructor.*

**Ba 474****Sales and Finance Law (3) (D)**

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: Ba 371.*

**Ba 475****Project Management (3) (D)**

This course investigates the key components of the ever-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: Ba 225.*

**Ba 478****Experiential Learning Activity (cr) (B)**

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, which may include a traditional internship (Ba 479). 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.*

**Ba 479****Business Internship (1–3 as arranged)**

This course is designed for students who need or desire to complete an internship experience and need credit hours to graduate. The Internship experience provides the opportunity to work, learn, and problem solve with a for-profit or non-profit business organization. The internship gives students a “hands on” experience. In cooperation with a management level supervisor, students create a “value added” project that integrates learning concepts and principles at the completion of the internship. One hundred hours of documented work time is required for each credit. *Prerequisite: Recommendation of a business department faculty member and junior or senior standing.*

**Ba 480****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 and/or corequisites: Ba 383, Ba 483, and two from Ba 385, Ba 388, Ba 474, Ba 481, or Ba 485; senior standing.*

### **Ba 481**

#### **Consumer Behavior (3) (S)**

This course involves the study of the consumer market where individuals buy or acquire goods or services for personal consumption. Demographics and subcultures and other external market factors will be explored, as well as the consumer decision process. *Prerequisite: Ba 383.*

### **Ba 483**

#### **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: Ba 265 and Ba 383. (QA)*

### **Ba 485**

#### **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: Ba 383.*

### **Ba 486**

#### **Seminar on Ethics and Morality for Business Professionals (1) (B)**

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: Th 200, Ph 325, senior standing.*

### **Ba 487**

#### **Seminar on Executive Writing and Communication (2) (B)**

This seminar covers internal and external, written and oral business reporting. Students will pursue individual projects resulting in a variety of reports, such as memos, proposals, short business reports, progress reports, analysis, feasibility studies, etc. Practical applications are learned through messages that inform and persuade. *Prerequisite: Senior standing; for School of Business majors only. (WC)*

### **Ba 488**

#### **Senior Comprehensive Exam (cr)**

### **Ba 499**

#### **Independent Study (1–4)**

This course is intended as primarily a research course in which the student selects a significant business topic, and with the approval of the department, conducts the necessary research to present a formal research paper.

## **Course Offerings in Finance**

### **Fi 293**

#### **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.*

### **Fi 390**

#### **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. *Prerequisites: Ac 209, Ba 265. (QA)*

### **Fi 392**

#### **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: Fi 390.*

### **Fi 395**

#### **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: Fi 390.*

### **Fi 410**

#### **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: Fi 390.*

### **Fi 465**

#### **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. *Prerequisite: Fi 390.*

### **Fi 479**

#### **Finance Internship (1–3 as arranged)**

The internship experience provides the opportunity to work, learn, and problem solve with an organization. The internship gives students a "hands on" experience. In cooperation with a management-level supervisor, students create a "value added" project that integrates learning concepts and principles at the completion of the internship. One hundred hours of documented work time is required for each credit. *Prerequisite: Recommendation of a School of Business faculty member.*

### **Fi 488**

#### **Senior Comprehensive Exam (cr)**

### **Fi 490**

#### **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: Fi 390.*

### **Fi 491**

#### **Investment and Portfolio Analysis (3) (F)**

This course is the study of security investment with emphasis on the tools for investment analysis. *Prerequisite: Fi 390.*

### **Fi 494**

#### **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. (HP)

### **Fi 495**

#### **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: Fi 390.*



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

### Freshman Year

Liberal Arts Core (e.g. En101)	3	Liberal Arts Core (e.g. Ph 175)	3
Liberal Arts Core (e.g. Th101)	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
Gs150, BC Experience	cr	Ba 265, Business Statistics	3
Ba165, Quantitative Analysis for Bus.	3	Ac210, Princ. of Managerial Acctg.	3
Ac 209, Princ. of Financial Accounting	3		
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	16		17

### Sophomore Year

Liberal Arts Core (e.g. Pe115, Wellness)	1	Liberal Arts Foundation (e.g. Philosophy)	3
Liberal Arts Foundation (e.g. History)	3	Liberal Arts Foundation (e.g. Aesthetic)	3
Ac 327, Intermediate Financial Acctg. I	3	Ac 328, Intermediate Financial Acctg. 2	3
Ac 373, Cost Accounting	3	Ac 363, Federal Income Tax	3
Ec 210, Microeconomics	3	Ba 225, Principles of Management	3
Fi 390, Principles of Finance	3	Ec 209, Macroeconomics	3
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	16		18

### Junior Year

Liberal Arts Foundation (e.g. Nat. World)	3	Liberal Arts Foundation (e.g. History)	3
Ac 402, Adv. Financial Accounting II	3	Liberal Arts Foundation (e.g. Th 200) *	3
Ba 371, Legal Environment of Business	3	Ac 401, Adv. Financial Accounting I	3
Ba 383, Principles of Marketing	3	Ac 3xx, Accounting Elective	3
General Elective (or second major class)	3	Ec 306, Money and Banking	3
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	15		15

### Experiential Learning Activity (Ba 478): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g. Aesthetic)	3	Liberal Arts Core (e.g. Pe Activity course)	1
Liberal Arts Foundation (e.g. Ph325) *	3	Liberal Arts Foundation (e.g. Faith)	3
Ac 420, Finan. Stmt Analy. & Bus Val.	3	Ac 488, Senior Comprehensive Exam	0
Ac 493, Auditing Theory	3	Ba 460, Strategic Management	3
Ba 487, Executive Writing Seminar	2	Ba 486, Ethics Seminar	1
General Elective (or second major class)	3	General Elective (or second major class)	3
		General Elective (or second major class)	3
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	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 Ba 486, 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., En 101)	3	Liberal Arts Core (e.g., Ph 175)	3
Liberal Arts Core (e.g., Th 101)	3	Liberal Arts Core (Foreign Language)	4
Liberal Arts Core (Foreign Language)	4	Liberal Arts Foundation (e.g., Nat. World)	4
Gs 150, BC Experience	cr	Ba 265, Business Statistics	3
Ba 165, Quantitative Analysis for Bus	3	Ac 210, Prin. of Managerial Accounting	3
Ac 209, Prin. of Financial Accounting	3		
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	16		17

### Sophomore Year

Liberal Arts Core (Pe 115, 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
Ec 209, Macroeconomics	3	Ec 210, Microeconomics	3
Ba 225, Principles of Bus. Management	3	Fi 390, Principles of Finance	3
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	16		18

### Junior Year

Liberal Arts Foundation (Th 200)*	3	Liberal Arts Foundation (e.g., History)	3
General Elective	3	General Elective	3
Ba 383, Principles of Marketing	3	Ec 306, Money and Banking	3
Ba 371, Legal Environment of Business	3	Fi 465, Financial Spreadsheet Modeling	3
Fi 410, Corporate Finance	3	Fi 490, International Finance	3
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	15		15

Experiential Learning Requirement (Ba 478): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Core (Pe Activity course)	1
Liberal Arts Foundation (Ph 325)*	3	Liberal Arts Foundation (e.g., Faith)	3
Ba 487, Executive Writing Seminar	2	Ba 460, Strategic Management	3
Ac 420, Finan. Stmt Analy. & Bus Val	3	Ba 486, Ethics Seminar	1
Fi 491, Investments	3	Fi 495, Advanced Corp. Finance	3
Ac or Ec Elective	3	Fi Elective	3
		Fi 488, Senior Comprehensive	0
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	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 Ba 486, Seminar on Ethics and Morality for Business Professionals.



## Suggested sequence of courses for a Bachelor of Arts degree in International Business

### Freshman Year

Liberal Arts Core (e.g., Th 101)	3	Liberal Arts Core (Ph 175)	3
Liberal Arts Core (e.g., En 101)	3	Liberal Arts Foundation (e.g., Aesthetic)	3
Liberal Arts Core (Pe 115, Wellness)	1	General Elective	3
Gs 150, BC Experience	cr	Ba 265, Business Statistics	3
General Elective	3	Ac 210, Prin. of Managerial Accounting	3
Ba 165, Quantitative Anal for Business	3	Liberal Arts Core (Pe Activity course)	1
Ac 209, Prin. of Financial Accounting	3		
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	16		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
Ec 210, Microeconomics	3	Ec 209, Macroeconomics	3
Ba 225, Principles of Bus. Management	3	Ba 383, Principles of Marketing	3
Ba 371, Legal Environment of Bus.	3	Fi 390, Principles of Finance	3
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	16		15

### Junior Year

<i>Study Abroad Immersion</i>		Liberal Arts Foundation (Ph 325)*	3
Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Foundation (Faith)	3
Liberal Arts Foundation (Th 200)*	3	Liberal Arts Foundation (e.g., Nat. World)	3
Liberal Arts Core (Foreign Language)	4	Ba 325, International Management	3
Liberal Arts Core (Foreign Language)	4	General Elective	3
		General Elective	3
	—		—
	14		18

Experiential Learning Requirement (Ba 478): Junior–Senior Year

### Senior Year

General Elective	3	General Elective	3
General Elective	3	General Elective	3
General Elective	3	Ba 460, Strategic Management	3
Ba 487, Executive Writing Seminar	2	Ba 486, Ethics Seminar	1
Ec 315, International Economics	3	Ba 471, International Business Law	3
Ba 485, International Marketing	3	Fi 490, International Finance	3
		Ba 488, Senior Comprehensive	0
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	17		16

\* A Liberal Arts Foundation course that is required for all majors in the School of Business as a prerequisite for the Capstone Curriculum Ba 486, 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., En 101)	3	Liberal Arts Core (e.g., Ph 175)	3
Liberal Arts Core (e.g., Th 101)	3	Liberal Arts Core (Foreign Language)	4
Liberal Arts Core (Foreign Language)	4	Liberal Arts Foundation (e.g., Nat. World)	4
Gs 150, BC Experience	cr	Ac 210, Prin. of Managerial Accounting	3
Ac 209, Prin. of Financial Accounting	3	Ba 265, Business Statistics	3
Ba 165, Quantitative Analysis for Bus	3		
	<hr/>		<hr/>
	16		17

### Sophomore Year

Liberal Arts Core (Pe 115, 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
General Elective	3	General Elective	3
Ec 209, Principles of Macroeconomics	3	Ec 210, Principles of Microeconomics	3
Ba 225, Principles of Bus. Management	3	Ba 383, Principles of Marketing	3
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	16		18

### Junior Year

Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (Th 200)*	3
General Elective	3	General Elective	3
Fi 390, Principles of Finance	3	Ba 371, Legal Environment of Business	3
Ba 325, International Management	3	Ba 350, Organizational Behavior	3
Ba 340, Enterprise Management	3	Ba 366, Decision Process & Analysis	3
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	15		15

Experiential Learning Requirement (Ba 478): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Core (Pe Activity course)	1
Liberal Arts Foundation (Ph 325)*	3	Liberal Arts Foundation (e.g., Faith)	3
Ba 487, Executive Writing Seminar	2	Ba 460, Strategic Management	3
Ba 450, Human Resource Management	3	Ba 486, Ethics Seminar	1
Ba 456, Corp Social Responsibility	3	Ec 329, Managerial Economics	3
Ba Elective	3	Ba Elective	3
		Ba 488, Senior Comprehensive	0
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	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 Ba 486, 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., En 101)	3	Liberal Arts Core (e.g., Ph 175)	3
Liberal Arts Core (e.g., Th 101)	3	Liberal Arts Core (Foreign Language)	4
Liberal Arts Core (Foreign Language)	4	Liberal Arts Foundation (e.g., Nat. World)	4
Gs 150, BC Experience	cr	General Elective	3
General Elective	3	Ba 265, Business Statistics	3
Ba 165, Quantitative Analysis for Bus	3		
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	16		17

### Sophomore Year

Liberal Arts Core (Pe 115, 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
Ac 209, Prin. of Financial Accounting	3	Ac 210, Prin. of Managerial Accounting	3
Ec 209, Principles of Macroeconomics	3	Ec 210, Principles of Microeconomics	3
Ba 225, Principles of Bus. Management	3	Ba 383, Principles of Marketing	3
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	16		18

### Junior Year

Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (Th 200)*	3
General Elective	3	General Elective	3
Fi 390, Principles of Finance	3	Ba 371, Legal Environment of Business	3
Ba 388, Integrated Marketing Comm.	3	Ba 325, International Management	3
Ba 383, Marketing Research	3	Ba Elective	3
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	15		15

Experiential Learning Requirement (Ba 478): Junior–Senior Year

### Senior Year

Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Core (Pe Activity course)	1
Liberal Arts Foundation (Ph 325)*	3	Liberal Arts Foundation (e.g., Faith)	3
Ba 487, Executive Writing Seminar	2	Ba 460, Strategic Management	3
Ba 485, International Marketing	3	Ba 486, Ethics Seminar	1
Ec 310, Price Theory	3	Ba 480, Marketing Strategy	3
Ba Elective	3	Ba 481, Consumer Behavior	3
		Ba 488, Senior Comprehensive	0
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	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 Ba 486, Seminar on Ethics and Morality for Business Professionals.

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## Master of Business Administration (MBA)

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The MBA program is designed for students who have just completed an undergraduate degree or who choose to pursue the MBA degree on a course-by-course basis. Students in the MBA program will be able to take courses as it may fit their individual schedule, as long as prerequisite courses have been successfully completed. The student will be allowed six years to complete the program.

### Admission Process

Applications are accepted continuously. 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;
- \$50 non-refundable application fee;
- Application essay
- Official GMAT test scores; 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 a combination of undergraduate GPA and GMAT scores. The formula for admission is 250 times the undergraduate GPA plus the GMAT score must equal 1100 or more. The Academic Committee for Graduate Business Programs may waive the GMAT requirement in situations where the applicant's GPA is sufficient (3.60 or above) to permit admission if the applicant were to take and receive the minimum GMAT score. If the applicant's GPA is 3.00 or better, the student 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. If the applicant's GPA is below 3.00, the applicant will not be allowed to enroll in MBA courses until the applicant has successfully completed the GMAT and been fully admitted to the MBA program.

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 with the Academic Committee for Graduate Business Programs.
5. Successful completion of undergraduate courses in the following subjects:

- a. Financial Accounting
- b. Economics
- c. Finance
- d. Statistics

Applicants who have not successfully completed the above courses will be required to do so prior to full admission to the program. The Academic Committee for Graduate Business Programs will advise applicants as to the courses needed and the opportunity to complete them at Benedictine College.

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 students may be allowed to enroll in MBA courses with permission from the

Academic Committee for Graduate Business Programs. These students are subject to the same course requirements and policies that apply to degree-seeking students.

### **Provisional Admission for Benedictine 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 program prior to their graduation, based upon a review of their academic progress to date. Upon provisional admission to the MBA program:

- A. Undergraduates may take up to three graduate courses 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 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, major department chair, and the MBA Academic Committee for 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.

### **Admission to Related Programs**

Students who have been admitted to the MBA program will NOT be permitted to transfer to the Executive MBA program at Benedictine College. Students admitted to the Executive MBA program at Benedictine College may apply for transfer to the MBA program. Approval of transfer will be determined by the Director of the Graduate Business Programs taking into consideration whether the applicant has completed an undergraduate degree, the candidate's undergraduate GPA, the need for adequate GMAT test scores, performance in the Executive MBA, and other relevant factors.

### **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 semester hours, he or she will be excluded from further study and may only enroll in courses that are subject to the "repeat" policy for graduate courses;
4. Any grade below 'C' will not be accepted and will result in exclusion from further study. A student may only enroll in courses that are subject to the "repeat" policy for graduate courses;
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 Traditional MBA degree. The work experience requirement can be achieved via prior work experience, current work experience, undergraduate internship, graduate internship or at Director's discretion.
7. Students are required to complete 33 credits of graduate course work in order to receive their MBA degree.

Ac 510, Accounting Information for Management (3 cr)  
Ba 520, Managerial Economics (3 cr)  
Ba 551, Human Resource Management (2 or 3 cr)  
Ba 552, Leadership (3 cr)  
Ba 555, Business Practice and Corporate Social Responsibility (2 or 3 cr)  
Ba 559, Global Strategy/International Ventures (3 cr)  
Ba 560, Strategic Management (3 cr)  
Ba 567, Information Technology/Project Management (3 cr)  
Ba 571, Business Law (2 or 3 cr)  
Ba 580, Marketing Strategy (3 cr)  
Fi 590, Financial Management (3 cr)

## Grade Appeal

A request for academic review of a disputed grade must occur within one year after the last day of the term for which the grade is recorded. Students should keep papers, tests, and records needed to support his or her appeal of a grade.

A student may appeal his or her grade in a course by first talking with the instructor of that course. If the student remains unsatisfied, he or she may then appeal in writing to the academic program director. The program director will review with the faculty involved and rule on the appeal. If the appeal is denied, the student has the right of formal appeal initiated through the office of the dean of the college.

## Incompletes

A request for an incomplete in a specific course must be approved by the Director of Graduate Business Programs. Generally, to be approved, such requests need to be made in writing before the last day the course is in session and be accompanied by a statement of what work needs to be completed and when it will be completed. Requests for an extension due to incomplete work, which do not have the support of the instructor teaching the course, will not be approved.

A student must remove the grade of 'I' within two months of the last class in which

the grade of 'I' was assigned. A student with two or more incompletes will not be permitted to enroll in any subsequent course until all but one of the incompletes are removed. In exceptional cases, a student may request the opportunity to make up incomplete course work that cannot reasonably be completed within the normal two-month deadline. This request must be submitted to and approved by the program director no later than two weeks prior to the original two-month deadline. A grade of 'I' in a course needed for graduation must be officially changed to an acceptable grade at least two weeks prior to a student's graduation date.

## Degree Completion

A student must complete all course work for graduation within six years of his or her original enrollment.

## Diploma

The college will issue a diploma to students who have completed all degree requirements and whose account is paid in full.

## Academic Dishonesty

Benedictine College endorses the principles of academic honesty. Any academic dishonesty is contradictory to the purposes and welfare of both the student and the college. Verified instances of academic dishonesty may result in an 'F' for the academically dishonest exam or plagiarized paper and the student may be suspended or dismissed from the college. If an instructor judges that a student has cheated or plagiarized, he or 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 his or her findings as well as the student's right to appeal. Within ten days of notification, the student may appeal the charge and/

or penalty by submitting a letter to the dean of the college requesting that he or 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 or 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 college president, whose decision is final.

### **Probation**

A student who receives more than three hours of 'C' and/or whose cumulative GPA falls below 3.0 is placed on *probation*. Notice of probationary status is mailed to the student. 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 by the student to repeat courses with low grades as provided in the graduate policies.

### **Reinstatement Following Dismissal**

Two types of dismissal situations may create grounds for reinstatement: 1) a student who has a good graduate record at Benedictine College but experiences a work or personal problem that leads to poor performance; and 2) a student with a weak background in some specific area, such as accounting, that

leads to poor performance in courses in that area or related area. In the first situation, the student should submit information or documentation that indicates the nature of the problem and how it has been resolved. In the second situation, the student should demonstrate the attainment of the necessary knowledge or skills to complete graduate work at Benedictine College in the specific area. In either instance the student may be asked to demonstrate the ability to complete graduate work by taking a standardized test such as the GMAT.

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.

Credit will be transferred in strict accordance with the guidelines established by the American Council on Education. Only those schools or courses recommended for graduate credit by that council will be considered in the evaluation of transfer credit.

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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## Executive Master of Business Administration (EMBA)

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### Description of the Program

The Executive MBA program is designed for mid-career professionals (business owners, managers, non-profit executives, and/or military officers) whose initiative and intellectual abilities have positioned them for executive leadership in their organizations or communities. The program allows persons in responsible managerial or professional positions to continue in those positions while being involved in a high-level, graduate degree program. The Executive MBA degree prepares the student for strategic executive roles in their organizations and leverages the experience of fellow managers to enhance leadership skills.

The program is designed so that it can be completed in fifteen months. Students may transfer up to nine graduate credit hours into the program, contingent upon review and approval by the program director. Classes meet on Friday evening and all day Saturday.

To apply for admission to the Benedictine College Executive Master of Business Administration (EMBA) program, the applicant must submit a completed application, official transcripts from all colleges and universities attended, two letters of recommendation, and a \$100 non-refundable deposit to the EMBA program office. Unofficial transcripts issued to students may not be used for admission. The GMAT test is not required for admission

although the test may be requested for those not meeting all entrance requirements.

Candidates will be considered for *probational* admission pending receipt of official transcripts and recommendations. All required admission material must be complete and received before the end of the student's first semester. Students not having completed their application file by the end of the first semester will not be allowed to enroll in subsequent courses until their file is complete and they have been admitted to the program unconditionally.

Applicants classified as permanent residents of the United States holding a resident alien card must submit a complete copy of the card including both sides of information. This information must be submitted with the completed application form. The Benedictine College EMBA program reserves the right to request students with an English language barrier to complete the Test of English as a Foreign Language (TOEFL) or the Pearson Test of English Academic (PTE-A) exam. Admission to the program for these students is subject to the results of the TOEFL or PTE-A and the assessment of their English proficiency by the Director of Graduate Business Programs.

Specific requirements for admission to the EMBA program include the demonstration of: 1) an undergraduate degree from a regionally accredited college or university,

2) three or more years of increasing responsibility managing budgets, systems and/or people, 3) strong and appropriate career aspirations, and 4) good oral and written communication skills. Students not meeting all entrance requirements may be considered for admission to the EMBA subject to the following additional requirements: A GMAT test score, a letter requesting the waiver of the undergraduate degree requirement, and some college credit. The Director of Graduate Business Programs shall review the application, including the results of the GMAT test, and make a recommendation regarding admission to the Graduate Studies Committee. The Graduate Studies Committee will determine whether the proposed student will be admitted to degree candidacy. Non-degree seeking students may take graduate courses with the special permission of the Director of Graduate Business Programs but may not continue to take EMBA courses if they received a grade lower than a 'C' grade.

### **Attendance**

Students are expected to attend all class sessions of every course. In the case of unavoidable absence, the student should contact the instructor and/or the Director of Graduate Business Programs. Lack of attendance may affect the student's course grade.

### **Degree Requirements**

1. All required course work must be completed within six (6) calendar 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 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 and may only enroll in courses that are subject to the "repeat" policy for graduate courses;
4. Any grade below 'C' will not be accepted and will result in exclusion from further study. A student may only enroll in courses that are subject to the "repeat" policy for graduate courses;

5. Correspondence courses will not be accepted;
6. Degree candidates must complete the "Intent to Graduate" form for the Office of Academic Records and Registration.
7. Students are required to complete 33 credits of graduate course work in order to receive their EMBA degree.
  - Ac 510, Accounting Information for Management (3 cr)
  - Ba 520, Managerial Economics (3 cr)
  - Ba 545, New Ventures Management (3 cr)
  - Ba 551, Human Resource Management (2 or 3 cr)
  - Ba 552, Leadership (3 cr)
  - Ba 555, Business Practices and Corporate Social Responsibility (2 or 3 cr)
  - Ba 559, Global Strategy (3 cr)
  - Ba 560, Strategic Management (3 cr)
  - Ba 567, Information Technology/Project Management (3 cr)
  - Ba 571, Business Law and Ethical Decision Making (2 or 3 cr)
  - Ba 580, Marketing Strategy (3 cr)
  - Ba 589, Int'l Immersion Experience (0 cr)
  - Fi 590, Financial Management (3 cr)

### **Degree Completion**

If a student discontinues the EMBA program before completing the degree requirements and wishes, after three (3) years absence, to resume the program, he or she may be required to reapply for admission and/or meet the program degree requirements stated in the catalog current at the time of resuming study in the program.

### **Directed Study**

In case of unavoidable absence, a student may request a directed study to complete a graduate course in the required curriculum. This request should be presented to the Director of Graduate Business Programs. Such directed study must be approved by the Graduate Studies Committee.

### **Grade Appeal**

A request for academic review of a disputed grade must occur within one year after the last day of the term for which the grade is recorded. The student should keep papers,

tests and records needed to support his or her appeal of a grade.

A student may appeal his or her grade in a course by first talking with the instructor of that course. If the student remains unsatisfied, he or she may then appeal in writing to the Director of Graduate Business Programs. The Director of Graduate Business Programs will review with the faculty involved and rule on the appeal. If the appeal is denied, the student has the right of formal appeal initiated through the office of the dean of the college.

### **Incompletes**

The policy for the EMBA program is more stringent than the general policy. A student must remove the grade of 'I' within two months of the last class in which the grade of 'I' was assigned. The request for an incomplete must be approved by the Director of Graduate Business Programs at least two weeks prior to the two-month deadline. A student with two incompletes will not be permitted to enroll in a subsequent course until at least one of the incompletes is removed. A grade of 'I' in a course needed for graduation must be officially changed to an acceptable grade at least two weeks prior to a student's graduation date.

### **Probation**

A student who receives six (6) hours of 'C' or whose cumulative GPA falls below 3.0 is placed on *probation*. Notice of probationary status is mailed to the student. The student will be removed from probationary status after raising his or her cumulative GPA to a 3.0 or above. However, the grade remains on the student's academic record and may contribute to dismissal.

### **Readmission after Discontinuing Program**

If a student, for personal, medical, or other reasons, voluntarily withdraws from the program, he or she may apply for readmission by:

- 1) submitting a letter of intention to the Director of Graduate Business Programs, and
  - 2) completing an application for readmission.
- For procedural details, the student should contact the Director of Graduate Business Programs.

### **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 by the student to repeat courses with low grades as provided in the graduate policies.

### **Reinstatement Following Dismissal**

Two types of dismissal situations may create grounds for reinstatement: 1) a student who has a good graduate record at Benedictine College but experiences a work or personal problem that leads to poor performance; and 2) a student with a weak background in some specific academic area that leads to poor performance in courses in that area or related area. In the first situation, the student should submit information or documentation that indicates the nature of the problem and how it has been resolved. In the second situation, the student should demonstrate the attainment of the necessary knowledge or skills to complete graduate work at Benedictine College in the specific area. In either instance the student may be asked to demonstrate the ability to complete graduate work by taking a standardized test such as the GMAT.

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 of Graduate Business Programs 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 Graduate Studies Committee 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 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 a regionally accredited institution, may be accepted subject to the approval of the Director of Graduate Business Programs and the chair of the School of Business. Students seeking approval of transfer credit shall contact the Director of Graduate Business Programs. The Director of Graduate Business Programs shall consider the request and make a recommendation to the chair of the School of Business. Authority for acceptance/rejection of such requests resides within the unit, which is the School of Business. Official transcripts are necessary for final approval of transfer credits.

<p style="text-align: center;"><b>Course Listings for MBA and Executive MBA</b></p>
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### **Ac 510**

#### **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. *Prerequisite: Completion of undergraduate financial accounting course or Executive MBA status.*

### **Ba 520**

#### **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 or Executive MBA status.*

### **Ba 545**

#### **New Venture Management/Managing a Growing Business (3)**

This course explores the skills and opportunities of entrepreneurship and intrapreneurship. 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.

### **Ba 551**

#### **Human Resource Management (2 or 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.

### **Ba 552**

#### **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.

**Ba 555**  
**Business Practice and Corporate Social Responsibility (2 or 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.

**Ba 559**  
**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.*

**Ba 560**  
**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.*

**Ba 567**  
**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.

**Ba 571**  
**Business Law and Ethical Decision-Making (2 or 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.

**Ba 575**  
**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.

### **Ba 580**

#### **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.

### **Ba 589**

#### **International Immersion Experience (0)**

An international immersion experience is a required component of the EMBA course work.

### **Ba 598**

#### **Special Topics (1–3)**

Topics not included in the regular catalog, usually treated in a lecture/discussion/research format. May be taken more than once if the subject matter varies sufficiently.

*Prerequisite: Undergraduate degree or permission from director of Graduate Business Programs. May not be taken for dual credit.*

### **Ba 599**

#### **Independent Study (1–3)**

This course is primarily a research course in which the student selects a significant business topic and, with the approval of the department, conducts the necessary research to present a formal research paper. *Prerequisite: Undergraduate degree or permission from the director of Graduate Business Programs. May not be taken for dual credit.*

### **Fi 590**

#### **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: Completion of undergraduate finance course or Executive MBA status.*

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## **Chemistry and Biochemistry**

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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.

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.) degrees in chemistry and biochemistry, as described below.



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. A grade of “C” or better is required for all prerequisites.

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

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

Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry Laboratory I  
Ch 106, General Chemistry Laboratory II  
Ch 231/232, Organic Chemistry I/Laboratory  
Ch 233/234, Organic Chemistry II/Laboratory  
Ch 351, Biochemistry I  
Ch 371/372, Quantitative Analysis/Laboratory  
Ch 380, Physical Chemistry I  
Ch 381, Physical Chemistry I Laboratory  
Ch 483, Physical Chemistry II  
Ch 484, Physical Chemistry II Laboratory  
Ch 441, Inorganic Chemistry  
Four semesters of Ch 490, Chemistry/  
Biochemistry Colloquium (4 credits total) or  
one semester of Ch 490  
plus UND: CHE 335, CHE 431, CHE 411,  
CHE 412

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

Ch 321, Environmental Chemistry  
Ch 353, Biochemistry II  
Ch 377, Polymer Chemistry  
Ch 398, Special Topics  
Ch 431, Advanced Organic Chemistry  
Ch 450, Mechanisms of Catalysis  
Ch 452, Organometallic Chemistry  
*plus* two advanced lab courses chosen from the list below:  
Ch 385, Synthesis, Purification and Analysis Laboratory  
Ch 386, Biochemical Methods and Analysis Laboratory  
Ch 393, Spectroscopy and Separations Laboratory  
Ch 480/481, Research (2 credits total)  
UND: CHE 335, Chem. Eng. Lab I & II;  
CHE 431, Chem. Eng. Lab IV

### **Required supporting courses:**

Ma 131, Calculus I  
Ma 132, Calculus II  
Pc 210, Classical Physics I  
Pc 211, Classical Physics II

### **Recommended supporting courses:**

Ma 233, Calculus III  
Ma 310, Differential Equations  
Pc 320/321, Relativity and Atomic Physics

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

Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry Laboratory I  
Ch 106, General Chemistry Laboratory II  
Ch 231/232, Organic Chemistry I/Laboratory  
Ch 233/234, Organic Chemistry II/Laboratory  
Ch 351, Biochemistry I  
Ch 371/372, Quantitative Analysis/Laboratory  
Ch 380, Physical Chemistry I  
Ch 381, Physical Chemistry I Laboratory  
Ch 441, Inorganic Chemistry  
Four semesters of Ch 490 Chemistry/  
Biochemistry Colloquium

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

Ch 321, Environmental Chemistry  
Ch 353, Biochemistry II  
Ch 377, Polymer Chemistry  
Ch 398, Special Topics  
Ch 431, Advanced Organic Chemistry  
Ch 450, Mechanisms of Catalysis  
Ch 483/484, Physical Chemistry II/Laboratory  
*plus* one advanced lab course chosen from the list below:

Ch 385, Synthesis, Purification and Analysis Laboratory  
Ch 386, Biochemical Methods and Analysis Laboratory  
Ch 393, Spectroscopy and Separations Laboratory  
Ch 480/481, Research (2 credits total)

### **Required supporting courses:**

Ma 131, Calculus I  
Ma 132, Calculus II  
Pc 210, Classical Physics I  
Pc 211, Classical Physics II



**Recommended supporting courses:**

Ch 233, Calculus III  
 Ma 310, Differential Equations  
 Pc 320/321, Relativity and Atomic Physics

**Requirements for a minor in****Chemistry:**

Ch 103, General Chemistry I  
 Ch 104, General Chemistry II  
 Ch 105, General Chemistry Laboratory I  
 Ch 106, General Chemistry Laboratory II  
 Ch 231/232, Organic Chemistry I/Laboratory  
*plus* two additional chemistry lecture courses and two chemistry laboratory courses beyond Ch 231/232.

**Requirements for prospective high school teachers of Chemistry:**

Ch 103, General Chemistry I  
 Ch 104, General Chemistry II  
 Ch 105, General Chemistry Laboratory I  
 Ch 106, General Chemistry Laboratory II  
 Ch 231/232, Organic Chemistry I/Laboratory  
 Ch 233/234, Organic Chemistry II/Laboratory  
 Ch 351, Biochemistry I  
 Ch 371/372, Quantitative Analysis/Laboratory  
 Ch 380, Physical Chemistry I  
 Ch 381, Physical Chemistry I Laboratory  
 Ch 457, Methods of Teaching Secondary Science  
 Three semesters of Ch 490, Chemistry/  
 Biochemistry Colloquium  
*plus* one advanced lab course chosen from the list below:  
 Ch 385, Synthesis, Purification and Analysis Laboratory  
 Ch 386, Biochemical Methods and Analysis Laboratory  
 Ch 393, Spectroscopy and Separations Laboratory

**Required supporting courses are as follows:**

Ma 131, Calculus I  
 Ma 132, Calculus II  
 Pc 210, Classical Physics I  
 Pc 211, Classical Physics II

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

Bi 121, General Biology I  
 Bi 122, General Biology II  
 Bi 310, Biology III – Mechanisms of Evolution  
 Bi 475, Molecular and Cell Biology  
 Ch 103, General Chemistry I  
 Ch 104, General Chemistry II  
 Ch 105, General Chemistry Laboratory I  
 Ch 106, General Chemistry Laboratory II  
 Ch 231/232, Organic Chemistry I/Laboratory  
 Ch 233/234, Organic Chemistry II/Laboratory  
 Ch 351, Biochemistry I  
 Ch 353, Biochemistry II  
 Ch 371/372, Quantitative Analysis/Laboratory  
 Ch 380, Physical Chemistry I  
 Ch 381, Physical Chemistry I Laboratory  
 Ch 386, Biochemical Methods and Analysis Laboratory  
 Four semesters of Ch 490 Chemistry/  
 Biochemistry Colloquium  
*plus* one advanced course chosen from the list below:  
 Ch 321, Environmental Chemistry  
 Ch 377, Polymer Chemistry  
 Ch 398, Special Topics  
 Ch 431, Advanced Organic Chemistry  
 Ch 441, Inorganic Chemistry  
 Ch 450, Mechanisms of Catalysis  
 Ch 452, Organometallic Chemistry  
*plus* one advanced lab course chosen from the list below:  
 Ch 385, Synthesis, Purification and Analysis Laboratory  
 Ch 393, Spectroscopy and Separations Laboratory  
 Ch 480/481, Research (2 credits total)

**Required supporting courses are as follows:**

Ma 131, Calculus I  
 Ma 132, Calculus II  
 Pc 210, Classical Physics I  
 Pc 211, Classical Physics II

**Recommended supporting courses are the following:**

Bi 360, Microbiology  
 Bi 476, Immunology  
 Ch 483, Physical Chemistry II  
 Bi 370, Genetics

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

Bi 121, General Biology I  
Bi 122, General Biology II  
Bi 475, Molecular and Cell Biology  
Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry Laboratory I  
Ch 106, General Chemistry Laboratory II  
Ch 231/232, Organic Chemistry I/Laboratory  
Ch 233/234, Organic Chemistry II/Laboratory  
Ch 351, Biochemistry I  
Ch 353, Biochemistry II  
Ch 371/372, Quantitative Analysis/Laboratory  
Ch 386, Biochemical Methods and Analysis Laboratory

Four semesters of Ch 490 Chemistry/  
Biochemistry Colloquium

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

Ch 321, Environmental Chemistry  
Ch 377, Polymer Chemistry  
Ch 380/381, Physical Chemistry I/lab  
Ch 398, Special Topics  
Ch 431, Advanced Organic Chemistry  
Ch 441, Inorganic Chemistry  
Ch 450, Mechanisms of Catalysis  
Ch 452, Organometallic Chemistry

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

Ch 385, Synthesis, Purification and Analysis Laboratory  
Ch 393, Spectroscopy and Separations Laboratory  
Ch 480/481, Research (2 credits total)

### Required supporting courses are as follows:

Ma 131, Calculus I  
Ma 132, Calculus II  
Pc 210, Classical Physics I  
Pc 211, Classical Physics II

### Recommended supporting courses are the following:

Bi 360, Microbiology  
Bi 370, Genetics  
Bi 476, Immunology  
Ch 380, Physical Chemistry I

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## Bc 488

### Senior Comprehensive (cr)

#### Ch 101

#### The Chemistry of the Biosphere (4) (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. (NW, QA, SM)

#### Ch 103

#### 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:* Ch 105. (NW, QA, SM)

#### Ch 104

#### General Chemistry II (3) (S)

This course is a continuation of Ch 103, with major emphasis placed on gas phase and solution equilibria, kinetics and the mechanisms of chemical reactions, thermodynamics and electrochemistry. *Prerequisite:* Ch 103. *Corequisite:* Ch 106. (NW)

#### Ch 105

#### General Chemistry Laboratory I (1) (B)

This laboratory course is designed to develop basic laboratory techniques and to complement the material covered in Ch 103. *Corequisite:* Ch 103. (NW, QA, SM)

#### Ch 106

#### General Chemistry Laboratory II (1) (S)

This laboratory course is designed to develop basic laboratory techniques and complement the material covered in Ch 104. *Corequisite:* Ch 104. (NW)

## Ch 198

### Special Topics (1–4)

These are topics not included in the regular catalog. They may be taken more than once if the subject matter varies sufficiently.

## Ch 231

### 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: Ch 104. Corequisite: Ch 232.*

## Ch 232

### 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: Ch 231.*

## Ch 233

### Organic Chemistry II (3) (S)

This is a continuation of Ch 231. 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: Ch 231.*

## Ch 234

### 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. *Prerequisite: Ch 231/232. Corequisite: Ch 233.*

## Ch 280, 281

### Introduction to Chemistry/Biochemistry Research (1) (B)

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.*

## Ch 310

### Scientific Glassblowing (2) (D)

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.

## Ch 321

### 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: Ch 231.*

### **Ch 351**

#### **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: Ch 233.*

### **Ch 353**

#### **Biochemistry II (3) (S)**

This course is a continuation of Ch 351 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: Ch 351.*

### **Ch 371**

#### **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: Ch 104. Corequisite: Ch 372.*

### **Ch 372**

#### **Quantitative Analysis Laboratory (1) (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, and electrochemistry instrumentation. *Corequisite: Ch 371.*

### **Ch 377**

#### **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: Ch 233.*

### **Ch 380**

#### **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: Ch 104, Pc 211, and Ma 132, or permission of instructor. Corequisite: Ch 381.*

### **Ch 381**

#### **Physical Chemistry I Laboratory (1) (S)**

This course provides students with hands-on laboratory experience exploring concepts introduced in Ch 380. 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: Ch 380.*

### **Ch 385**

#### **Synthesis, Purification and Analysis Laboratory (2) (D)**

This course will provide practical experience in the synthesis of organic and inorganic molecules. Students will perform multi-step syntheses using modern synthetic techniques. A variety of chemical and spectroscopic characterization methods will be used. Students will develop problem-solving skills while gaining experience in scientific literature searches, experimental design and execution, data

acquisition and analysis, and the preparation of professional scientific reports. *Prerequisite: Ch 233. Ch 441 is recommended.* (WC)

### **Ch 386**

#### **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: Ch 351.* (WC)

### **Ch 393**

#### **Spectroscopy and Separations**

##### **Laboratory (2) (D)**

This course involves the chromatographic separation and spectroscopic study of organic, inorganic and biological chemical mixtures using techniques, such as UV-Vis, IR, AA, NMR, GC and HPLC, with in-depth studies on instrument theory and operation. Students will operate the scientific instrumentation to separate and identify the components of various chemical mixtures. Students will perform data analysis and prepare professional scientific reports. *Prerequisites: Ch 233, Ch 371.* (WC)

### **Ch 398**

#### **Special Topics (1–4)**

Advanced topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently.

### **Ch 431**

#### **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. Includes an in-depth study of the mechanisms of major organic reactions. Focus on substitution, addition, elimination, radical, and pericyclic mechanisms. *Prerequisite: Ch 233.*

### **Ch 441**

#### **Inorganic Chemistry (3) (F)**

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: Ch 233.*

### **Ch 450**

#### **Mechanisms of Catalysis (3) (D)**

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: Ch 351.*

### **Ch 452**

#### **Organometallic Chemistry (3) (D)**

An examination of the basic foundations of organometallic chemistry including symmetry methods, bonding, magnetism, and reaction mechanisms. *Prerequisite: Ch 441.*

### **Ch 457**

#### **Methods of Teaching Secondary Science (2) (D)**

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.

### **Ch 480**

#### **Research (1) (F)**

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.*

### **Ch 481**

#### **Research (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: Ch 480, which must be completed in the preceding semester, and with permission of the instructor.*

### **Ch 483**

#### **Physical Chemistry II (3) (F)**

The nature of chemical bonding, molecular structure, and chemical dynamics are investigated via the fundamental concepts of quantum chemistry and chemical kinetics. *Prerequisites: Ch 104, Pc 211, and Ma 132, or permission of instructor.*

### **Ch 484**

#### **Physical Chemistry II Laboratory (1) (F)**

This course provides students with hands-on laboratory experience exploring concepts introduced Ch 483. 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: Ch 483.*

### **Ch 488**

#### **Senior Comprehensive (cr)**

### **Ch 490**

#### **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 resume 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)

### **Ch 499**

#### **Independent Study (1–3)**

Students interested in more than two credit hours of research (Ch 480) may enroll in Independent Study with one of the chemistry professors.



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

### Freshman Year

Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 131, Calculus I	4	Ma 132, Calculus II	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Gs 150, BC Experience	cr	Foreign Language	4
Foreign Language	4	Pe 115, Wellness for Life	1
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	15		16

### Sophomore Year

Ch 231, Organic Chemistry I	3	Ch 233, Organic Chemistry II	3
Ch 232, Organic Chemistry I Lab	1	Ch 234, Organic Chemistry II Lab	1
Pc 210, Classical Physics I	4	Ch 371, Quantitative Analysis	3
Historical Foundation	3	Ch 372, Quantitative Analysis Lab	1
Aesthetic Foundation	3	Pc 211, Classical Physics II	4
Ph 175, Principles of Nature	3	Pe Activity course	1
		Historical Foundation	3
	<hr/>		<hr/>
	17		16

### Junior Year

Ch 351, Biochemistry I	3	Ch 380, Physical Chemistry I	3
Ch 441, Inorganic Chemistry	3	Ch 381, Physical Chemistry I Lab	1
Ch 490, Chem/Biochem Colloquium	1	Ch 490, Chem/Biochem Colloquium	1
Philosophical Inquiry Foundation	3	Advanced Chemistry Elective	3
Faith Foundation	3	Advanced Chemistry Laboratory	2
Person and Community Foundation	3	Electives	6
	<hr/>		<hr/>
	16		16

### Senior Year

Advanced Chemistry Lab	2	Advanced Chemistry Elective	3
Ch 480, Research	1	Ch 481, Research	1
Ch 483, Physical Chemistry II	3	Ch 490, Chem/Biochem Colloquium	1
Ch 484, Physical Chemistry II Lab	1	Philosophical Inquiry Foundation	3
Ch 490, Chem/Biochem Colloquium	1	Electives	6
Aesthetic Foundation	3	Faith Foundation	3
Electives	6		
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	17		17



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

### Freshman Year

Bi 121, General Biology I	5	Bi 122, General Biology II	4
Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 131, Calculus I	4	Ma 132, Calculus II	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Gs 150, BC Experience	cr	Pe Activity course	1
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	16		16

### Sophomore Year

Ch 231, Organic Chemistry I	3	Ch 233, Organic Chemistry II	3
Ch 232, Organic Chem I Laboratory	1	Ch 234, Organic Chem II Laboratory	1
Pc 210, Classical Physics I	4	Ch 371, Quantitative Analysis	3
Historical Foundation	3	Ch 372, Quant Analysis Laboratory	1
Aesthetic Foundation	3	Pc 211, Classical Physics II	4
Ph 175, Principles of Nature	3	Pe 115, Wellness for Life	1
		Historical Foundation	3
	<hr/>		<hr/>
	17		16

### Junior Year

Philosophical Inquiry Foundation	3	Ch 353, Biochemistry II	3
Ch 351, Biochemistry I	3	Ch 386, Biochem Methods & Analy Lab	2
Ch 490, Chem/Biochem Colloquium	1	Ch 490, Chem/Biochem Colloquium	1
Foreign Language	4	Bi 475, Molecular and Cell Biology	4
Faith Foundation	3	Foreign Language	4
Person and Community Foundation	3	Bi 310, Mechanisms of Evolution	3
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	17		17

### Senior Year

Advanced Chemistry Elective	3	Ch 380/381, Physical Chem I/Lab	4
Advanced Chemistry Lab	2	Ch 481, Research	1
Ch 480, Research	1	Ch 490, Chem/Biochem Colloquium	1
Ch 490, Chem/Biochem Colloquium	1	Philosophical Inquiry Foundation	3
Aesthetic Foundation	3	Electives	6
Faith Foundation	3		
Elective	3		
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	16		15

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## Computer Science

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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. The minor provides a useful addition to many areas of study, including mathematics, science, business, and mass communications.

For course descriptions, major and minor requirements, and a suggested sequence of courses, refer to the catalog section entitled “Mathematics and Computer Science,” or contact the chair of the department.

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## Criminology

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Criminology 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 prepared well 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.

For course descriptions, requirements for the major and minor, and a suggested sequence of courses, please see the Sociology and Criminology section of this catalog or contact the department chair.

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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. Students seeking the dance endorsement on Missouri license should complete twenty-one hours of designated courses. Missouri license requirements are not provided by the Benedictine Education Department. Individuals must contact the Missouri Department of Education in Jefferson City for a Missouri teaching license.

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)**

Da 107, Introduction to Dance  
Da 150, Dance Wellness  
Da 208, Ballet I/II  
Da 209, Jazz I/II  
Da 210, Tap I/II  
Da 307, History of Dance  
Da 350, Dance Pedagogy  
Ta 220, Movement for the Performing Artist

**Suggested Electives:**

Ta 102, Introduction to Theatre  
Ta 115, Fundamentals of Acting  
Da 207, Music Theatre Dance  
Ta 479, Internship or Practicum  
Da 310, Advanced Tap/Jazz/Ballet/Modern  
Da 2/398, Special Topics in Dance  
Mu 100, Fundamentals of Music Theory  
Mu 110, Functional Keyboard

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**Da 107**

**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. *Prerequisite: none.*

**Da 150**

**Dance Wellness/Injury Prevention (1) (F)**

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.

**Da 207**

**Musical Theatre Dance (1–2) (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. *Prerequisite: Ta 102, Da 107, Da 209, Mu 100 and Mu 110 or permission of instructor.*

**Da 208**

**Ballet I/II (1–2) (D)**

A student must declare intent to complete either Level I or II by mid-semester. Level II requires comprehensive competency testing for the specified skill level, as well as outside observation, rehearsal, and evaluation hours. Classical and modern approaches to the language of ballet will be covered. Barre and center work included—proper dance attire required.

**Da 209**

**Jazz I/II (1–2) (D)**

A student must declare intent to complete either Level I or II by mid-semester. Level II requires comprehensive competency testing for the specified skill level, as well as outside observation, rehearsal, and evaluation hours. 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: Da 107 or permission of instructor.*

**Da 210**

**Tap I/II (1–2) (D)**

See above for intent to complete outside observation, competency evaluation, etc. 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: Da 107 or permission of instructor.*

**Da 307**

**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)

### Da 310

#### **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. *Prerequisite: Da 107, Da 208, Da 210, Jazz II or permission of instructor.*

### Da 350

#### **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.

### Da 398

#### **Special Topics (1–3)**

Topics not included in the regular catalog. May be taken more than once if subject matter varies sufficiently.

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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:**

Ac 209, Financial Accounting  
Ec 209, Principles of Macroeconomics  
Ec 210, Principles of Microeconomics  
Ec 300, Contemporary Economic Thinking  
Ec 309, Macroeconomic Activity  
Ec 310, Intermediate Microeconomic Theory  
Ec 313, Introduction to Econometrics  
Ec 411, History of Economic Thought

Ma 211, Applied Statistics  
Choice of Ec 300, Contemporary Economic Thinking or Ec 370, Catholic Social Teaching *plus* any three additional courses chosen from the following:

(though substitutions are possible for special needs and interests)

Ec 300, Contemporary Economic Thinking  
Ec 306, Money and Banking  
Ec 312, Public Finance and Fiscal Policy  
Ec 315, International Economics  
Ec 320, Managerial Economics and Pricing Theory  
Ec 370, Catholic Social Teaching  
Ec 398, Special Topics  
Ec 400, Seminar In Economic Growth  
Ec 401, Seminar In Economic Development  
Ec 403, Seminar In Economic Policy  
Ec 416, Labor and Manpower Economics  
Ec 499, Independent Study In Economics  
For those going on to graduate school in economics, we recommend further courses in mathematics.

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

Ec 209, Principles of Macroeconomics  
Ec 210, Principles of Microeconomics  
Ec 310, Intermediate Microeconomic Theory *plus* one of the following:

Ec 309, Intermediate Macroeconomics or Ec 306, Money and Banking *plus* one of the following:

Ec 312, Public Finance and Fiscal Policy

Ec 313, Introduction to Econometrics

Ec 315, International Economics

Ec 416, Labor and Manpower Economics *plus* any economics elective

In addition, the department strongly recommends Ma 211, Applied Statistics. (Substitutions are possible for special needs and interests.)

### **The requirements for a minor in Economics and Politics:**

Ec 209, Principles of Macroeconomics

Ec 210, Principles of Microeconomics

Ec 300, Contemporary Economic Thinking

Ps 100, American Government

or Ps 150, American 20th Century Political History

Ps 275, Public Policy Analysis

Ps 360, International Relations

or Ps 421, Comparative Political Systems

The Department of Economics considers essential that a student maintain a minimum grade of 'C' in the introductory and intermediate courses in the major.

Transfer students majoring in Economics must take a minimum of 60% of the coursework required for the major at Benedictine College including Ec 309, Ec 310, and Ec 411.

Transfer students pursuing a minor in Economics must take a minimum of 50% of the coursework required for the minor at Benedictine College including Ec 310.

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.

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### **Ec 100**

#### **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)

### **Ec 101**

#### **Introduction to Economics (3) (D)**

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)

### **Ec 209**

#### **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, QA)

## **Ec 210**

### **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, QA)

## **Ec 300**

### **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: Ec 209 and Ec 210.* (WC)

## **Ec 306**

### **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: Ec 209 and Ec 210.*

## **Ec 309**

### **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: Ec 209 and Ec 210, and Junior standing.*

## **Ec 310**

### **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: Ec 209 and Ec 210, and Junior standing.*

## **Ec 312**

### **Public Finance and Fiscal Policy (3) (D)**

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: Ec 309 and Ec 310 or permission of instructor.*

## **Ec 315**

### **International Economics (3) (F)**

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: Ec 209 and Ec 210.*

## **Ec 320**

### **Managerial Economics and Pricing Theory (3) (D)**

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: Ec 209 and Ec 210.*

### **Ec 370**

#### **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 Th 370.* (F)

### **Ec 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Ec 400**

#### **Seminar In Economic Growth (2, 3) (D)**

Discussion of sources of economic growth, growth theory, growth models, and current problems involving economic growth. *Open to economics majors and minors only.*

### **Ec 401**

#### **Seminar In Economic Development of the Third World (2, 3) (D)**

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.* (GP)

### **Ec 403**

#### **Seminar In Economic Policy (2, 3) (D)**

This course discusses the separate and combined impact of monetary, fiscal and governmental policies upon the economy. *Open to economics majors and minors only.*

### **Ec 411**

#### **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: Ec 309 and Ec 310, and Senior standing.*

### **Ec 413**

#### **Introduction to Econometrics (3) (S)**

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: Ec 310, and either Ba 265 or Ma 211, and Senior standing.*

### **Ec 416**

#### **Labor and Manpower Economics (3) (D)**

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: Ec 310.*

### **Ec 488**

#### **Senior Comprehensive (cr)**

### **Ec 499**

#### **Independent Study In Economics (1–3)**

*Prerequisite: Junior or senior standing; 3.00 cumulative average in Economics Department.*



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

### Freshman Year

Gs 150, BC Experience	cr	Ph 175, Principles of Nature	3
En 101, English Composition	3	Historical Foundation	3
Mathematics	4	En 102, Introduction to Literature	3
Foreign Language	4	Foreign Language	4
Historical Foundation	3	Elective	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	17		17

### Sophomore Year

Ec 210, Principles of Microeconomics	3	Ec 209, 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
Ac 209, Financial Accounting	3	Natural World Foundation	4
		Pe Activity course	1
	<hr/>		<hr/>
	16		17

### Junior Year

Ec 310, Intermed Microecon Theory	3	Ec 309, Macroeconomic Activity	3
Ec 300, Contemp Economic Thinking	3	Faith Foundation	3
Philosophical Inquiry Foundation	3	Econ elective (Cath Soc Tch. Labor)	3
(Ph 325, Ethics)		Elective: Secondary Orientation	3
Elective: Secondary Orientation	3	(Ethics)	
Ma 211, Applied Statistics	4	Elective	3-4
	<hr/>		<hr/>
	16		15-16

### Senior Year

Economics elective (International Trade)	3	Economics elective: Public Finance	3
Ec 413, Introduction to Econometrics	3	Ec 411, History of Econ Thought	3
Suggested elective: Financial Mgt.	3	Suggested elective: Investments	3
Elective: Secondary Orientation	3	Elective: Secondary Orientation	3
Elective	3	Elective	3
		Ec 488, Senior Comprehensive	cr
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	15		15

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# Education

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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 Ed 226.

The National Council for Accreditation of Teacher Education and the Kansas State Department of Education (KSDE) have 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 Ed 226. 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 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 minimum of fifteen hours in one of the following areas of concentration: fine arts, foreign language, English, mathematics, health/physical education, psychology, special education, science, social science, or theology.

### **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, Ed 312-313, 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. A department co-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) and the Council for the Accreditation of Educator Preparation (CAEP). Primary responsibility for maintaining accreditation with KSDE and CAEP 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, Academic Policies Committee (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 2012–2013 academic year, 187 students had been formally accepted into the Benedictine

College teacher preparation program; 71 of these students completed program graduation requirements in 2012–2013. Ninety-seven percent of these teacher preparation program graduates who took all tests required for Kansas licensure passed all the assessments, including professional knowledge tests. In 2012–2013, 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 <sup>^</sup> .....	6 hours
Quantitative Analysis <sup>^^</sup> .....	7 hours
World Civilization* .....	3 hours
American History* .....	3 hours
Sociology (So 101, So 290 or So 354) .	3 hours
General Psychology .....	3 hours
Technology Proficiency .....	credit
Diversity Proficiency .....	credit

#### An area of concentration:

Fine arts, foreign language, health and physical education, English, mathematics, natural

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<sup>^</sup> One course in life science and one in physical science required.

<sup>^^</sup> Elementary Education majors must take Ma 110 and Ma 111, 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.



and/or biological science, psychology, theology, social science or  
Special Education ..... 15 hours

### **Teacher Education Program\*\*:**

**Professional Education Core** .... 22 hours

Ed 200, Introduction to Education  
Ed 220, Psychoeducational Development  
Ed 222, Psychology of Individuals with Exceptionalities  
Ed 312, School as Community  
Ed 365, Effective Instructional Technology  
Ed 451, Philosophy of Education\*\*\*  
Ed 455, Differentiated Instruction  
Ed 462, Classroom Management  
Ed 470, Student Teaching Seminar

**Methods Core** ..... 17 hours

Ed 214, Integrated Art & Music Methods  
Pe 302, Elementary PE Curriculum  
Ed 301, Social Studies Methods  
Ed 303, Science and Health Methods  
Ed 314, Mathematics Methods and Assessment  
Ed 319, Integrated Language Arts Methods

### **Research and Field Experience**

**Core** ..... 14 hours

Ed 201, Introduction to Education Field Experience  
Ed 313, School as Community Diversity Field Experiences  
Ed 307, Building Community through Integrated Social Studies and Science  
Ed 317, Integrated Language Arts Practicum  
Ed 492, Supervised Student Teaching, Elementary  
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

**General Competencies for Teachers of Special Education** ..... 8 hours

Ed 222, Psychology of Individuals with Exceptionalities  
Ed 322, Building School, Family and Community Partnerships for Individuals With Exceptionalities  
Ed 326, Assessment of Individuals with Exceptionalities

### **Special Competencies for Teachers:**

**Adaptive** ..... 20 hours

Ed 226, Characteristics of Individuals with Exceptionalities  
Ed 320, Curriculum for Individuals with Exceptionalities  
Ed 324, Methods and Materials for Individuals with Exceptionalities  
Ed 471, Special Education Student Teaching Seminar  
Ed 491, 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

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\* 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 Ed 451, Philosophy of Education.

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
- Applied Statistics ..... 4 hours
- World Civilization\*\* ..... 3 hours
- Sociology (So 101, So 290 or So 354) ... 3 hours
- General Psychology ..... 3 hours
- Technology Proficiency ..... credit
- Diversity Proficiency ..... credit

**Teacher Education Program\*:**

**Professional Education Core .... 22 hours**

- Ed 200, Introduction to Education
- Ed 220, Psychoeducational Development
- Ed 222, Psychology of Individuals with Exceptionalities
- Ed 312, School as Community
- Ed 365, Effective Instructional Technology
- Ed 451, Philosophy of Education\*\*\*
- Ed 455, Differentiated Instruction
- Ed 462, Classroom Management
- Ed 470, Student Teaching Seminar

**Methods Core ..... 7 hours**

- Ed 332, Teaching Reading in the Content Areas
- Ed 357, General Secondary Methods and Media
- \_\_457, Content Area Methods (offered in major department)

**Research and Field Experience**

**Core ..... 13 hours**

- Ed 201, Introduction to Education Field Experience
- Ed 313, School as Community Diversity Field Experiences
- Ed 332, Teaching Reading in the Content Areas Field Experience

Ed 358, Gen Secondary Methods Field

Experience

\_\_457, Content Area Methods Field

Experience

Ed 496 and/or Ed 492, 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 Ed 226.

**Required Core ..... 9 hours**

- Ed 200, Introduction to Education
- Ed 201, Introduction to Education Field Experience
- Ed 220, Psychoeducational Development
- Ed 222, Psychology of Individuals With Exceptionalities

**Electives ..... 9 hours**

Selected and approved in collaboration with education advisor and major advisor.

**Ed 200**

**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

\* 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.

\*\* Secondary Education majors satisfy the college six credit hour requirement in the Historical Foundation by taking one World Civilization course and another Historical Foundation course.

\*\*\* One general education Philosophical Inquiry requirement may be met by Ed 451, Philosophy of Education.

teachers with fundamental background material to begin formulating their own philosophy of teaching. *To be taken concurrently with Ed 201, Introduction to Education Field Experience.*

### **Ed 201**

#### **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.

### **Ed 209**

#### **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.

### **Ed 214**

#### **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.

### **Ed 220**

#### **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)

### **Ed 222**

#### **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, services available, and educational implications. Mental, physical, behavioral, and sensorial exceptionalities are discussed. National, state, and local laws and policies impacting 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.

### **Ed 226**

#### **Characteristics of Individuals with**

##### **Exceptionalities (3) (F)**

This course is an in-depth study of the classification, etiology, incidence, and

prevalence of persons with severe disabilities across the life-span. Social, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in prevention, diagnosis, placement alternatives, education, and training of people with severe disabilities will be examined and discussed. Multicultural competence and responsiveness is examined in depth, along with various laws and legislation affecting the lives of individuals with exceptionalities across all settings. The role of new technologies in the lives of people with severe disabilities will be reviewed. Societal reactions to persons with severe disabilities will be examined. Students engage in a team-based project conducting original research on a topic related to disability-related supports in schools. Ten hours of supervised experience with families and individuals with severe disabilities is required. *Prerequisite: Ed 222.*

### **Ed 301**

#### **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. Ed 303 and Ed 307 must accompany this course. *Prerequisite: Acceptance into Teacher Education Program.*

### **Ed 303**

#### **Science and Health Methods and Media (2) (B)**

Students study and apply learning approaches and fundamental concepts in the subject

matter of science; 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. The students 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 Ed 307 will require instructional application of science and health concepts and processes in a variety of educational settings. Ed 301 and Ed 307 must accompany this course. *Prerequisite: Acceptance into Teacher Education Program.*

### **Ed 307**

#### **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 Ed 301 and Ed 303. *Prerequisite: Acceptance into Teacher Education Program.*

## **Ed 312**

### **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 is 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.*

## **Ed 313**

### **School as Community Diversity Field Experiences (1) (B)**

The diversity and field experiences component of the Ed 313 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 Ed 312. Taken concurrently with Ed 312. Transportation for field experience is the responsibility of the student. *Prerequisite: Acceptance into Teacher Education Program.*

## **Ed 314**

### **Mathematics Methods and Assessment (3) (B)**

Students study and apply their knowledge, understanding, and use of the major concepts, procedures, and reasoning processes of mathematics for planning problem-based instruction and experiences in diverse classroom settings that meet the needs of all students, including tiered lessons, interactive tools, and technologies. Formal and informal assessment strategies and their use in evaluating student learning processes and products will be examined as a means to meet the needs of all learners. Application of concepts in twenty hours of field experience is required. *To be taken concurrently or following Ma 110 and Ma 111. Prerequisite: Acceptance into Teacher Education Program.*

## **Ed 317**

### **Integrated Language Arts Practicum (1–4) (B)**

Required supervised practicum in partnership schools taken concurrently with Ed 319. Students will work directly with K–6 students in reading, library, and language arts instruction. Responsibilities will include observation and team teaching targeted instruction; and planning and delivery of a language arts lesson. Transportation for field experience is the responsibility of the student. *Prerequisite: Acceptance into Teacher Education Program.* (WC)

## **Ed 319**

### **Integrated Language Arts Methods (5) (B)**

Candidates demonstrate a high level of competence in combining methods of reading, language arts, and children's literature in a

balanced approach to literacy. Candidates use concepts from emerging literacy, scientific based reading research, language and child development to teach reading, writing, speaking, and listening skills. Using their understanding of the conceptual framework, educators as builders of community, candidates will evaluate instructional approaches in language arts. *Prerequisite: Acceptance into Teacher Education Program.*

### **Ed 320**

#### **Curriculum for Individuals With Exceptionalities (3) (F)**

This course is an in-depth examination of various curricula for people with disabilities. Issues related to cognitive development, communication, social competencies, and emotional adjustment are explored through an adaptive approach to curriculum and curriculum development. Multicultural competency in teaching and meeting the needs of individuals with exceptionalities is examined and implemented through the field experience. Assistive technologies are explored in the review of and implementation of curricula. Competencies will be developed in creating legal compliance documents related to the initial or continuing Individualized Education Program through the development of the parts of the IEP related to curriculum and instruction. Fifteen hours of field work with individuals with disabilities is required. *Prerequisites: Ed 222, Ed 226 (or can be taken concurrently with Ed 226) and acceptance into the Teacher Education Program.*

### **Ed 322**

#### **Building School, Family and Community Partnerships for Individuals with Exceptionalities (2) (S)**

Professional block. This course is a study of the basic principles and techniques of building relationships with families, members of the school community, and the public services for students and families with individuals with exceptionalities. Emphasis is placed on life-long planning and decision-making. Basic principles of strong democratic

leadership, proactive problem solving, collaboration, and organizational structure are covered. Interviews with professionals and parents are conducted to gain insight into the needs of families. Internet and community resources are researched towards the development of a comprehensive service guide. Ten hours of supervised experiences with families of individuals with exceptionalities is required. *Prerequisites: Ed 222, Ed 226, Ed 320 and acceptance into Teacher Education Program.*

### **Ed 324**

#### **Professional Block. Methods and Materials for Individuals With Exceptionalities (3) (S)**

This course is a study of the methods and materials appropriate for teaching the learner with exceptionalities with consideration of the curricular objectives for various disabilities. 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: Ed 222, Ed 226, Ed 320 and acceptance into Teacher Education Program.*

### **Ed 326**

#### **Assessment of Individuals with Exceptionalities (3) (S)**

This course is an introduction to assessment and diagnosis of individuals with exceptionalities. Assessment for legal purposes of identifying exceptional individuals from birth through adulthood and assessment for educational/training decisions will be covered. Formal and informal assessment strategies across age groups, exceptionalities, and curricular areas will be studied. Both the traditional model and Response to Intervention model of assessment will be studied. A minimum of ten



hours of supervised experiences with a variety of assessments is required. *Prerequisites: Ed 222, Ed 226, Ed 320 and acceptance into Teacher Education Program.*

### **Ed 330**

#### **Teaching Corrective Reading Practicum (2) (D)**

This course studies reading problems, methods of diagnosis, and techniques for teaching corrective reading in the elementary schools. Practicum experiences included. *Prerequisite: Acceptance into Teacher Education Program.*

### **Ed 332**

#### **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: Acceptance into Teacher Education Program.*

### **Ed 357**

#### **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. *To be taken concurrently with Ed 358. Prerequisite: Acceptance into Teacher Education Program.*

### **Ed 358**

#### **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: Acceptance into Teacher Education Program.*

### **Ed 365**

#### **Effective Instructional Technology (2) (B)**

This course is designed to assist candidates with the use of current educational technology and web-based technology to instruct, manage, communicate, interact, and collaborate with students, colleagues, parents, and other education stakeholders. Emphasis is placed on effective use of technology in the classroom by both teacher and students. *Prerequisite: Acceptance into Teacher Education Program.*

### **Ed 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Acceptance into Teacher Education Program.*

### **Ed 451**

#### **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: Acceptance into Teacher Education Program.* (PI)

### **Ed 455**

#### **Differentiated Instruction (3) (B)**

Professional Block. This course is a survey of instructional strategies used to differentiate instruction for all learners. Topics will include Universal Design for Learning, Brain-Based Learning, Standards-Based Reform, Learning Styles, Data-Based Decision Making, Curriculum Mapping, and Instructional Planning. Teacher candidates will demonstrate skills through the practical application of concepts through projects aimed at enhancing their experience as beginning professional teachers. They will develop semester-long instruction planning materials, means of differentiating instruction for all learners, methods of identifying the learning styles of students, and a district-wide instructional plan developed through the analysis of state testing data. *Prerequisite: Admission to Student Teaching.*

### **Ed 462**

#### **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: Admission to Student Teaching.*

### **Ed 465**

#### **Instructional Strategies & Materials for Teaching ESL Students (3) (D)**

This course examines traditional and current approaches to teaching English to speakers of other 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: Acceptance into Teacher Education Program.*

### **Ed 470**

#### **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). *Prerequisite: Admission to Student Teaching.* (WC)

### **Ed 471**

#### **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.*

**Ed 491**  
**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.*

**Ed 492**  
**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)

**Ed 496**  
**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)

**Ed 497**  
**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. Students attending this course must have successfully completed Ed 455, Differentiated Instruction, Ed 462, Classroom Management, and must be concurrently enrolled in Ed 470, Student Teacher Seminar. *This course does not lead to teaching licensure.* (OC)

**Ed 499**  
**Independent Study (credit arranged)**

Research in the field of education approved and supervised by faculty members.

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

<b>Freshman Year</b>			
En 101, English Composition	3	En 102, Introduction to Literature	3
Th 101, Introduction to Theology	3	(Aesthetic Foundation)	
Foreign Language	4	Ph 175, Principles of Nature	3
Py 100, General Psychology	3	Foreign Language	4
(Person and Community)		Ed 200, Introduction to Education	2
Fine Arts (Aesthetic Foundation)	3	Ed 201, Intro to Ed Field Experience	1
Gs 150, BC Experience	cr	Faith Foundation	3
		Pe Activity course (Health)	1
	—		—
	16		17
<b>Sophomore Year</b>			
Ed 214, Integrated Art & Music Methods	3	Life Science (Natural World)	4
Hi 105, World Civilization to 1500	3	Area of Concentration	3
(Historical Foundation)		Philosophical Inquiry Foundation	3
Ed 220, Psychoed. Development	3	Hi 213, American History	3
Physical Science (Natural World)	4	(Historical Foundation)	
Ed 222, Psychology of Individuals	3	Area of Concentration	3
With Exceptionalities		Pe 115, Wellness for Life (Health)	1
	—		—
	16		17
<b>Junior Year</b>			
Ma 110, Math for Elem Teachers I*	4	Ed 319, Integrated Language Arts Methods	5
(Quantitative Analysis)		Ed 317, Integ. Language Arts Practicum	1
So 354, Soc. of Race & Ethnic Relations	3	Ed 314, Math Methods & Assessment	3
(Global Perspective)		Ed 451, Philosophy of Education	3
Area of Concentration	3	Ma 111, Math for Elem Teachers II	3
Pe 302, Physical Education Curriculum	2	(Quantitative Analysis)	
Area of Concentration	3	Ed 365, Effective Instructional Technology	2
	—		—
	15		17
<b>Senior Year</b>			
Area of Concentration	3	Ed 455, Differentiated Instruction	3
Faith Foundation	3	Ed 462, Classroom Management	2
Ed 312, School as Community	3	Ed 470, Seminar for Student Teaching	1
Ed 313, School as Community	1	Ed 492, Supervised Student Teaching	10
Diversity Field Experience		Ed 488, Senior Comp	cr
Ed 301, Social Studies Methods/Media	2	Ed 487, Core Content Area Test	cr
Ed 303, Science & Health Methods/Media	2	Ed 489, PLT Licensure Exam	cr
Ed 307, Building Community through	1	Ed 335, Technology Proficiency	cr
Integrated Social Studies & Sciences		Ed 334, Diversity Proficiency	cr
	—		—
	15		16

\*Ma 110 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

<b>Freshman Year</b>			
En 101, English Composition	3	En 102, Introduction to Literature (Aesthetic Foundation)	3
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature	3
Foreign Language	4	Foreign Language	4
Py 100, Gen. Psych (Person and Comm)	3	Faith Foundation	3
Ed 200, Introduction to Education	2	Life Science (Natural World)	4
Ed 201, Intro to Ed Field Experience	1		
Gs 150, BC Experience	cr		
Pe Activity course (Health)	1		
	<hr/> 17		<hr/> 17
<b>Sophomore Year</b>			
Ed 220, Psychoed. Development	3	Faith Foundation	3
Ed 222, Psychology of Indiv With Excep	3	Fine Arts (Aesthetic Foundation)	3
Hi 105, World Civilization to 1500 (Historical Foundation)	3	Physical Science (Natural World)	4
Philosophical Inquiry Foundation	3	Hi 213, American History (Historical Foundation)	3
Ed 214, Integrated Art & Music Methods	3	So 101, General Sociology or So 354, Soc. of Race & Ethnic Relations	3
Ed 226, Characteristics of Indiv With Excep	3		
	<hr/> 18		<hr/> 16
<b>Junior Year</b>			
Ed 320, Curriculum for Indiv With Excep	3	Ma 111, Math for Elem. Teachers II (Quantitative Analysis)	3
Ed 301, Social Studies Methods	2	Ed 319, Integrated Language Arts Methods	5
Ed 303, Science & Health Methods/Media	2	Ed 317, Integrated Language Arts Practicum	1
Ed 307, Building Community Through Integrated Social Studies & Sciences	1	Ed 451, Philosophy of Education	3
Ed 312, School as Community	3	Ed 314, Math Methods & Assessment	3
Ed 313, School as Community Diversity Field Experience	1	Pe 115, Wellness for Life	1
Ma 110, Math for Elem. Teachers I (Quantitative Analysis)	4	Ed 365, Effective Instructional Technology	2
Pe 302, Elem Physical Ed Curriculum	2		
	<hr/> 18		<hr/> 18
<b>Senior Year</b>			
Ed 455, Differentiated Instruction	3	Ed 322, Bldg. School, Family & Community Partnerships for Indiv. With Exceptionalities	2
Ed 462, Classroom Management	2	Ed 324, Methods/Materials for Individuals With Exceptionalities	3
Ed 470, Seminar for Student Teaching	1	Ed 326, Assessment of Indiv With Excep	3
Ed 492, Supervised Student Teaching	10	Ed 491, Supervised Student Teaching of Individuals with Exceptionalities	10
Ed 334, Diversity Proficiency	cr	Ed 471, Special Ed. Student Teach Seminar	1
Ed 335, Technology Proficiency	cr	Ed 484, Core Knowledge & Adaptive Content Exam	cr
Ed 487, Core Content Area Exam, Elem.	cr	Ed 488, Senior Comp	cr
Ed 489, PLT Licensure Exam	cr		
	<hr/> 16		<hr/> 19

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

### Freshman Year

En 101, English Composition	3	En 102, Introduction to Literature (Aesthetic Foundation)	3
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature	3
Foreign Language	4	Foreign Language	4
Py 100, Gen. Psychology (Person and Community)	3	Ed 200, Introduction to Education	2
Gs 150, BC Experience	cr	Ed 201, Intro to Ed Field Experience	1
Hi 105, World Civilization to 1500 (Historical Foundation)	3	Fine Arts (Aesthetic Foundation)	3
		Pe Activity course (Health)	1
	16		17

### Sophomore Year

Major/Licensure Program Requirement	6	Major/Licensure Prog Requirement	9
Ed 220, Psychoed. Development	3	Philosophical Inquiry Foundation	3
Ed 222, Psychology of Individuals With Exceptionalities	3	Historical Foundation	3
Natural World Foundation	3-4	Pe 115, Wellness for Life (Health)	1
	15-16		16

### Junior Year

Major/Licensure Prog Requirement	6	Major/Licensure Prog Requirement	6
Ma 211, Applied Statistics (Quantitative Analysis)	4	Ed 451, Philosophy of Education	3
Ed 357, Gen. Sec. Methods and Media	3	Faith Foundation	3
Ed 358, Gen. Sec. Methods Field Exp	1	__ 457, Content Area Methods	2
Natural World with lab	4	Ed 332, Teaching Reading in the Content Areas	2
		Ed 365, Effective Instructional Technology	2
	18		18

### Senior Year

Major/Licensure Prog Requirement	6	Ed 462, Classroom Management	2
Faith Foundation	3	Ed 470, Seminar for Student Teaching	1
So 354, Sociology Race/Ethnicity	3	Ed 455, Differentiated Instruction	3
Ed 312, School as Community	3	Ed 496, Supervised Student Teaching	10
Ed 313, School as Community Diversity Field Experience	1	Ed 488, Senior Comp	cr
		Ed 487, Core Content Area	cr
		Ed 489, PLT Licensure Exam	cr
		Ed 335, Technology Proficiency	cr
		Ed 334, Diversity Proficiency	cr
	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, etc.).

#### 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;
- D) Create a community of caring relationships that unifies all educational participants (students, teachers, families, community members, etc.) 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 that 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 a 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.

Both the MASL and the M.Ed. programs operate as a component of the Education Department in close collaboration with policy oversight from the Graduate Studies Committee.

#### 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 (i.e., Cohort I, Cohort II, etc.) 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, which become a support network throughout their educational career.

## Accreditation and Approval

Accreditation from the North Central Association 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 National Council for Accreditation of Teacher Education (NCATE) and the Kansas State Board of Education (KSBE) for the MASL program. The state-approved program is included within the degree program. Additionally, approval for the Master's in Education as a Teacher Leader Program has been granted by KSBE.

## 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
- 3.0 cumulative GPA
- A maximum of two graduate courses
- Limited to common core courses (Ed 510, Ed 512, Ed 515, Ed 532)
- 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 "Intent to Graduate" form from the Office of the Academic Records and Registration.

## 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 should make application for graduation to the Office of Academic Records and Registration on the "Intent to Graduate" form.

## **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, Ed 623, 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 Ed 623 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 and teaching 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 one course 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 480 or above on any two of the three General Tests of the GRE 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 accredited 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.

### **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 eight (8) 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 and NCATE 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 rated at each of the three (3) benchmark points in the program.

### **Program of Study for the MASL (33 credit hours)**

- Ed 510, Introduction to School Leadership (2)
- Ed 515, Models and Strategies in Instructional Leadership (3)
- Ed 516, Practicum in Instructional Leadership (1)
- Ed 532, Foundations of Curriculum Development (3)
- Ed 534, Assessment and School Improvement (3)
- Ed 606, School Leadership, Management, and Finance (4)
- Ed 612, Supervision in Education (3 credits)
- Ed 613, Practicum in Supervision (1)
- Ed 622, Educational Law (3 credits)
- Ed 623, Practicum in Legal Ethical and Community Issues (1)
- Ed 640, Partnering With Parents and the Community (3)
- Ed 642, Educational Leadership (3 credits)
- Ed 643, Practicum in the Principalship (1)

Ed 662, Instructional Technology and Applications (2)  
Ed 688, Master's Comprehensive Exams (cr)

**Program of Study for the M.Ed.  
(32 credit hours)**

Ed 510, Introduction to School Leadership (2)  
Ed 512, Introduction to Educational Research (3)  
Ed 515, Models and Strategies in Instructional Leadership (3)  
Ed 518, Building Community in the Classroom (3) or Ed 519, The Catholic School Teacher (3)  
Ed 532, Foundations of Curriculum Development (3)  
Ed 534, Assessment and School Improvement (3)  
Ed 540, Mentoring and Teacher Leadership (3)  
Ed 542, Current Trends & Practices in Teaching (3)  
Ed 546, Directed Study (1–3)  
Ed 552, Effective Instructional Strategies (3)  
Ed 662, Instructional Technology and Applications (2)  
Ed 688, Master's Comprehensive Exams (cr)

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**Ed 510  
Introduction to School Leadership (2)**

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.

**Ed 512  
Introduction to Educational Research (3)**

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.

**Ed 515  
Models and Strategies in Instructional Leadership (3)**

This course is an advanced study of human development patterns, birth through adolescence, with an emphasis on learning and instructional theories. Emphasis is placed on meeting the needs of students who are English Language Learners and students with Exceptionalities. 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; and the needs of all students in planning and developing instruction. The role of principal in leading teachers to implementing student-centered instructional strategies is examined.

**Ed 516  
Practicum in Instructional Leadership (1)**

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). *Fee \$40.*

**Ed 518****Building Community in the Classroom (3)**

This course studies the teacher's role in creating and sustaining classroom communities that support student growth and development. Emphasis is placed on creating an environment rich in diversity that promotes knowledge and respect for all cultures, exceptionalities, and ethnicities. An additional focus is further development of the craft of teaching and reflection on practice.

**Ed 519****The Catholic School Teacher (3)**

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.

**Ed 532****Foundations of Curriculum Development (K–12) (3)**

This course examines social and psychological influences upon curricular design and implementation. Emphasis is placed upon 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). Prominent instructional models and their supporting theoretical rationale, barriers to effective implementation of innovative curricula, alignment and systematic evaluation of educational curricula and programs are also examined.

**Ed 534****Assessment and School Improvement (3)**

This course examines 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.

**Ed 540****Mentoring and Teacher Leadership (3)**

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.

**Ed 542****Current Trends & Practices in Teaching (3)**

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.

**Ed 546****Directed Study (1–3)**

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 Ed 546.

**Ed 552****Effective Instructional Strategies (3)**

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.

## **Ed 602**

### **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 funds, equity in educational financing, various sources for school system operation, budgeting educational funds for program needs at the building level, implementing pupil services, and managing co-curricular programs and activities.

## **Ed 612**

### **Supervision in Education (3)**

The role and responsibility of the principal in selecting and supervising personnel at the building level are discussed in this course. Theories and models of evaluation and development programs are examined and analyzed. Major topics in this course include staff selection, staff orientation, and staff evaluation. Emphasis is placed on supervision of effective instruction and staff development. Legal concepts related to the selection and evaluation of personnel are introduced.

## **Ed 613**

### **Practicum in Supervision (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), and Standard 5 (Acting with integrity, fairness, and in an ethical manner). *Fee \$40.*

## **Ed 622**

### **Educational Law (3)**

The legal rights, duties, and responsibilities of building administrators are studied in this course. Specific 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.

## **Ed 623**

### **Practicum in Legal, Ethical, and Community Issues (1)**

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



and additional 20 clock hours working with an administrator in a school that is demographically and structurally different than the candidate's home school. *Fee \$40.*

### **Ed 640**

#### **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. Emphasis is placed on understanding the needs and goals of all stakeholders to develop the whole child. Candidates will create an action plan that recognizes diversity and community needs to overcome barriers and build strong partnerships between school family and community with the goal of student learning.

### **Ed 642**

#### **Educational Leadership (3)**

This course analyzes the skills necessary for effective leadership in interactions with the school, the school system, and the community. Emphasis is placed on acquiring knowledge and developing an understanding of the decision making process, personnel selection and management, conflict resolution, creation of an appropriate organizational climate, personal and professional ethics, group facilitation and planning, communication skills, adult learning and development, multicultural educational delivery, and the appropriate involvement of schools with the communities in which they serve. 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.

### **Ed 643**

#### **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). *Fee \$40.*

### **Ed 652**

#### **Issues & Strategies in School Leadership (3)**

This is a seminar course designed to explore specific, current, topical areas relating to issues and strategies of School Leadership.

### **Ed 662**

#### **Instructional Technology and Applications (2)**

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 will be placed on the school leader's promotion of effective practices in technology use.

### **Ed 688**

#### **Master's Comprehensive Exams (cr)**

*\$100 Graduation fee*



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# Engineering

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The mission of the Benedictine College Engineering Department 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 Benedictine College (BC) Engineering Department offers Bachelor of Science degrees in Mechanical Engineering and General Engineering. In addition to these degrees, BC has developed five-year, dual-degree programs in collaboration with the University of North Dakota (UND) that will expand student capabilities in the four major engineering disciplines. Graduates of the dual-degree engineering program will leave BC with an extensive liberal arts education as well as an ABET-accredited degree in engineering. Students choosing the dual-degree option will remain at BC all five years and will simultaneously earn the BC General Engineering degree described below and an ABET-accredited Bachelor of Science degree from UND in one of the following: Chemical, Civil, Electrical, or Mechanical Engineering. Approximately three-fourths of the courses will be taught by BC faculty with the remaining one-quarter being unique distance learning courses delivered on campus at BC. The average credit hour load for each of these cooperative dual-degree programs is approximately 16 hours per semester. Please see below for detailed descriptions of the ABET-accredited engineering programs as well as suggested course sequences at the end of this section. Several other dual-degree options are also available and additional options can also be designed to achieve students' personal and professional goals. That is, dual-degree options are available that pair an ABET-accredited bachelor's

degree in one of the major engineering disciplines with a liberal arts degree in majors ranging from chemistry, physics, or mathematics to theology and philosophy.

## **B.S. Degree in General Engineering**

The Benedictine College (BC) General Engineering degree is a Bachelor of Science degree that combines the liberal arts with the discipline of engineering. The General Engineering major focuses on establishing a solid foundation in those areas that are common to all engineering disciplines so that graduates will have a broad base upon which to build their engineering careers. This expansive engineering background will produce graduates who are valuable employees in industry and, also, well-prepared for graduate study. To augment the broad foundation established by the engineering program, students must specialize in at least one of the following areas of their choosing: chemical engineering, civil engineering, or electrical engineering. Students interested in mechanical engineering should pursue a B.S. in Mechanical Engineering.

Requirements for a B.S. in General Engineering include courses in general education, basic science and mathematics, engineering fundamentals, engineering and technical electives, and discipline-specific engineering in one of the concentration areas described below.

As we continue to develop and expand the engineering program, a program fee of \$120 per semester is charged to each student who is in any of the engineering areas. This program fee helps support the continued existence and expansion of the engineering program.

## **General education courses specified for major**

Ph 325, Ethics (Philosophical Inquiry Foundation)

Th 200, Christian Moral Life (Faith Foundation)

## Science and Mathematics

Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry Laboratory I  
Ch 106, General Chemistry Laboratory II  
Ma 131, Calculus I  
Ma 132, Calculus II  
Ma 233, Calculus III  
Ma 310, Differential Equations  
Pc 210, Classical Physics I  
Pc 211, Classical Physics II

## Engineering Fundamentals

Eg 110, Technical Drawing  
Eg 120, Introduction to Engineering  
Eg 200, Computer Applications in Engineering  
Or Cs 230, Programming for Scientists & Engrs  
Eg 217, Technical Communications  
Eg 230, Statics  
Eg 315, Statistical Analysis of Data  
Eg 317, Engineering Economic Analysis  
Eg 320, Mechanics of Materials  
Eg 325, Thermodynamics  
Eg 340, Engineering Laboratory I  
Eg 341, Engineering Laboratory II  
Or Ee 306 and Ee 307, Circuits Lab I & II  
Eg 460, Engineering Design I  
Eg 480, Engineering Design II  
Eg 488, Senior Comprehensive Examination

## Engineering Emphasis Area (27 hours)

The General Engineering major requires the completion of at least one area of emphasis in Chemical, Civil, or Electrical Engineering.

### *Chemical Engineering*

The chemical engineering emphasis area requires a total of 27 credit hours from the courses listed below. These courses include those offered by the UND Department of Chemical Engineering. These courses (ChE prefix) will be offered on campus at BC (except for summer laboratories) through the UND Distance Engineering Degree Program at no extra cost to the student. Many students will elect to complete an ABET-accredited B.S. in Chemical Engineering from UND concurrently with earning a B.S. in General

Engineering from BC.

Ce 201, Chemical Engineering Fundamentals  
Ce 305, Separations & Unit Operations in Chemical Engineering  
Ch 231/2, Organic Chemistry I/Lab  
Ch 380, PChem I: Thermodynamics  
Eg 330, Fluid Mechanics  
Ee 206, Circuit Analysis  
or Pc 350, Electronics  
ChE 303, Thermodynamics  
ChE 321, Chemical Engineering Reactor Design  
ChE 408, Process Dynamics and Control  
ChE 411, Chemical Engineering Plant Design I  
ChE 412, Chemical Engineering Plant Design II  
ChE 431, Chemical Engineering DEDP Laboratory IV

### *Civil Engineering*

The civil engineering emphasis area requires a total 27 credit hours from the courses listed below. These courses include those offered by the UND Department of Civil Engineering. These courses (CIEN prefix) will be offered on campus at BC through the UND Distance Engineering Degree Program at no extra cost to the student. Many students will elect to complete an ABET-accredited B.S. in Civil Engineering from UND concurrently with earning a B.S. in General Engineering from BC.

Cv 202, Introduction to Digital Terrain Modeling  
Cv 213, General Surveying  
Cv 214, General Surveying Laboratory  
Cv 301, Soil Mechanics and Civil Engineering Materials Lab  
Cv 302, Environmental and Hydraulic Engineering Lab  
Cv 351, Structural Mechanics  
Cv 412, Soil Mechanics  
Cv 431, Environmental Engineering I  
Cv 451, Steel Design  
Cv 453, Reinforced Concrete  
Eg 330, Fluid Mechanics  
CIEN 414, Foundation Engineering

CIEN 416, Transportation Engineering  
CIEN 421, Hydrology  
CIEN 423, Hydraulic Engineering  
CIEN 432, Environmental Engineering II  
CIEN 444, Contracts and Specifications  
CIEN 482, Civil Engineering Design I  
CIEN 483, Civil Engineering Design II

### *Electrical Engineering*

The electrical engineering emphasis area requires a total 27 credit hours from the courses listed below. These courses include those offered by the UND Department of Electrical Engineering. These UND courses will be offered on campus at BC (except for summer laboratories) through the UND Distance Engineering Degree Program at no extra cost to the student. Many students will elect to complete an ABET-accredited B.S. in Electrical Engineering from UND concurrently with earning a B.S. in General Engineering from BC.

Ee 201, Digital Electronics Laboratory  
Ee 202, Introduction to Digital Electronics  
Ee 206, Circuit Analysis  
Ee 306, Circuits Laboratory I  
Ee 307, Circuits Laboratory II  
Ee 308, Electronics Laboratory I  
Ee 309, Electronics Laboratory II  
Ee 313, Linear Electric Circuits  
Eg 415, Design of Engineering Experiments  
Pc 350, Electronics  
Ee 314, Signals and Systems  
Ee 316, Electric and Magnetic Fields  
Ee 401, Electric Drives  
Ee 405, Control Systems I  
Ee 409, Distributed Networks  
Ee 421, Electronics II  
Ee 452, Embedded Systems  
Ee 480, Senior Design I  
Ee 481, Senior Design II

### **B.S. Degree in Mechanical Engineering**

Students have the option to pursue this degree alone (4.5 years to complete) or pair it with a B.S. in Chemical or Mechanical Engineering from the University of North Dakota (5 years to complete two degrees). The degree requirements are as follows:

### **General education courses specified for major**

Ph 325, Ethics (3; PI)  
Th 200, Christian Moral Life (3; Faith)

### **Science and Mathematics**

Ch 103, General Chemistry I (3)  
Ch 105, General Chemistry Laboratory I (1)  
Ch 104, General Chemistry II (3)  
Ch 106, General Chemistry Laboratory II (1)  
Ma 131, Calculus I (4)  
Ma 132, Calculus II (4)  
Ma 233, Calculus III (4)  
Ma 310, Differential Equations (3)  
Pc 210, Classical Physics I (4)  
Pc 211, Classical Physics II (4)  
Pc 350, Electronics (4)

### **Engineering Required Courses**

Eg 110, Technical Drawing (2)  
Eg 120, Introduction to Engineering (2)  
Eg 122, Introduction to Engineering Design Laboratory (1)  
Eg 200, Computer Applications in Engr (2)  
Eg 230, Statics (3)  
Eg 231, Dynamics (3)  
Eg 315, Statistical Analysis of Data (4)  
Eg 317, Engineering Economy & Society (3)  
Eg 320, Mechanics of Materials (3)  
Eg 325, Thermodynamics (3)  
Eg 330, Fluid Mechanics (4)  
Eg 340, Engineering Laboratory I (2)  
Eg 341, Engineering Laboratory II (2)  
Eg 350, Properties of Materials (3)  
Eg 360, Heat and Mass Transfer (4)  
Me 322, Design of Machinery (3)  
Me 324, Junior Design Lab (2)  
Me 418, Manufacturing Processes Lab (1)  
Me 424, System Dynamics & Controls (3)  
Me 460, Mechanical Engineering Design I (3)  
Me 461, Mechanical Engineering Design II (3)  
Me 470, Mechanical Engineering Seminar (1)  
Me 473, Mechanical Measurements Lab (2)  
Me 488, Senior Comprehensive Exam (cr)

### **Engineering Elective Courses**

Engineering Elective (3)  
Mechanical Engineering Electives (12)

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**Ce 201****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 at Benedictine College or at the University of North Dakota. *Prerequisite: Ch 104.*

**Ce 305****Separations and Unit Operations in Chemical Engineering (4) (S)**

This course covers the theory and application of rate-based and equilibrium-based separations and the equipment design of these unit operations. The unit operations studied include the following: distillation, absorption, stripping, crystallization, liquid-liquid extraction, adsorption, membrane separations, and others. *Prerequisite: Ce 201 (with a grade of C– or better). Corequisite: Eg 360.*

**Cv 202****Introduction to Digital Terrain Modeling (1) (S)**

This course is a brief introduction to using modern digital methods in the modeling of terrain. These models can be constructed from surveying data as well as from remote sensors. They allow the user to model water flow, extract terrain parameters, and construct relief maps.

**Cv 213****General Surveying (2) (F)**

This course covers the basic topics of surveying, including traverse, boundary, construction, and U.S. public land surveys. This course includes measuring angles and distances, triangulation, electronic distance measurement (EDM), global positioning system (GPS), as well as vertical and horizontal curves. *Prerequisite: Ma 131.*

**Cv 214****General Surveying Laboratory (1) (F)**

This course complements and reinforces the concepts taught in Eg 213. Students complete laboratory assignments relating to the basic topics of surveying, including traverse, boundary, construction, and U.S. public land surveys. This course furthers the study of measuring angles and distances, triangulation, electronic distance measurement (EDM), as well as vertical and horizontal curves. *Corequisite: Cv 213.*

**Cv 301 (S Every other year)****Soil Mechanics and Civil Engineering Materials Laboratory (2)**

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: Eg 320, Eg 315, and En 101. Corequisite: CIEN 412.*

**Cv 302 (S Every other year)****Environmental and Hydraulic Engineering Laboratory (2)**

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: En 101 and Eg 315. Corequisites: CIEN 431, and CIEN 423.*

**Cv 351****Structural Mechanics (4) (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: Eg 320 (with a grade of C- or better).*

**Cv 412****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: Eg 320 (with a grade of C- or better).*

**Cv 431****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: Eg 330.*

**Cv 451****Steel Design (3) (F)**

Course topics include selection of sections, bolted and welded connections, trusses, bearings, lightgage structural members, fatigue of structural members and introduction to plastic design. *Prerequisite: Cv 351.*

**Cv 453****Reinforced Concrete (3) (S)**

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: Cv 351.*

**Ee 201****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.

**Ee 202****Digital Electronics Laboratory (1) (S)**

This course provides a hands-on experience in digital electronic circuit design and implementation. *Corequisite: Ee 201.*

**Ee 206****Circuit Analysis (3) (S)**

This is an introductory course in the electrical engineering analysis of circuits, including circuit theory, resistors, capacitors, inductors, operational amplifiers, and transformers; transient and sinusoidal steady state circuit analysis. Students must earn a grade of "C-" or better to take subsequent electrical engineering courses at Benedictine College or at the University of North Dakota. *Prerequisite: Ma 131.*

**Ee 306****Circuits Laboratory I (1) (F)**

This laboratory course complements and reinforces the concepts taught in Ee 206. Students will also learn how to properly use equipment to analyze circuits experimentally. *Corequisite: Ee 206.*

**Ee 307****Circuits Laboratory II (1) (S)**

This laboratory course complements and reinforces the concepts taught in Ee 313. Students will also learn how to use properly equipment to analyze circuits experimentally. *Corequisite: Ee 313.*

**Ee 308****Electronics Laboratory I (2) (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: Ee 306.*

### **Ee 309**

#### **Electronics Laboratory II (2) (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: Ee 308.*

### **Ee 313**

#### **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, LaPlace and Fourier transforms, Transfer Functions, and Fourier analysis. *Prerequisite: Ee 206. Corequisite: Ma 310.*

### **Eg 110**

#### **Technical Drawing (2) (F)**

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)

### **Eg 120**

#### **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.

### **Eg 122**

#### **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.

### **Eg 198**

#### **Special Topics (1–4) (D)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.



**Eg 200****Computer Applications in Engineering (2) (F)**

This course introduces students to the fundamentals of computer programming to solve engineering problems.

**Eg 217****Technical Communications (3) (F)**

This course is an introduction to the fundamental written and oral technical communication skills emphasizing communication of technical information. Students will learn to write executive summaries, proposals, short memos, progress reports, and white papers. They will also prepare and deliver effective presentations on topics that focus on new engineering product designs, ideas or research objectives for a variety of purposes and audiences. *Prerequisites: Engineering majors only; En 101.* (OC, WC)

**Eg 230****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. Students must earn a grade of "C-" or better to take subsequent mechanical engineering courses at either Benedictine College or the University of North Dakota. *Prerequisite: Ma 131.*

**Eg 231****Dynamics (3) (S)**

This course is a continuation course in mechanics that directs the student toward the use of Newtonian physics in the solution of dynamically determinate particles and rigid bodies when acted upon by outside forces. These solutions will result in the quantification of absolute and relative motion, force,

mass and acceleration, work and energy, impulse and momentum. *Prerequisite: Eg 230.*

**Eg 315****Statistical Analysis of Data (4) (F)**

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. *Prerequisite: Ma 310.*

**Eg 317****Engineering Economy and Society (3) (F)**

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)

**Eg 320****Mechanics of Materials (3) (S)**

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: Eg 230.*

### **Eg 325**

#### **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: Pc 210 and Ma 132.*

### **Eg 330**

#### **Fluid Mechanics (4) (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: Eg 230, Pc 210, and Ma 233.*

### **Eg 340**

#### **Engineering Laboratory I (2) (F)**

This course provides the student with the laboratory procedures common to the mechanical design area. The methods and applications of tension and bending tests will be explored with the practices and procedures dealing with, but not limited to, strain rosette analysis, tension, torsion, and bending tests, fatigue, photoelasticity, and brittle coatings. It also includes covers quantitative metallography, heat treating practice, mechanical property measurements and metallurgical design of the thermal mechanical treatment of metals. *Prerequisite: Eg 320. Corequisite: Eg 315. (WC)*

### **Eg 341**

#### **Engineering Laboratory II (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. *Prerequisites: Eg 330, and either Pc 380 or Eg 360. (WC)*

### **Eg 350**

#### **Properties of Materials (3) (S)**

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, optical, electrical, and magnetic properties. Material selection in engineering design is emphasized. *Prerequisite: Ch 103.*

### **Eg 360**

#### **Heat and Mass Transfer (4) (S)**

This course provides an analytical study of the transport of energy via convection, conduction, and radiation, as well as mass; derivation and utilization of the differential equations of change; dimensional analysis; applications of heat and mass transfer principles to the design of heat and mass transfer equipment. *Prerequisites: Eg 325 and Eg 330.*

### **Eg 398**

#### **Special Topics (1–4) (D)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Eg 415**

#### **Design of Engineering Experiments (3) (D)**

This course builds on the statistical foundation of Eg 315. 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: Eg 315.*

**Eg 420**  
**Process Control and Optimization (3) (D)**

This course gives an introduction to the analysis and design of process control systems for industrial processes, including control tuning and the design of multi-variable control schemes. *Prerequisites: Ma 310, and senior standing.*

**Eg 460**  
**Engineering Design I (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. *Prerequisites: Both Me 324 and Eg 360, or both Cv 351 and Cv 412, or both Ee 421 and Ee 409. Corequisite: Eg 317.*

**Eg 480**  
**Engineering Design II (3) (S)**

This is the second course in a two-course sequence that integrates the engineering design and engineering science components of previous and ongoing coursework. The course incorporates design methodologies, engineering standards, multiple realistic constraints, market analysis, design objectives, alternative designs, aesthetic design considerations, communication, and teamwork into a major engineering design experience. *Prerequisites: Eg 460.*

**Eg 488**  
**Senior Comprehensive Exam (cr) (B)**

**Eg 499**  
**Independent Study (1–3) (D)**

Independent study in the form of experimental or theoretical student research, research papers, and machine shop techniques is performed under the guidance of a staff member.

**Me 322**  
**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: Eg 200, Eg 231, Eg 320.*

**Me 324**  
**Junior Design (2) (S)**

This course is an application of design and analysis tools learned in the engineering program to an open-ended 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: Me 322.*

**Me 418**  
**Manufacturing Processes Lab (1) (F)**

This hands-on course provides experience with manufacturing techniques including welding, machine tools, CAD/CAM, and metrology. *Prerequisite: Eg 110 and Eg 350.*

**Me 424**  
**System Dynamics and Controls (3) (F)**

This course builds on concepts learned in Eg 231 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: Eg 200, Eg 231, Ma 310.*

### **Me 460**

#### **Engineering Design (3) (D)**

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: Me 324. Corequisite: Eg 317.*

### **Me 461**

#### **Engineering Design II (3) (D)**

This is the second course of a two-course sequence in engineering design in which teams of students will fabricate their design from Me 460. 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: Me 460.*

### **Me 470**

#### **Senior Seminar (1) (F)**

This seminar includes reports and presentations on current topics in engineering as well as FE exam preparation. *Prerequisite: Me 324. (OC)*

### **Me 473**

#### **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: Me 424.*

### **Me 481**

#### **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: Me 424.*

### **Me 482**

#### **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. *Prerequisites: Eg 200 and Eg 320.*

**Me 485****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 distributions systems and their components. *Prerequisites: Eg 325 and Eg 360.*

**Me 486****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. *Prerequisite: Eg 325.*

**Me 491****Compressible Fluid Flow (3) (D)**

This course is an introduction to the theory and application of one-dimensional compressible flow. Course topics include isentropic flow in converging and converging/diverging nozzles, normal shock waves, oblique shock waves, and chock flow. *Prerequisites: Eg 325 and Eg 330.*

**Me 492****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: Ma 310 and Eg 200.*

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**Suggested sequence of courses for a Bachelor of Science degree in Chemical Engineering (UND) — B.S. in Chemistry (BC) Dual Degree**
**Freshman Year**

Eg 120, Introduction to Engineering	2	*Ch 104, General Chemistry II	3
*Ch 103, General Chemistry I	3	*Ch 106, General Chemistry II Lab	1
*Ch 105, General Chemistry I Lab	1	*Ma 132, Calculus II	4
*Ma 131, Calculus I	4	*Pc 211, Classical Physics II	4
*Pc 210, Classical Physics I	4	Pe 115, Wellness for Life	1
*En 101, English Composition	3	Th 101, Introduction to Theology	3
Gs 150, BC Experience	cr		
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	17		16

**Sophomore Year**

*^CE 201, ChE Fundamentals	3	Ch 233, Organic Chemistry II	3
*Eg 217, Technical Communications	3	Ch 234 Organic Chemistry II Lab	1
Eg 230, Statics	3	Ch 380, PChem I: Thermodynamics	3
Ch 231, Organic Chemistry I	3	Ch 387, PChem I Lab I	1
Ch 232, Organic Chemistry I Lab	1	Ma 310, Differential Equations	3
*Ma 233, Calculus III	4	Ph 175, Principles of Nature	3
		Aesthetic Foundation	3
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	17		17



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## Suggested sequence of courses for a Bachelor of Science degree in Civil Engineering (UND) — B.S. in General Engineering (BC) Dual Degree

### Freshman Year

*En 101, English Composition	3	*Pc 211, Classical Physics II	4
*Pc 210, Classical Physics I	4	*Ma 132, Calculus II	4
Eg 120, Introduction to Engineering	2	Eg 110, Technical Drawing	2
*Ch 103, General Chemistry I	3	*Ch 104, General Chemistry II	3
*Ch 105, General Chemistry Lab	1	*Ch 106, General Chemistry Lab	1
*Ma 131, Calculus I	4	Pe 115, Wellness for Life	1
Gs 150, BC Experience	cr		
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	17		15

### Sophomore Year

Cv 213/214, General Surveying/Lab	3	Ma 310, Differential Equations	3
Eg 200, Computer Applications in Engr	2	Eg 231, Dynamics	3
Th 101, Introduction to Theology	3	*^Eg 320, Mechanics of Materials	3
*Ma 233, Calculus III	4	Th 200, Christian Moral Life	3
*Eg 230, Statics	3	Ph 175, Principles of Nature	3
*Eg 217, Technical Communications	3		
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	18		15

### Junior Year

Cv 351, Structural Mechanics	4	Cv 451, Steel Design	3
<b>CIEN 412, Soil Mechanics</b>	<b>3</b>	Cv 301, Soil Mechanics & Materials Lab	2
Eg 330, Fluid Mechanics	4	<b>CIEN 431, Environmental Engineering</b>	<b>3</b>
Eg 315, Statistical Data Analysis	4	<b>CIEN 423, Hydraulic Engineering</b>	<b>3</b>
SE 222, Speech Comm (UND "O")	3	Ph 325, Ethics	3
		Eg 360, Heat & Mass Transfer	4
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	18		18

### Senior Year

Eg 340, Engineering Laboratory I	2	Eg 341, Engineering Laboratory II	2
<b>ENGR 460/Eg 317, Engr. Econ. &amp; Soc.</b>	<b>3</b>	Cv 202, Intro to Dig. Terrain Modeling	1
Cv 453, Reinforced Concrete	3	<b>CIEN 414, Foundation Engineering</b>	<b>3</b>
<b>CIEN 432, Environmental Eng II</b>	<b>3</b>	<b>CIEN 416, Transportation Engineering</b>	<b>3</b>
<b>CIEN 421, Hydrology</b>	<b>3</b>	<b>CIEN 444, Contracts &amp; Specifications</b>	<b>3</b>
<b>Geol 101, Intro to Geology/</b>	<b>3</b>	Historical Foundation	3
<b>GeoE 203, Geology for Engrs</b>		Cv 302, Environ and Hydraulic Engr Lab	2
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	17		17

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**Suggested sequence of courses for a Bachelor of Science degree in Civil Engineering (UND) — B.S. in General Engineering (BC) Dual Degree (Continued)**

**Fifth Year**

<b>CIEN 482, Civil Engr Design</b>	<b>2</b>	<b>CIEN 483, Civil Engr Design</b>	<b>2</b>
**Social Science Elective (UND req't)	3	Faith Foundation	3
Aesthetic Experience	3	Aesthetic Experience	3
Historical Foundation	3	Foreign Language	4
Foreign Language	4	Philosophical Inquiry	3
Pe Activity Course	1	Eg 488, Senior Comprehensive Exam	cr
	<hr/>		<hr/>
	16		15

**Program Total**

**166**

\*Must be completed with “C-” or better (One of these courses must be completed with a “C-” or better: Eg 231 or Eg 200)

^ Must be completed with “C-” or better to proceed to following course in civil engineering

\*\*May be eliminated with the following Gen Eds:

HF 1: Ps 150, Ps 325, or Ps 375 (UND SS)

HF 2: Hi 212 or Hi 213 (UND US Diversity)

Faith: Th 365 (UND Global Diversity)

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**Suggested sequence of courses for a Bachelor of Science degree in Electrical Engineering (UND) — B.S. in General Engineering (BC) Dual Degree**

**Freshman Year (Odd)**

Eg 120, Introduction to Engineering	2	Eg 110, Technical Drawing	2
*Ch 103, General Chemistry I	3	*Ch 104, General Chemistry II	3
*Ch 105, General Chemistry I Lab	1	*Ch 106, General Chemistry Lab	1
*Ma 131, Calculus I	4	*Ma 132, Calculus II	4
*En 101, English Composition	3	*Pc 211, Classical Physics II	4
Gs 150, BC Experience		Th 101, Introduction to Theology	3
*Pc 210, Classical Physics I	4		
	<hr/>		<hr/>
	17		17

**Sophomore Year (Even)**

*^Ee 206, Circuit Analysis	3	Ee 201, Intro to Digital Electronics	2
*Eg 217, Technical Communications	3	Ee 202, Digital Electronics Laboratory	1
Eg 230, Statics	3	Ee 313, Linear Electric Circuits	3
Ee 306, Circuits Laboratory I	1	Ee 307, Circuits Laboratory II	1
Ma 233, Calculus III	4	Pc 350, Electronics (EE 321)	4
Ph 175, Principles of Nature	3	Cs 230, Progr for Engrs & Scientists	3
		Ma 310, Differential Equations	3
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	17		17



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## Suggested sequence of courses for a Bachelor of Science degree in Electrical Engineering (UND) — B.S. in General Engineering (BC) Dual Degree (Continued)

<b>Junior Year (Odd)</b>			
Eg 315, Statistical Data Analysis	4	Eg 360, Heat & Mass Transfer	4
<b>EE 314, Signals and Systems</b>	<b>3</b>	<b>EE 409, Distributed Networks</b>	<b>3</b>
<b>EE 316, Electric &amp; Magnetic Fields</b>	<b>3</b>	<b>EE 421, Electronics II</b>	<b>3</b>
**Social Science Elective (UND req't)	3	<b>EE 452, Embedded Systems</b>	<b>3</b>
Philosophical Inquiry	3	Th 200, Christian Moral Life	3
Ee 308, Electronics Lab I	2	Ee 309, Electronics Lab II	2
	<hr/>		<hr/>
	18		18

<b>Senior Year (Even)</b>			
Eg 317, Eng Econ & Society (P&C)	3	Aesthetic Foundation	3
<b>EE Elective</b>	<b>3</b>	Eg 320, Mechanics of Materials	3
<b>EE Elective</b>	<b>3</b>	<b>EE Elective</b>	<b>3</b>
Ma 250, Linear Algebra	3	<b>EE 405, Control Systems I</b>	<b>3</b>
Pe 115, Wellness for Life	1	<b>EE 401, Electric Drives</b>	<b>3</b>
Historical Foundation	3		
	<hr/>		<hr/>
	16		15

<b>Fifth Year (Odd)</b>			
<b>EE 480, Senior Design I</b>	<b>3</b>	<b>EE 481, Senior Design II</b>	<b>3</b>
Eg 340, Engineering Laboratory I	2	Eg 341, Engineering Laboratory II	2
Pe Activity course	1	Foreign Language	4
Foreign Language	4	Ph 325, Ethics	3
Historical Foundation	3	Faith Foundation	3
Aesthetic Foundation	3		
	<hr/>		<hr/>
	16		15

**Program Total** **166**

\*Must be completed with "C-" or better

^ Must be completed with "C-" or better to proceed to following course in electrical engineering

\*\*May be eliminated with the following Gen Eds:

HF 1: Ps 150, Ps 325, or Ps 375 (UND SS)

HF 2: Hi 212 or Hi 213 (UND US Diversity)

Faith: Th 365 (UND Global Diversity)

## Suggested sequence of courses for a Bachelor of Science degree in Mechanical Engineering

<b>Freshman Year</b>			
*Eg 120, Introduction to Engineering	2	Eg 110, Technical Drawing	2
*Pc 210, Classical Physics I	4	Eg 122, Intro to Engineering Design Lab	1
*Ch 103, General Chemistry I	3	*Pc 211, Classical Physics II	4
*Ch 105, General Chemistry Lab	1	*Ch 104, General Chemistry II	3
*Ma 131, Calculus I	4	*Ch 106, General Chemistry Lab	1
*En 101, English Composition	3	*Ma 132, Calculus II	4
Gs 150, BC Experience	cr	Th 101, Introduction to Theology	3
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	17		18

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

<b>Sophomore Year</b>			
*Eg 200, Computer Apps in Engineering	2	*Eg 231, Dynamics	3
*^Eg 230, Statics	3	*Eg 320, Mechanics of Materials	3
Eg 350, Properties of Materials	3	Ma 310, Differential Equations	3
*Ma 233, Calculus III	4	Eg 325, Thermodynamics	3
Ph 175, Principles of Nature	3	Ph 325, Ethics	3
Aesthetic Experience Foundation	3		
	18		15
<b>Junior Year</b>			
Me 322, Design of Machinery	3	Me 324, Junior Design	2
Eg 315, Statistical Data Analysis	4	Eg 360, Heat and Mass Transfer	4
Eg 330, Fluid Mechanics	4	Eg 341, Engineering Lab II	2
Eg 340, Engineering Lab I	2	Pc 350, Electronics	4
Historical Foundation	3	Aesthetic Experience Foundation	3
Pe 115, Wellness for Life	1	Philosophical Inquiry Foundation	3
	17		18
<b>Senior Year</b>			
Me 460, Mechanical Engineering Design I	3	Me 461, Mechanical Engineering Design II	3
Me 424, System Dynamics & Control	3	Me 473, Mechanical Measurements Lab	2
Me 418, Manufacturing Processes Lab	1	Me Elective	3
Me Elective	3	Me Elective	3
Eg 317, Engineering Economy & Society	3	Foreign Language	4
Foreign Language	4	Pe Activity Course	1
	17		16
<b>Fifth Year</b>			
Me 470, Mechanical Engineering Seminar	1		
Me Elective	3		
Eg Elective	3		
Th 200, Christian Moral Life	3		
Historical Foundation	3		
Faith Foundation	3		
Me 488, Senior Comprehensive	0		
	16		
<b>Program Total</b>	<b>152</b>		

\*Must be completed with "C-" or better

^Must be completed with "C-" or better to proceed to following course in mechanical engineering

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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. En 203, British Literature to 1750
- ii. En 204, British Literature after 1750
- iii. En 205, American Literature to the Civil War
- iv. En 206, American Literature from the Civil War to the present
- v. En 302, Shakespeare
- vi. En 411, Literary Criticism
- vii. En 431, Linguistics
- viii. En 491, Seminar (may be taken more than once)

#### 2. Choose one from

- i. En 201, World Lit I
- ii. En 202, World Lit II

#### 3. At least 9 additional upper-division hours, for a total of no less than 36 hours in the major.

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. En 357, Young Adult Literature
  - x. En 457, Methods of Teaching Language Arts
- and omitting En 491, 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: En 325, En 326, or En 327.

Students must also complete the requirements for secondary teacher certification outlined under education and have their schedules approved by one advisor from the English department as well as one 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 g.p.a. 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 Arts in this catalog.

### Requirements for a Minor in English

Eighteen hours of coursework in English beyond En 101; at least twelve hours must be in literature courses, and at least six hours must be from courses numbered 300 or above.

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*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.*

### **En 100**

#### **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 prewriting, 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 En 101. (C)

### **En 101**

#### **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 En 100. (C)

### **En 102**

#### **Introduction to Literature (3) (B)**

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)

### **En 103**

#### **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. *Requirement: Must be in the Honors Program.* (C)

### **En 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### **En 201**

#### **World Literature I: Ancient to Renaissance (3) (S)**

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)

### **En 202**

#### **World Literature II: Enlightenment to the Present (3) (S)**

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, HP, WP, WC)

### **En 203**

#### **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)

## **En 204**

### **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)

## **En 205**

### **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, HP, WP, WC)

## **En 206**

### **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, HP, WP, WC)

## **En 220, 221, 320, 321**

### **Loomings Practicum (1) (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. *Prerequisite: Permission of instructor.*

## **En 301**

### **Old and Middle English Literature (3) (D)**

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: Any 200-level English literature course.* (AE, WP, WC)

## **En 302**

### **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)

## **En 303**

### **Renaissance Literature (3) (D)**

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: Any 200-level English literature course.* (AE, WC)

## **En 304**

### **Restoration and Eighteenth Century Literature (3) (D)**

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: Any 200-level English literature course.* (AE, WP, WC)

### **En 306**

#### **Classical Mythology (3) (F)**

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: Any 200-level English literature course.* (AE)

### **En 311**

#### **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: Any 200-level English literature course.* (AE, WC)

### **En 312**

#### **Short Story (1–3) (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: Any 200-level English literature course.* (AE, WP, WC)

### **En 313**

#### **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. *Prerequisites: Th 101 and any 200-level English literature course.* (AE, F)

### **En 314**

#### **Poetry (3) (D)**

This course is a study of the theories, techniques, and historical developments of the poetic form. *Prerequisite: Any 200-level English literature course.*

### **En 325**

#### **Creative Writing (2–3) (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: Any 200-level English literature course.* (WC)

### **En 326**

#### **Advanced Composition (2–3) (D)**

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: En 101.*

### **En 327**

#### **Writing Fiction (1–3) (D)**

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: Any 200-level English literature course.* (WC)

### **En 357**

#### **Young Adult Literature in Language**

##### **Arts (1–2) (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: Any 200-level English literature course.*

### **En 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **En 401**

#### **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: Any 200-level English literature course.* (AE, WC)

### **En 402**

#### **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: Any 200-level English literature course.* (AE, WC)

### **En 405**

#### **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: Any 200-level English literature course.* (AE)

### **En 406**

#### **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: Any 200-level English literature course.* (AE, WC)

### **En 411**

#### **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: Any 200-level English literature course.* (AE, PI, WP)



**En 414****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: Any 200-level English literature course.* (AE, WC)

**En 420****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: Any 200-level English literature course.* (AE, WC)

**En 425****Creative Writing II (2-3) (D)**

This course involves writing poetry and imaginative essays, including writing for *Loomings* and other publications. Students will give a poetry presentation and present a completed portfolio. *Prerequisite: En 325.* (WC)

**En 431****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.

**En 457****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.

**En 488****Senior Comprehensive (cr)****En 491****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)

**En 499****Independent Study (credit arranged)**

An independent study course will be clearly innovative, experimental, exploratory or involved with advanced research. The design of the course will call for student initiative as well as faculty direction.



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

### Freshman Year

En 101, English Composition	3	En 203, British Literature to 1750	3
Th 101, Introduction to Theology	3	Foreign Language	4
Foreign Language	4	Ph 175, Principles of Nature	3
Natural World Foundation	4	Pe 115, Wellness for Life	1
Gs 150, BC Experience	cr	Electives	6
Elective	3		
	<hr/>		<hr/>
	17		17

### Sophomore Year

En 204, British Literature after 1750	3	En 206, American Literature	3
En 205, American Literature	3	English course	3
Historical Foundation	3	Historical Foundation	3
Philosophical Inquiry Foundation	3	Natural World Foundation (with lab)	4
Faith Foundation	3	Elective	3
Pe Activity course	1		
	<hr/>		<hr/>
	16		16

### Junior Year

English courses	6	English courses	6
Philosophical Inquiry Foundation	3	Person and Community Foundation	3
Faith Foundation	3	Electives	7
Elective (Linguistics)	3		
	<hr/>		<hr/>
	15		16

### Senior Year

English courses	6	En 488, Senior Comprehensive	cr
En 411, Literary Criticism	3	English courses	6
Electives	7	Elective (Seminar)	3
		Electives	6
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	16		15

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## English as a Second Language

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The English as a Second Language (ESL) program prepares students for the academic demands of university classes and offers 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 academic English. 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 order to exit the ESL program, students must complete their advanced level ESL classes with a 3.0 GPA and must demonstrate proficiency in the four language skills areas: reading, writing, listening, and speaking. Students whose first language is not English may not enroll in En 100 or En 101 until they have completed the ESL program and/or have demonstrated Advanced Proficiency in English with approval of the ESL Director.

In addition, faculty may recommend students for continued ESL support to ensure academic success. Non-native English language speaking students who complete the ESL program, and/or who demonstrate Advanced Proficiency in English will receive credit for the general education Foreign Language requirement upon approval of the ESL Director.

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### Es 050

#### **Tutoring (non-credit) (D)**

Individualized and small group tutoring sessions are arranged for international students enrolled in ESL and regular academic courses to assist them with challenges related to English language skills. Students who take regular classes before completing the ESL program are required to take one credit hour of Es 050 each semester only until they complete the program.

### Es 101

#### **Writing With Grammar I (4) (D)**

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.

### Es 102

#### **Writing With Grammar II (4) (D)**

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.

### Es 105

#### **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.

### Es 110

#### **Introduction to American Culture (1) (F)**

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.

### **Es 121**

#### **Intermediate Composition (3) (S)**

This 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.

### **Es 173**

#### **Reading With Vocabulary (4) (D)**

This 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.

### **Es 193**

#### **Listening/Speaking English as a Second Language (4) (D)**

This 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.

### **Es 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### **Es 205**

#### **Advanced Integrated Skills (3) (F)**

This course continues to address the needs of students in listening, speaking, reading, and writing with the same emphasis as in Es 105. However, materials, assignments, and activities will reflect a higher academic level.

### **Es 222**

#### **Advanced Composition and Research (3) (F)**

This advanced level course focuses on writing two research papers, one APA style and one MLA style. An anthology of readings, library resources, and internet databases will be used in collecting information. Writing summaries, paraphrasing, and documentation of sources are key aspects of the class. Academic honesty and plagiarism issues are addressed. Two research papers (7–10 pages) will be required.

### **Es 273**

#### **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.

### **Es 293**

#### **Public Speaking (3) (S)**

This advanced-level course focuses on oral presentations ranging from three-minute introductory speeches to twenty-minute power point presentations/discussions. 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. Practice in pronunciation, grammar, and vocabulary building is integral to the class.



## Suggested sequence of courses for English as a Second Language students

### Year One

<b>Fall</b>		<b>Spring</b>	
Es 101 or 102, Writing With Grammar I/II	4	Es 121, Intermediate Composition	3
Es 173, Reading With Vocabulary	4	Es 193, Listening/Speaking English	3
Es 105, Integrated Skills	3		
Es 110, Introduction to American Culture	1		

### Year Two

<b>Fall</b>		<b>Spring</b>	
Es 101 or 102, Writing with Grammar I/II	4	Es 273, Reading Across the Curriculum	3
Es 173, Reading With Vocabulary	4	Es 293, Public Speaking	3
Es 205, Advanced Integrated Skills	3		

### Year Three

<b>Fall</b>		<b>Spring</b>	
Es 222, Advanced Research	3	En 100, English Composition	4

## Evangelization and Catechesis

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.

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## Fine Arts

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**B**enedictine College offers courses in the fine arts through the Art, Music, and Theatre departments.

### **Fa 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. They may be taken more than once if the subject matter varies sufficiently.

### **Fa 201**

#### **Introduction to Fine Arts (3) (I)**

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 the Nelson Gallery, plays, ballet,

and concerts, as well as on-campus performing arts events. (AE)

### **Fa 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. The course may be taken more than once if the subject matter varies sufficiently.

### **Fa 499**

#### **Fine Arts Independent Study (credit arranged)**

Independent study in cinema or in interdisciplinary arts subjects. Subject and approach to be worked out between faculty and student. A maximum of eight hours may be earned in Independent Study.

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## General Studies

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**G**eneral studies courses are designed to assist students at all levels of academic ability. Each course is structured to enhance learning skills and for the academic enrichment of Benedictine students.

### **Gs 109**

#### **Academic Readiness (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.

### **Gs 150**

#### **The BC Experience (cr) (F)**

This course, required during the first semester of enrollment, is designed to give the students an understanding and appreciation of the value of a Catholic, Benedictine, and liberal arts education in a residential, Discovery

College setting. It will explore major themes that extend throughout all of a liberal arts education to prepare students to make the best possible use of their Benedictine College social, intellectual, and personal endeavors. (C)

### **Gs 165**

#### **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.

## **Gs 170**

### **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.

## **Gs 190**

### **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.

## **Gs 300**

### **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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## **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.

Great books sequences currently consist of a three-semester sequence, "Faith and Reason," that focuses on the foundational works in philosophy and theology. See Ph 306, Th 307, Ph 308, and Th 308 for Faith and Reason, I, II, & III.



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## Health, Wellness, and Exercise Science (HWES)

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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 training, and the fields of leisure 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, life-guard training, and water safety instruction; 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 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.

A student may receive a B.A. in physical education without teacher certification.

Transfer students must complete at least 40% of their major course work at Benedictine College to receive a B.A. in Physical Education or Athletic Training, and at least 40% of their minor course work at Benedictine College to receive a Physical Education minor.

As a general school requirement, all students are required to take Pe 115, Wellness for Life and one fitness course.

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 (22)

- Pe 150, Foundations of Human Movement (2)
- Pe 209, Personal and Community Health (2)
- Pe 210, First Aid and Personal Safety (2)
- Pe 263, Care and Prevention of Athletic Injuries (3)
- Pe 357, Tests and Measurements in Health and Physical Education (3)
- Pe 366, Physiology of Exercise (3)
- Pe 380, Kinesiology and Biomechanical Analysis (3)
- Pe 402, Organization and Administration of Physical Education and Sports (2)
- Pe 488, Senior Comprehensive *plus* one swimming course (1) or swim proficiency test, and one dance course (1) chosen from Pe 101, Aerobics, Pe 123, Country Social Dance, Pe 126, Fitness Zumba, or Pe 111 (Dance Team only).

A major will choose one area of concentration.

### Areas of Concentration

1. Teaching Physical Education and Health: Pe 105, Pe 220, Pe 222, Pe 302, Pe 350, Pe 365, Pe 457, Pe 303, an approved fitness course, auxiliary requirement, Bi 107, Bi 231, and Bi 232. For teacher licensing, students must also complete the appropriate K–12 teacher licensure program courses.
2. Coaching: Pe 220, Pe 222, Pe 240, Pe 303, Pe 350, and two Theory of Coaching courses.
3. Leisure Management: Pe 240, Pe 365, Pe 401, Pe 205, Pe 404, and an approved fitness course.
4. Sports Management: Pe core curriculum, an approved fitness course, Pe 240, minor in business administration, and Pe 411.

## **Strength and Conditioning Major (43)**

Pe 107, Beginning Weight Training (1)  
Pe 209, Personal and Community Health (2)  
Pe 210, First Aid and Personal Safety (2)  
Pe 240, Structural Anatomy (3)  
Pe 263, Care and Prevention of Athletic Injuries (3)  
Pe 303, Basic Nutrition (3)  
Pe 310, Introduction to Personal Training (3)  
Pe 320, Essentials of Strength and Conditioning (3)  
Pe 330, Advanced Weight Training and Plyometrics (2)  
Two Theory of Coaching Courses (Pe 351, Pe 352, Pe 353, Pe 354, Pe 355, Pe 369 — two credits each)  
Pe 350, Psychology and Methods of Coaching (2)  
Pe 357, Tests and Measurement (3)  
Pe 366, Exercise Physiology (3)  
Pe 380, Kinesiology and Biomechanical Analysis (3)  
Pe 402, Organization and Administration of Physical Education and Sport (2)  
Pe 407, Pharmacology in Athletic Training (2)  
Pe 422/423, Strength and Conditioning Practicums (One credit each)  
An internship in Strength and Conditioning is strongly encouraged.

## **Athletic Training Program**

The HWES Department also offers a major in Athletic Training for students who wish to become a certified Athletic Trainer. The following list of courses are required for this major: Pe 107, Pe 209, Pe 210, Pe 263, Pe 212, Pe 213, Pe 303, Pe 312, Pe 313, Pe 357, Pe 361, Pe 362, Pe 364, Pe 374, Pe 366, Pe 380, Pe 406, Pe 407, Pe 412, Pe 413, Pe 488, auxiliary requirements Bi 231, Bi 232. 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 including Pe 115, Wellness for Life, which are described previously in this catalog.

Athletic Training majors must also complete an appropriate swimming course, or pass the proficiency test.

Students must be formally accepted into the Athletic Training Program (ATP), receive a Hepatitis B immunization, and purchase their own student malpractice liability insurance to enroll in any of the clinical practicum courses. Applications and other supporting documents may be obtained by contacting the program director of Athletic Training. Acceptance into the ATP is competitive and only those applicants who meet the requirements listed below will be considered. Applicants must satisfy the following entrance requirements before the deadline (April 1 every spring) to be accepted into the ATP. Only those students who have been accepted are allowed to enroll in any of the Athletic Training clinical practicum courses (Pe 212, Pe 213, Pe 312, Pe 313, Pe 412, Pe 413). The ATP only accepts a limited number of applicants each year, so special consideration will be given to previous athletic training related experience and to student GPA. Applicants who are not accepted are encouraged to officially declare a different major or re-apply the following year.

## **Entrance Requirements:**

1. Formal acceptance to Benedictine College.
2. Successful completion of Pe 210 and Pe 263.
3. Current CPR and First Aid certificate. A separate fee may be required for this.
4. A cumulative GPA of 2.75 requires an ACT of 22 or higher, a cumulative GPA of 3.0 will require an ACT of 21 or higher, and a cumulative GPA of 3.25 or higher will require an ACT of at least 20.
5. Completion of at least 30 hours of athletic training experience at one of the BC athletic training rooms under the direct supervision of a current BC certified/licensed athletic trainer.
6. Written recommendation for admission to the ATP from one of the current BC certified/licensed athletic trainers.
7. Completed application to the ATP and two letters of recommendation.
8. Declare Athletic Training as academic major.

9. 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.
10. Purchase your own student malpractice liability insurance policy. You may obtain information about these policies from the program director. Students are responsible for their own malpractice insurance and must pay their own premiums.
11. Acceptance of the technical standards, which are explained in the Athletic Training Student Handbook or by contacting the program director. Students with disabilities or those who do not meet these standards can request reasonable accommodations to these technical standards.
12. Approval of applicant by the majority of BC certified/licensed athletic trainers.
13. 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. Students are financially responsible for any costs associated with any of these requirements for continued enrollment and for Board of Certification (BOC) endorsement, for example, the blood borne pathogen training that is required every year, and the BOC self-assessment exam. Transfer students applying to the ATP can only transfer Pe 210 and Pe 263 upon department approval. All other required courses must be taken at Benedictine College.

Employment as an athletic trainer requires passing the BOC exam and approval from a state regulatory body. A degree in Athletic Training from a college or university

accredited by CAATE is one of the requirements to become eligible for the BOC exam. Graduation does not ensure BOC exam eligibility. In order to be eligible to sit for the BOC exam the student must be endorsed by the Program Director at Benedictine College. Endorsement is contingent upon the completion of specific program requirements. These requirements are described in the Athletic Training Student Manual. For questions about BOC endorsement, BOC certification exam, or other athletic training requirements for continued enrollment, please contact the Program Director.

**Minor in Exercise Science:**

Pe 150, Pe 209, Pe 210, Pe 263, Pe 350, Pe 357, Pe 366 or Pe 380, Pe 402, Pe 404.

**Teaching Minor in Physical Education:**

Pe 150, Pe 220, Pe 222, Pe 350, Pe 209, Pe 210, Pe 263, Pe 357, Pe 366 or Pe 380, Pe 402, Pe 302, Pe 365, Pe 457.

**General Education Approved Fitness Activity Courses:**

- Pe 100, Physical Fitness
- Pe 101, Aerobics
- Pe 105, Beginning Gymnastics and Body Mechanics
- Pe 107, Beginning Weight and Circuit Training
- Pe 108, Intermediate Swimming
- Pe 110, Lifeguard Training
- Pe 111, Varsity Sport
- Pe 118, Power Yoga
- Pe 126, Zumba Fitness
- Pe 128, Fitness Swimming

**Activity Courses**

**Pe 100**

**Physical Fitness (1) (B)**

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 physical education general education fitness requirement.*

**Pe 101****Aerobics (1) (B)**

This course is designed to enhance body tone, strengthen muscles, and improve cardiovascular development through rhythmic activities. *This course will satisfy the physical education general education fitness requirement.*

**Pe 105****Beginning Gymnastics and Body Mechanics (1) (B)**

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 physical education general education fitness requirement.*

**Pe 106****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 physical education general education fitness requirement.*

**Pe 107****Beginning Weight and Circuit Training (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 physical education general education fitness requirement.*

**Pe 108****Intermediate Swimming (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 physical education general education fitness requirement.*

**Pe 110****Lifeguard Training (1) (D)**

This is a Red Cross certification course. It is for the advanced swimmer who will gain proficiency in lifesaving techniques and prevention. *This course will satisfy the physical education general education fitness requirement.*

**Pe 111****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 physical education general education fitness requirement. Credit will be awarded upon recommendation of the coach.*

**Pe 112****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: Pe 108.*

**Pe 113****Lifeguard Training Instructor (1) (D)**

This is a Red Cross certification course that qualifies the student as an LGI. This certification allows one to teach Lifeguard Training. *Prerequisite: Pe 110.*

**Pe 115****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 the physical education general education requirement for all students. (C)

**Pe 118****Power Yoga (1) (B)**

Power Yoga will give the student a basic understanding of yoga through psychological and physical practices. The student will learn the linking of several poses together to create strength, flexibility, endurance (muscular and

cardio-respiratory) and balance. *This course will satisfy the physical education general education fitness requirement.*

### **Pe 123**

#### **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.

### **Pe 126**

#### **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 physical education general education fitness requirement.*

### **Pe 128**

#### **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 physical education general education fitness requirement.*

## Theory Courses

### **Pe 150**

#### **Foundations of Human Movement (2) (B)**

A study of the historical developments, philosophy, principles, and career opportunities. An orientation to health, physical education, and recreation.

### **Pe 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Pe 199**

#### **Swimming Proficiency (cr)**

A student may be exempt from the HWES swimming requirement if proficiency is shown by passing a swimming skill test.

### **Pe 205**

#### **Introduction to Recreation and Leisure (2) (D)**

This course studies the everyday operation of both public and private recreational services. Special emphasis will be placed on management techniques and program development. Services to various age groups and special populations will be explored.

### **Pe 209**

#### **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.

### **Pe 210**

#### **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.

### **Pe 212**

#### **Beginning Athletic Training Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to

demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 210 and Pe 263.*

**Pe 213**  
**Beginning Athletic Training**  
**Clinical Practicum II (3) (S)**

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisite: Pe 212.*

**Pe 220**  
**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.*

**Pe 222**  
**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.*

**Pe 240**  
**Structural Human Anatomy (3) (F)**

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 a Physical Education major with a concentration in Coaching, Strength and Conditioning, Sports Management or Leisure Management.*

**Pe 263**  
**Care and Prevention of Athletic Injuries (3) (B)**

This course deals with treatment of injuries within the scope of the physical education instructor, coach, and certified athletic trainer. It will serve as the foundation course in the athletic training Board of Certification (BOC). Emphasis will be placed on prevention, evaluation, management, and rehabilitation of athletic injuries. Laboratory experience will include taping techniques and using modalities in a training room setting.

**Pe 302**  
**Elementary Physical Education Curriculum (2) (B)**

Theory and practice in methods, planning, and administering the activity program of games, skills, rhythms, and gymnastics for the elementary pupil. *This course is limited to teaching Physical Education and Elementary Education majors or permission of the instructor.*

**Pe 303**  
**Basic Nutrition (3) (B)**

A study of nutrient needs, food habits, food fads and fallacies, and global food needs. Application of nutritional requirements during infancy, childhood, adolescence, and adulthood.

**Pe 310**  
**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: Pe 240, Pe 263, Pe 303 or permission of the instructor.*



**Pe 312****Intermediate Athletic Training  
Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 209, Pe 213, Pe 364, Pe 374, Bi 231, and Bi 232. In addition to these course prerequisites, students must also possess a current CPR for the Professional Rescuer certificate.*

**Pe 313****Intermediate Athletic Training  
Clinical Practicum II (3) (S)**

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisite: Pe 312. In addition to this course prerequisite students must also possess a current CPR for the Professional Rescuer certificate.*

**Pe 320****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: Pe 310 or permission of the instructor.*

**Pe 330****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 PE fitness activity requirement.

**Pe 350****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.

**Pe 351****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.

**Pe 352****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.

**Pe 353****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.



**Pe 354****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.

**Pe 355****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.

**Pe 357****Tests and Measurements in Health and Physical Education (3) (F)**

Introduction to statistics, study of various tests, the practical application of tests in the field of Health, Physical Education, and Exercise Science. (QA)

**Pe 361****Therapeutic Exercise and Rehabilitation (3) (S)**

This course is designed to provide the athletic training, 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: Pe 210, Pe 263, and Pe 380.*

**Pe 362****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: Acceptance into the ATEP; Pe 210 and Pe 263.*

**Pe 364****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: Pe 263, Pe 374, and Bi 232.*

**Pe 365****Special Physical Education and Recreation (2) (S)**

This course deals with special physical education, characteristics of different handicapping conditions, and how to adapt activities to the special population. *This course is limited to teaching Physical Education and Elementary Education majors or permission of the instructor.*

**Pe 366****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. *Prerequisites: Bi 231 and Bi 232 or Pe 240.*

**Pe 369****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.

**Pe 374****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: Acceptance into the ATEP; Pe 263 and Bi 231.*

### **Pe 380**

#### **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 training and teaching physical education/coaching. *Prerequisites: Bi 231 and Bi 232 or Pe 240. (VC)*

### **Pe 398**

#### **Special Topics (1–4)**

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently.

### **Pe 401**

#### **Recreation Practicum (2–4) (D)**

Opportunity to gain experience by working within a community program or in a project approved by the department. *Prerequisites: Pe 205, Pe 402, and Pe 404, or special permission by department chair.*

### **Pe 402**

#### **Organization and Administration of Physical Education 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 PE majors or permission of the instructor.*

### **Pe 404**

#### **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.

### **Pe 406**

#### **Administration of Athletic Training (2) (S)**

This is a junior/senior level course that will examine the administrative competencies and proficiencies associated with the profession of athletic training. This includes health care administration, professional development and responsibilities. *Prerequisites: Pe 212, Pe 213 and Pe 263.*

### **Pe 407**

#### **Pharmacology in Athletic Training (2) (F)**

This course is designed to provide the student with the cognitive and psychomotor competencies that relate to the pharmacology and the athletic trainer. Prescription and over-the-counter medications common in the practice of athletic training will be discussed. *Prerequisites: Pe 263 and Pe 366.*

### **Pe 411**

#### **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.*

### **Pe 412**

#### **Advanced Athletic Training Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 313, Pe 361, Pe 362, Pe 364, Pe 406. In addition to these course prerequisites, students must also possess a current CPR for the Professional Rescuer certificate.*

### **Pe 413**

#### **Advanced Athletic Training Clinical Practicum II (3) (S)**

This course is designed to give the students the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisite:* Pe 412. *In addition to this course prerequisite students must also possess a current CPR for the Professional Rescuer certificate.*

### **Pe 422**

#### **Strength and Conditioning Practicum I (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.

### **Pe 423**

#### **Strength and Conditioning Practicum II (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.

### **Pe 457**

#### **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)

### **Pe 488**

#### **Senior Comprehensive (cr)**

### **Pe 499**

#### **Independent Study (credit arranged)**

Projects arranged with one or two student majors. Research, experience, and readings in the field of health, physical education, coaching or recreation. Meetings arranged at the discretion of the instructor. *Prerequisite:* *Permission of department chair.*



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

### Freshman Year

Gs 150, BC Experience	cr	Pe 209, Personal & Community Health	2
Pe 115, Wellness for Life	1	Pe Activity course	1
Pe 150, Foundations Human Movement	2	Pe 210, First Aid	2
Bi 107, Principles of Biology	4	Th 101, Introduction to Theology	3
En 101, English Composition	3	Ph 175, Principles of Nature	3
Electives	6	Aesthetic Foundation	3
		Dance course	1
		Swimming course	1
	—		—
	16		16

### Sophomore Year

Pe 263, Care and Prevention of Ath. Inj.	3	Bi 232, Anatomy & Physiology II	4
Bi 231, Anatomy & Physiology I*	4	Foreign Language	4
Pe Concentration	2	Faith Foundation	3
Foreign Language	4	Historical Foundation	3
Aesthetic Foundation	3	Electives	2
	—		—
	16		16

### Junior Year

Pe 357, Tests and Measurements	3	Pe 366, Physiology of Exercise	3
Pe Concentration	3	Pe Concentration	6
Historical Foundation	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	Person and Community Foundation	3
Philosophical Inquiry Foundation	3	Electives	2
	—		—
	15		17

### Senior Year

Pe 380, Kinesiology	3	Pe 402, Organization & Admin of Physical Ed. And Sport	2
Pe Concentration	5	Pe Concentration	2
Electives	8	Electives	12
		Pe 488, Senior Comprehensive	cr
	—		—
	16		16

\*Pe 240 may be taken instead of Bi 231/232 for Strength & Conditioning, Coaching, Sports Management and Leisure Management.

## Suggested sequence of courses for a Bachelor of Arts degree in Strength and Conditioning

### Freshman Year

Gs 150, BC Experience	cr	Pe Fitness Course	1
En 101, English Composition	3	Pe 210, First Aid & Personal Safety	2
Pe 115, Wellness for Life	1	Aesthetic Foundation	3
Pe 107, Beginning Weight Training	1	Pe 240, Structural Anatomy	3
Pe 150, Foundations of Human Movement	2	Historical Perspective	3
Pe 209, Personal & Community Health	2	Swimming Course	1
Bi 107, Principles of Biology	4	Electives	3
Electives	3		
	<hr/>		<hr/>
	16		16

### Sophomore Year

Foreign Language	4	Foreign Language	4
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature	3
Aesthetic Experience	3	Historical Perspective	3
Person and Community Foundation	3	Pe 303, Basic Nutrition	3
Pe 263, Care & Prevention of Ath. Inj.	3	Pe 330, Advanced Weights & Plyomet.	2
		Elective	1
	<hr/>		<hr/>
	16		16

### Junior Year

Pe 310, Introduction to Personal Training	3	Pe 320, Essentials of Strength & Cond.	3
Pe 357, Tests & Measurements of HWES	3	Faith or Philosophy	3
Faith or Philosophy	3	Theory of Coaching	2
Natural World	4	Pe 366, Physiology of Exercise	3
Pe 380, Kinesiology & Biomechanics	3	Dance Class	1
		Electives	4
	<hr/>		<hr/>
	16		16

### Senior Year

Faith or Philosophy	3	Faith or Philosophy	3
Pe 407, Pharmacology	2	Pe 402, Organization & Administration	2
Theory of Coaching	2	Pe 423, Strength & Conditioning Prac.	1
Pe 350, Psych. & Methods of Coaching	2	Electives	10
Pe 422, Strength & Conditioning Pract.	1	Pe 488, Senior Comprehensive	cr
Electives	6		
	<hr/>		<hr/>
	16		16

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

### Freshman Year

Gs 150, BC Experience	cr	Pe 263, Care & Prev. of Athletic Injuries	3
Pe 107, Beginning Weight and Circuit Training	1	Appropriate Swimming Course	1
Pe 210, First Aid & Personal Safety	2	Aesthetic Foundation	3
En 101, English Composition	3	Bi 232, Human Anatomy & Phys II	4
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature	3
Person and Community Foundation	3	Pe 115, Wellness for Life	1
Bi 231, Human Anatomy & Phys I	4		
	<hr/>		<hr/>
	16		15

### Sophomore Year

Faith Foundation	3	Pe 303, Basic Nutrition	3
Pe 374, Recog & Eval of L.E. Athl Injuries	3	Foreign Language	4
Pe 209, Personal & Community Health	2	Pe 364, Recog & Eval of U.E. Athl Injuries	3
Foreign Language	4	Pe 362, Therapeutic Modalities	4
Written Communication Skill	3	Pe 213, Beginning A.T. Clinical Prac. II	3
Pe 212, Beginning A.T. Clinical Prac. I	3	Elective	1
	<hr/>		<hr/>
	18		18

### Junior Year

Pe 357, Tests & Measurements in Health and Physical Education	3	Pe 361, Therapeutic Exercise	3
Pe 380, Kinesiology & Biomech Analysis	3	Pe 366, Physiology of Exercise	3
Philosophical Inquiry	3	Pe 406, Administration of Athletic Training	2
Pe 312, Intermediate A.T. Clinical Prac. I	3	Pe 313, Intermediate A.T. Clinical Prac. II	3
Aesthetic Foundation	3	Electives	4
	<hr/>		<hr/>
	15		15

### Senior Year

Pe 407, Pharmacology	2	Faith Foundation	3
Philosophical Inquiry Foundation	3	Historical Foundation	3
Historical Foundation	3	Written Communication Skill	3
Pe 412, Advanced A.T. Clinical Practicum I	3	Visual Communication	3
Oral Communication	3	Pe 413, Adv. A.T. Clinical Practicum II	3
Elective	2	Pe 488, Senior Comprehensive	cr
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	16		15

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## History

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The aims 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:

Hi 105, World Civilization to 1500  
Hi 106, World Civilization Since 1500  
Hi 212, United States History to 1865  
Hi 213, United States History Since 1865  
Hi 302, Historical Methods and  
Historiography  
Hi 488, Senior Comprehensive Exam  
Hi 493, 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:

Hi 302, 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 Hi 105, Hi 106, Hi 212, and Hi 213.

### 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.

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### Hi 105

#### 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. (HP, GP, WP)



**Hi 106****World Civilization Since 1500 (3) (B)**

A survey of the political, intellectual, social, religious, and economic history of the world from the sixteenth through the twentieth centuries, this course attempts to trace and understand the growing inter-relatedness of the major geopolitical regions of the world as they move towards global interdependence. (HP, GP, WP)

**Hi 212****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, political history, ideological currents, and economic change. (HP, WP)

**Hi 213****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. (HP, WP)

**Hi 302****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.

**Hi 303****Modern Asian Survey (3) (D)**

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)

**Hi 308****Native American Spirituality (3) (D)**

This course examines various Native American traditions to develop an appreciation for a generalized perspective of history, the environment, and an Indian "world view." Unique historical accounts and literature provide an understanding of the modern Indian dilemma of reconciling traditional values in the face of encroaching European civilization. By attempting to "see with a native eye," we are enabled to discover the common thread of a deeply spiritual lifestyle that characterizes the various cultures. (F, HP, GP)

**Hi 310****United States Civil War, 1848–1865 (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.

**Hi 311****Russian History (3) (D)**

This is a survey of the course of Russian History from 1812 through the Czarist period ending with contemporary Russia. (HP, GP, WP)

**Hi 312****Native America, 1492–1864 (3) (D)**

The first half of this survey 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.

**Hi 315****The Early American Republic, 1800–1861 (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 change that gave rise to sectional tensions within American society that threatened to dissolve the union. The effect of debates over slavery threatened the sense of unity within the nation.

**Hi 316****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.

**Hi 317****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."

**Hi 318****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.

**Hi 321****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.

**Hi 325****World War I (3) (F)**

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 20th century?

**Hi 326****World War II (3) (S)**

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. (HP, WP)

### **Hi 327**

#### **French Revolution and Napoleonic Era (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 last vestiges of the ancient regime 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 of this on Europe and the world.

### **Hi 328**

#### **Modern Germany (3) (D)**

Germany evolves in a unique way, even among the liberal nation/states that come to the forefront of the post-Napoleonic age. Unlike Britain and France—or even Russia—“German nationalism” is not a clear and unequivocal issue. Paradoxically, and possibly because in part of this problem of identity, the Germans have been in the 19th and 20th century the most vociferous defenders of national identity. This course is designed to give the student a sense of the unique struggle of Germany with this item and to give the student knowledge of the forces shaping Germany and the ability to recognize and interpret the manifestation of those forces in Germany today.

### **Hi 332**

#### **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. (HP, GP)

### **Hi 341**

#### **Selected Themes in Early American History (3) (D)**

This course will study in depth certain topics in the pre- and post-revolutionary era of American history, including special emphasis upon the Revolution and the Founding.

### **Hi 350**

#### **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)

### **Hi 353**

#### **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. (HP, WP)

### **Hi 355**

#### **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)

### **Hi 357**

#### **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)

### **Hi 363**

#### **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. (HP, WP)

### **Hi 364**

#### **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. (WP)

### **Hi 365**

#### **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.

### **Hi 366**

#### **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. (HP, GP, WP)

### **Hi 369**

#### **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, Mongols, 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.

### **Hi 372**

#### **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. (HP, AE, WP)

### **Hi 373**

#### **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. (HP, AE, WP)

### **Hi 377**

#### **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.

### **Hi 383**

#### **Early Modern Europe, 1600–1800 (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 French Revolution, while cultural and intellectual topics include the Scientific Revolution, the Baroque, and the Enlightenment. (HP, WP)

### **Hi 394**

#### **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. (HP, WP)

### **Hi 395**

#### **Europe, 1848–1914 (3) (D)**

The course will examine either one aspect of nineteenth century history and/or culture or it will survey the entire period of European history, 1848–1914. (HP, WP)

### **Hi 398**

#### **Special Topics (1–3)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Hi 417**

#### **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. (HP, WP)

### **Hi 418**

#### **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. 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.

### **Hi 488**

#### **Senior Comprehensive Exam (cr)**

### **Hi 493**

#### **Seminar in History (3) (D)**

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)

### **Hi 499**

#### **Independent Study (credit arranged)**

This course aims to develop methodological, analytical, organizational and writing skills through close instructor-student collaboration in an agreed-upon course of study.





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

### Freshman Year

Hi 105, World Civilization to 1500	3	Foreign Language	4
En 101, English Composition	3	Hi 106, World Civilization Since 1500	3
Foreign Language	4	Person and Community Foundation	3
Gs 150, BC Experience	cr	Philosophical Inquiry Foundation	3
Pe 115, Wellness for Life	1	Th 101, Introduction to Theology	3
Ph 175, Principles of Nature	3		
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	14		16

### Sophomore Year

Natural World Foundation	4	Natural World Foundation	3
Hi 212, American History to 1865	3	Hi 213, Am History 1865–Present	3
Hi 302, Hist Methods & Historiography	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	Faith Foundation	3
Aesthetic Foundation	3	Pe Activity course	1
		Upper-division Europe	3
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	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		
Quantitative Analysis	3		
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	18		18

### Senior Year

History Electives	6	Hi 488, Senior Comprehensive	cr
Electives	9	Hi 493, Senior Seminar	3
		Electives	12
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	15		15



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## Honors Program

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Each year, Benedictine College admits 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 enriched 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 who are accepted are eligible for a \$2,000 stipend for an approved project if they maintain a cumulative 3.5 GPA.

### Acceptance Into the Program

Prospective students complete an application for admittance to the program during April of their incoming year. To be considered for the Honors Program, students must have a minimum 3.75 GPA and a 29 ACT. Students may be discharged from the program if their academic performance or conduct warrants, at the discretion of the Honors committee and chair.

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### 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, special Honors-approved classes, optional Honors tracks within each academic discipline, and an Honors capstone course.

### *The Core*

Honors Scholars take part in distinctive courses that fulfill specific components of Benedictine College's core requirements.

#### *Gs 150, The BC Experience*

Honors Scholars will fulfill the Gs 150, The BC Experience, requirement 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.

#### *En 103, Honors English Research Seminar*

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.

#### *Th 200, Christian Moral Life*

A special section of Christian Moral Life will be taken by Honors Scholars.

#### *Ph 231, Philosophy of Nature*

Honors Scholars will take Ph 231, Philosophy of Nature (rather than Ph 175, Principles of Nature), to fulfill their philosophy core course. Honors students must also complete Ph 201, Logic, in preparation for Philosophy of Nature, with Logic satisfying one of their two required Philosophical Inquiry foundation courses.

### *Honors-Approved Courses (12)*

Honors Scholars will complete at least 12 hours of coursework through unique Honors-approved courses. These special courses typically fulfill at least one general education requirement and often fulfill requirements for various majors. The list of Honors-approved courses is continuously expanding, but currently includes topics such as political science, mass communication and

media, psychology, and sociology, to name a few. Honors-approved courses, typically capped at 16 students, are seminar style, writing intensive and include great works within the relevant discipline.

### ***Honors Track Within Majors (9)***

Honors-approved courses may be utilized to fulfill an optional Honors Track, a customized group of courses reflecting a special focus within an Honor student's major field(s) of study. Honors Tracks are developed in collaboration with major department chairs.

### ***Hn 490 – Capstone Course (3)***

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. The course will culminate in written and oral comprehensive exams and a final evaluation of the student's honors portfolio.

### ***Experiential Component (2)***

The experiential component of the honors program will provide the student direct experience in the world of ideas and

practice, carrying the student's participation in the goals of a liberal education beyond the classroom. In other words, the honors student is to become an active participant in the life that should follow from a liberal education. The experiential component of the Honors Program provides Honors Scholars the opportunity to apply themes discussed in the classroom to experiences in the life and culture around them, enriching both the campus and broader community. The experiential activity is developed by the student in collaboration with the Honors co-chairs and committee, as well as relevant department chairs or other professors. Most projects will begin during the Honors student's sophomore or junior year, culminating in presentations to the BC community and beyond.

### ***Hn 195, 295, 395, 495 – Honors Portfolio (pass/fail)***

Students will assemble a required portfolio of their Honors Program work in an ongoing manner, including work samples from Honors-approved courses, personal reflections on progress and growth, and other program-related content. This portfolio will be reviewed annually by the Honors Committee.

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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.

### **Requirements for a major in International Studies:**

#### **Required core courses:**

- One introductory-level (100-level) International Studies course
- Hi 106, World Civilization Since 1500
- Ps 201, Comparative World Government and Politics
- Ec 209, Principles of Macroeconomics
- So 290, World Regional Geography
- Th 365, Introduction to World Religions
- Is 490, International Studies Seminar

One additional International Studies elective  
One additional international elective, from any department, as approved by the student's international studies advisor. (Elective requirements may be satisfied by taking Is 490 more than once if the topics are sufficiently different.)

### **Foreign Language Proficiency:**

Proficiency in a foreign language to include three courses (or 12 hours) beyond 204. For French these courses should include Fr 304 and two additional upper-level courses. For Spanish these courses should include Sa 304, Sa 340 and one additional upper-level course. For ESL, these courses should include Es 222, Es 293, and one additional course above 204. Students who wish to study another language to satisfy this requirement must obtain approval from their international studies advisor.

International Students who enter the program already fluent in two or more languages may obtain advisor approval to have all or part of this major requirement waived. 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 Culture) to determine whether or not their skills and knowledge are at an appropriate level to waive the foreign language requirement.

### **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:**

Hi 311, Russian History  
Hi 321, History of Latin America  
Hi 383, Early Modern Europe 1600–1800  
Hi 394, Europe Since 1945  
Hi 395, Europe, 1848–1914  
Hi 396, Europe, 1914–1945  
Hi 417, US Diplomatic History  
*or another approved history course with an international focus.*

### **Concentration in Economics:**

Ec 210, Principles of Microeconomics  
Ec 309, Macroeconomic Activity  
Ec 310, Price Theory and Income Distribution  
Ec 315, International Economics (required for the economics concentration)  
Ec 401, 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:**

Ps 322, European Politics  
Ps 360, International Relations  
Ps 421, Comparative Political Systems  
Ps 432, International Law  
*or another approved political science course with an international focus.*

### **Concentration in Sociology:**

So 250, Sociology of Culture  
So 351, Population and Society  
So 354, Sociology of Race and Ethnic Relations  
So 374, Complex Organizations  
So 451, Religion in Culture and Society  
So 483, 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, geography, anthropology, and business administration. The program

gives participants a broadened perspective of the modern world in order to prepare them for diplomatic or international careers in this country or abroad. Students in this program are encouraged to consider study 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:**

1. Competency in a second language through the level of advanced conversation.
2. Two courses that fulfill the ‘Global Perspectives’ skill of the general education requirement.
3. Nine additional hours from courses that have an international focus, including those that satisfy the general education requirements.

For Foreign Language majors, the international studies minor may 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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**Is 488**

**Senior Comprehensive**

Required for graduation with an International Studies major, including as a second major.

**Is 490**

**Seminar in International Studies (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.

**Is 499**

**Independent/Directed Study (1-4)**

Arranged with the student’s international studies advisor or another faculty member in international studies.

**Is/Fr/Sa 479**

**International Service Learning (credit arranged)**

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 (for Fr/Sa 479), or the Department of International Studies (for Is 479) in order to arrange program approval and enrollment.

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**Suggested sequence of courses for a Bachelor of Arts degree in International Studies**

		<b>Freshman Year</b>	
Gs 150, BC Experience	cr	Foreign Language	4
Foreign Language	4	Aesthetic Foundation	3
En 101, English Composition	3	Ph 175, Principles of Nature	3
Natural World Foundation with lab	4	Hi 106, World Civ Since 1500	3
Pe 115, Wellness for Life	1	So 290, World Regional Geography	3
Fitness Activity Course	1		
Th 101, Introduction to Theology	3		
	<hr/>		<hr/>
	16		16

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## Suggested sequence of courses for a Bachelor of Arts degree in International Studies (continued)

<b>Sophomore Year</b>			
International Studies Course	3	Foreign Language	4
Foreign Language	4	Faith Foundation	3
Ps 201, Compar World Govt/Politics	3	Ec 209, Prin of Macroeconomics	3
Philosophical Inquiry Foundation	3	Aesthetic Foundation	3
Aesthetic Foundation	3	Elective	3
	—		—
	16		16
<b>Junior Year</b>			
Concentration Area Course	3	Concentration Area Course	3
Foreign Language	4	Foreign Language	4
Th 365, Christianity & World Religions	3	Western Perspectives course	3
International Studies elective	3	International Studies Elective	3
Oral Communication Course	3	Visual Communication course	3
	—		—
	16		16
<b>Senior Year</b>			
Concentration Area Course	3	Concentration Area Course	3
Philosophical Inquiry Foundation	3	Is 490, International Studies Seminar	3
Faith Foundation	3	Concentration Area elective	3
Elective	3	Electives	7
Foreign Language	4	Is 488, Senior Comprehensive	cr
	—		—
	16		16

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## Journalism and Mass Communications

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, media production, 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):

Mc 115, Media and Society  
 Mc 160, Digital Photography I  
 Mc 128, Layout and Design  
 Mc 216, News Writing  
 Mc 218, Video Production  
 Mc 241, Media Writing  
 Mc 280, Web Design I  
 Mc 485, Senior Seminar

*Plus three practicums, chosen from:*  
Mc 122, Mc 123, Mc 222, Mc 223, Mc 322,  
Mc 323, Mc 422, Mc 423, News Practicum\*  
Mc 120, Mc 121, Mc 220, Mc 221, Mc 320,  
Mc 321, Mc 419, Mc 421, Yearbook  
Practicum\*

### **Electives (15 hours):**

Mc 110, Principles of Visual Communication  
Mc 149, Introduction to Cinema  
Mc 215, New Media  
Mc 302, Advertising Principles  
Mc 303, Public Relations Principles  
Mc 308, Sports Broadcasting  
Mc 310, News Editing  
Mc 315, Signs and Symbols  
Mc 316, Advanced Reporting/Print  
Mc 341, Feature Writing  
Mc 360, Digital Photography II  
Mc 380, Web Design II  
Mc 398, Special Topics  
Mc 404, Christianity in Mass Media  
Mc 408, Sports Broadcasting II  
Mc 475, Mass Media Law and Ethics

### **Minor in Journalism and Mass Communications**

A minor consists of 18 hours. Students must complete Mc 115 and Mc 216, 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 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.

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### **Mc 110**

#### **Principles of Visual Communication (3) (F)**

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)

### **Mc 115**

#### **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)

### **Mc 128**

#### **Layout and Design (3) (F)**

This course examines the principles and theory of aesthetics applied to the design of print and electronic items in the form of

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\*One practicum must be taken during senior year. A student may take a combination of yearbook, news, and radio practicums.



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)

### **Mc 135**

#### **Photoshop Principles (2) (D)**

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, tritone and quadtone images, and preparing photos for publishing in print and online.

### **Mc 149**

#### **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)

### **Mc 150**

#### **Survey of Motion Picture History (3) (D)**

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)

### **Mc 160**

#### **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)

### **Mc 215**

#### **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.

### **Mc 216**

#### **News Writing (4) (B)**

This course introduces students to news writing for print. Students learn news-gathering techniques and the fundamentals of news writing, which emphasizes accuracy and precision, following the Associated Press Stylebook. Students have opportunities to conduct interviews and write weekly news articles using AP style. A writing-intensive laboratory is included in this course. (WC)

### **Mc 218**

#### **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. (VC)



**Mc 120, 121, 220, 221, 320, 321, 419, 421  
Yearbook Practicum (1) (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.

**Mc 122, 123, 222, 223, 322, 323, 422, 423  
News Practicum (2) (B)**

This course provides laboratory work on *The Circuit* student newspaper and *bccircuit.com* online news website. Students learn the process of story development, reporting, editing, photography, and publishing in both print and electronic format. 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: Mc 216 or demonstrated journalism experience.*

**Mc 241  
Media Writing (3) (S)**

This course introduces students to various forms of writing for mass media, including public relations, sports, opinion, broadcast, and online. In addition, students also explore feature writing and other forms of reporting. Audience and medium-specific characteristics for each form are also addressed. *Prerequisite: Mc 216.* (WC)

**Mc 280  
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)

**Mc 302  
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: Mc 128 and Mc 216, or permission of instructor.* (VC)

**Mc 303  
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: Mc 128 and Mc 216, or permission of instructor.*

**Mc 308  
Sports Broadcasting (3) (D)**

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.

### **Mc 310**

#### **News Editing (3) (S, even years)**

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 Mc 216 or permission of instructor.*

### **Mc 315**

#### **Signs & 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)

### **Mc 316**

#### **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: Mc 216 and Mc 241.*

### **Mc 341**

#### **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: Mc 216.*

### **Mc 360**

#### **Digital Photography II (4) (S)**

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. (AE, VC)

### **Mc 380**

#### **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: Mc 280 with a grade of C or better.*

### **Mc 398**

#### **Special Topics (3)**

This course is available between published revisions to the catalog and is experimental in the launching of a new course.

### **Mc 404**

#### **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.

### **Mc 408**

#### **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.

### **Mc 475**

#### **Mass Media Law and Ethics (3) (S, odd years)**

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.

### **Mc 479**

#### **Media Internship (up to 4 credit hours)**

The internship provides on-the-job experience in a professional media or other mass communications setting. Work with employers is monitored for educational objectives. This experience is highly recommended for all journalism majors before graduation. *Prerequisites: Junior standing and minimum 2.0 GPA.*

### **Mc 485**

#### **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.*

### **Mc 488**

#### **Senior Comprehensive (cr)**

### **Mc 499**

#### **Independent Study (Credit arranged)**

Independent study courses include tutorials and directed readings. These courses allow students to explore other areas and issues of the media. Meetings are arranged at the discretion of the instructor. Requires prior approval of department chair and pre-approved contract of educational goals.



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## Suggested sequence of courses for a Bachelor of Arts degree in Journalism and Mass Communications

### Freshman Year

En 101, English Composition	3	So 101, General Sociology	3
Th 101, Introduction to Theology	3	Foreign Language	4
Foreign Language	4	Ph 175, Principles of Nature	3
Gs 150, BC Experience	cr	Mc 128, Layout and Design	3
Mc 115, Media and Society	3	Mc 280, Web Design I	3
Mc 160, Digital Photography I	4		
	<hr/>		<hr/>
	17		16

### Sophomore Year

Elective	3	General Education Elective	4
Hi 106, World Civilization since 1500	3	Philosophical Inquiry Foundation	3
General Education Elective	3	Hi 213, US History since 1865	3
Practicum	1–2	Mc 218, Video Production	3
Mc 216, News Writing	4	Mc 241, Media Writing	3
	<hr/>		<hr/>
	14–15		16

### Junior Year

Elective	3	Philosophy Inquiry Foundation	3
Mass Communications electives	6–9	Mass Communications electives	6
Natural World Foundation	4	Faith Foundation	3
Practicum	1–2	General Education Elective	3
		Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	14–18		16

### Senior Year

Mass Communications elective	3	Mass Communications elective	3
Faith Foundation	3	Py 100, General Psychology	3
General Education Electives	6	General Education Electives	6
Practicum	1–2	Pe Activity course	1
Elective	3	Mc 485, Senior Seminar	1
		Mc 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	16–17		14

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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 and 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 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, computer programmer, computer scientist, economist, engineer, industrial researcher, lawyer, management consultant, market research analyst, mathematician, mathematics teacher, operations researcher, quality control specialist, statistician, or systems analyst.

Computer science is an area of study 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. The minor provides a useful addition to many areas of study, including mathematics, science, business, and mass communications.

### Requirements for a major in Mathematics:

Ma 131, Calculus I  
Ma 132, Calculus II  
Ma 233, Calculus III  
Ma 250, Linear Algebra  
Ma 255, Discrete Mathematical Structures I  
Ma 315, Probability and Statistics  
Ma 356, Modern Algebra I  
Ma 360, Modern Algebra II or  
Ma 480, Introduction to Real Analysis  
Ma 488, Senior Comprehensive  
Ma 493, Directed Research

six hours of upper-division math electives and Cs 114, Introduction to Computer Science I or Cs 230, Programming for Scientists and Engineers

### **Requirements for a major in Computer Science:**

Cs 114, Introduction to Computer Science I  
Cs 215, Introduction to Computer Science II  
Ma 255, Discrete Mathematical Structures I  
Cs 256, Discrete Mathematical Structures II  
Cs 300, Information & Knowledge Management

Cs 351, Algorithm Design and Analysis

Cs 421, Computer Architecture

Cs 440, Operating Systems and Networking

Cs 488, Senior Comprehensive

Cs 492, Software Development and Professional Practice

Cs 493, Senior Capstone

And one course in mathematics selected from Ma 131 or Ma 211.

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

Ma 131, Calculus I

Ma 132, Calculus II

Ma 250, Linear Algebra or

Ma 255, Discrete Mathematical Structures I and six additional hours of mathematics, three of which must be upper-division.

### **The requirements for a minor in Computer Science:**

Cs 114, Introduction to Computer Science I

Cs 215, Introduction to Computer Science II

Ma 255, Discrete Mathematical Structures I

and two courses selected from Cs 256, Cs 300, Cs 351, Cs 421, or Cs 440

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 or Computer Science must take a minimum of 40% of the coursework required for the major at Benedictine College.

Transfer students pursuing a minor in Mathematics or Computer Science 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 Ma 211, Ma 110, and Ma 111. In addition, those who choose mathematics as an area of concentration should take Ma 131, Ma 255, and Cs 114.

Those preparing to teach mathematics in secondary schools must complete requirements for a major in mathematics that includes Ma 360 and Ma 465. In addition, they must take Ma 290 and Ma 457. The prospective secondary teacher should consult with the chair of the department regarding additional mathematics content assessments (Ma 471, Ma 472, Ma 473) that must be completed prior to student teaching. 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.

**Recommendations:** A student should not attempt a mathematics or computer science course unless he or she received at least a 'C' in its prerequisite. For a natural world foundation, Pc 210 is recommended for mathematics majors.

Those students planning to enroll in graduate school in mathematics should include both Ma 360 and Ma 480 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.

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### **Cs 101**

#### **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. (QA)

### **Cs 114**

#### **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.* (QA)

### **Cs 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

### **Cs 200**

#### **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.*

### **Cs 215**

#### **Introduction to Computer Science II (4) (S)**

This course continues the introduction of object-oriented programming begun in Cs 114, 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: Cs 114.*

### **Cs 230**

#### **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: Ma 131. Students who have received credit for Cs 215 may not take this course without permission of instructor.*

### **Cs 256**

#### **Discrete Mathematical Structures II (3) (S)**

This course continues the discussion of discrete mathematical structures introduced in Ma 255, 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: Ma 255, Cs 114.*



### **Cs 300**

#### **Information and Knowledge Management (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: Cs 215 and Ma 255.*

### **Cs 351**

#### **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: Cs 215 and Cs 256.*

### **Cs 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

### **Cs 421**

#### **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: Cs 215 and Ma 255.*

### **Cs 440**

#### **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: Cs 215 and Ma 255.*

### **Cs 479**

#### **Internship in Computer Science (1–4)**

This program offers the student an opportunity for hands-on experience. It involves practical application of course work on a project in a computer science discipline. This is usually done off campus. The student will have a qualified supervisor at the site of the experience in addition to a faculty advisor. *Prerequisite: Permission of chair of the department.*

### **Cs 488**

#### **Senior Comprehensive (cr)**

### **Cs 492**

#### **Software Development and Professional Practice (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.*

### **Cs 493**

#### **Senior Capstone (2) (S)**

This course, a continuation of Cs 492, provides a structured opportunity for the students to complete the software project they

designed and began implementing in Cs 492. Formal presentations, both oral and written, of the students' work are integral components. *Prerequisite: Cs 492.* (OC, VC, WC)

### **Cs 499**

#### **Independent Study (credit arranged)**

*Prerequisite: Permission of the department chair.*

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### **Ma 104**

#### **College Algebra (3) (D)**

This course covers analytical geometry and elementary functions, namely polynomial, rational, logarithmic and exponential functions. *Prerequisite: Approval through placement.* (QA)

### **Ma 110**

#### **Mathematics for Elementary**

##### **Teachers I (4) (F)**

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 mathematical concepts including numeration, the fundamental operations of arithmetic, fractions, proportional reasoning, and functions. *Prerequisite: Intend to major in Elementary Education.* (QA)

### **Ma 111**

#### **Mathematics for Elementary**

##### **Teachers II (3) (S)**

This course, a continuation of Ma 110, 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 probability and statistics, geometry, and measurement. *Prerequisite: Intend to major in Elementary Education.* (QA)

### **Ma 124**

#### **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 Ma 131, but lack necessary skills.* (QA)

### **Ma 131**

#### **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: Ma 124 or its equivalent.* (QA)

### **Ma 132**

#### **Calculus II (4) (S)**

This course covers further integration techniques and applications, limits and approximations, sequences, series and improper integrals, and parametric equations. *Prerequisite: Ma 131.* (QA)

### **Ma 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

### **Ma 211**

#### **Applied Statistics (4) (B)**

This course is designed primarily for students in disciplines other than mathematics and the physical sciences. After a short discussion of descriptive statistics and elementary probability, the course emphasizes inferential statistics. Topics include measures of central tendency and dispersion; random variables and probability distributions; statistical inference from large and small samples, linear regression and correlation. *Note: Credit will not be given if the student has taken Ba 265 or So 376.* *Prerequisite: Ma 104 or its equivalent.* (QA)

**Ma 233****Calculus III (4) (F)**

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: Ma 132.* (QA)

**Ma 250****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: Ma 131.* (QA)

**Ma 255****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.* (QA)

**Ma 290****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 Ma 131, Calculus I.*

**Ma 310****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: Ma 233.*

**Ma 315****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: Ma 233.*

**Ma 331****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: Ma 132, and one of Cs 114, Cs 230 or Eg 200.*

**Ma 345****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: Ma 255 or permission of instructor.*

**Ma 356, Ma 360****Modern Algebra I and 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: Ma 250 and Ma 255.*

### **Ma 398**

#### **Special Topics (1–4)**

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

### **Ma 457**

#### **Secondary School Mathematics**

##### **Curriculum and Methodology (2) (F)**

This course is designed to acquaint the future mathematics teacher with an overview of the methodology of teaching mathematics at the middle and secondary school level. Topics include but are not limited to planning and teaching effective lessons, assessment, and the use of technology in instruction. Available resources are examined in an effort to generate an enthusiastic and creative approach to teaching. Application of concepts in twenty hours of field experience is required. *Prerequisites: Enrollment in Secondary Mathematics Education and Ed 357.*

### **Ma 465**

#### **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: Ma 250 and Ma 255.*

### **Ma 471**

#### **Mathematics Content Proficiency (cr)**

Mathematics content proficiency requires the teaching candidate to demonstrate that he/she has the required knowledge of college mathematics content prior to student teaching. This is done through successful performance on the Benedictine Mathematics Content exam, administered by the department of mathematics. *Required of all mathematics and secondary education double majors.*

### **Ma 472**

#### **Applications of Mathematics Proficiency (cr)**

Proficiency in the applications of mathematics requires the teaching candidate to demonstrate that he/she has the required knowledge of real-world applications of mathematics prior to student teaching. This is done through submission of a portfolio comprised of completed assignments from coursework taken throughout the mathematics major. *Required of all mathematics and secondary education double majors.*

### **Ma 473**

#### **Mathematics Technology Proficiency (cr)**

Proficiency in mathematics technology requires the teaching candidate to demonstrate that he/she has knowledge of common technology used to do mathematics, and its appropriate use, prior to student teaching. This is done through submission of a portfolio comprised of completed assignments from coursework taken throughout the mathematics major. *Required of all mathematics and secondary education double majors.*

### **Ma 480**

#### **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: Ma 233 and Ma 255.*

### **Ma 488**

#### **Senior Comprehensive (cr)**

### **Ma 493**

#### **Directed Research (2) (F)**

*Prerequisites: Junior or senior mathematics major and permission of the department chair. (OC, VC, WC)*

### **Ma 499**

#### **Independent Study (credit arranged)**

*Prerequisite: Permission of the department chair.*

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

### Freshman Year

En 101, English Composition	3	Ma 132, Calculus II	4
Ma 131, Calculus I	4	Foreign Language	4
Foreign Language	4	Historical Foundation	3
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature or Natural World Foundation	3
Pe 115, Wellness for Life	1	Person and Community Foundation	3
Gs 150, BC Experience	cr		
	<hr/>		<hr/>
	15		17

### Sophomore Year

Ma 233, Calculus III	4	Ma 250, Linear Algebra	3
Ma 255, Discrete Math. Structures I	3	Aesthetic Foundation	3
Natural World Foundation (with lab)	4	Faith Foundation	3
Cs114, Intro to Computer Science 1	4	Historical Foundation	3
Pe Activity course	2	Natural World Foundation	4
	<hr/>		<hr/>
	17		16

### Junior Year

Ma 356, Modern Algebra I	3	Ma 360, Modern Algebra II or Ma 480, Intro to Real Analysis	3
Ma 315, Probability and Statistics or Mathematics elective	3	Mathematics elective	3
Electives	4	Electives	4
Aesthetic Foundation	3	Faith Foundation	3
Philosophical Inquiry Foundation	3	Philosophical Inquiry Foundation	3
	<hr/>		<hr/>
	16		16

### Senior Year

Mathematics elective or Ma 315, Probability and Statistics	3	Ma 480, Intro to Real Analysis or Ma 360, Modern Algebra II	3
Ma 493, Directed Research	2	Mathematics elective	3
Electives	11	Electives	10
		Ma 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	16		16

## Suggested sequence of courses for a Bachelor of Arts degree in Mathematics with secondary school teaching certification

<b>Freshman Year</b>			
En 101, English Composition	3	Ma 132, Calculus II	4
Ma 131, Calculus I	4	Foreign Language	4
Foreign Language	4	Ph 175, Principles of Nature	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
Py 100, General Psychology	3	Ed 200, Introduction to Education	2
Gs 150, BC Experience	cr	Ed 201, Intro to Educ Field Experience	1
		Hi 105 or Hi 106, World Civilization	3
	—		—
	17		18
<b>Sophomore Year</b>			
Ma 233, Calculus III	4	Ma 250, Linear Algebra	3
Ma 255, Discrete Math. Structures I	3	Ed 357, Gen. Secondary Methods/Media	2
Cs 114, Intro to Computer Science I	4	Ed 358, Gen. Secondary Methods Prac.	1
Ed 222, Psych of Indv With Exceptionalities	3	Mathematics elective or Aesthetic Foundation	3
Hi 212 or Hi 213, U.S. History	3	Faith Foundation	3
		So 290, World Geography	3
		Philosophical Inquiry Foundation	3
	—		—
	17		18
<b>Junior Year</b>			
Ma 356, Modern Algebra I	3	Ma 360, Modern Algebra II	3
Ed 220, Psychoeducational Development	3	Mathematics elective (or Aesthetic Found.)	3
Ma 315, Probability and Statistics or or Ma 465, Modern Geometries	3	So 354, Soc. of Race & Ethnic Relations	3
Ma 290, Math History or Ma 457, Secondary Math Curriculum	2	Ed 332, Teaching Reading in the Content Areas	2
Natural World Foundation (with lab)	4	Ed 451, Philosophy of Education	3
Aesthetic Foundation	3	Faith Foundation	3
		Pe Activity course	1
		Ed 335, Technology Proficiency	cr
		Ed 334, Diversity Competency	cr
	—		—
	18		18
<b>Senior Year</b>			
Ma 493, Directed Research	2	Ed 460, Personal and Social Well Being	3
Ma 465, Modern Geometries or Ma 315, Probability and Statistics	3	Ed 462, Classroom Management	2
Ma 457, Secondary Math Curriculum or Ma 290, Math History	2	Ed 470, Student Teaching Seminar	1
Ed 312, School as Community	3	Ed 496, Supervised Student Teaching in Secondary Schools	10
Ed 313, School as Community Research and Field Experience	1	Ed 488, Senior Comp/PLT	cr
Electives	6		
Ma 488, Senior Comprehensive	cr		
Ma 471, Math Content Proficiency	cr		
Ma 472, Applications of Math Prof.	cr		
Ma 473, Math Technology Proficiency	cr		
	—		—
	17		16

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## Suggested sequence of courses for a Bachelor of Arts degree in Computer Science

### Freshman Year

Cs 101, Comp Sci Fund (suggested)	3	Ma 211, Applied Statistics (optional) or Natural World Foundation (with lab)	4
Ma 131, Calculus I (optional) or Natural World Foundation (with lab)	4	Th 101, Introduction to Theology	3
Foreign Language	4	Foreign Language	4
En 101, English Composition	3	Person and Community Foundation	3
Pe 115, Wellness for Life	1	Ph 175, Principles of Nature	3
Pe Activity course	1		
Gs 150, BC Experience	cr		
	<hr/>		<hr/>
	16		17

### Sophomore Year

Cs 114, Intro to Computer Science I	4	Cs 215, Intro to Computer Science II	4
Ma 255, Discrete Math. Structures I	3	Cs 256, 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
	<hr/>		<hr/>
	17		16

### Junior Year

Cs 300, Information & Knowledge Mgt or Cs 421, Computer Architecture	4	Cs 351, Algorithm Design & Analysis or Cs 440, Operating Sys. & Network	4
Elective	3	Electives	12
Aesthetic Foundation	3		
Faith Foundation	3		
Philosophical Inquiry Foundation	3		
	<hr/>		<hr/>
	16		16

### Senior Year

Cs 421, Computer Architecture or Cs 300, Info. & Knowledge Mgt.	4	Cs 440, Op. Systems & Network or Cs 351, Algorithm Design & Anal.	4
Cs 492, Software Dev. & Prof. Practice	3	Cs 493, Senior Capstone	2
Electives	9	Cs 488, Senior Comprehensive	cr
		Electives	9
	<hr/>		<hr/>
	16		15



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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 Ms 100- and 200-level courses, and 20 credit hours from the advanced ROTC program Ms 300- and 400-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 100-level and a 200-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 Ms 100- and 200-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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**Ms 102****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.

**Ms 105****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.

**Ms 112****Leadership Practicum (1) (S)**

This course is a continuation of Ms 102 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.

**Ms 116****Foundations of Officership (1) (B)**

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.

**Ms 126****Basic Leadership (1) (B)**

This course builds upon the fundamentals introduced in Ms 116, 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: Ms 116 or the consent of the department chairperson.*

**Ms 202****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.

**Ms 212****Leadership Practicum (1) (S)**

This course is a continuation of Ms 202 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.

**Ms 216****Individual Leadership Studies (2) (B)**

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 Ms 116/Ms 126, 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. *Prerequisites: Ms 116 and Ms 126 or the consent of the department chairperson.*

### **Ms 226**

#### **Leadership and Teamwork (2) (B)**

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. *Prerequisites: Ms 116, Ms 126, Ms 216 or the consent of the department chairperson.*

### **Ms 302**

#### **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. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 316.*

### **Ms 312**

#### **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. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 326.*

### **Ms 316**

#### **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. *Prerequisites: Six credits in Military Science, department chairperson approval, and concurrent enrollment in Ms 302.*

### **Ms 326**

#### **Leadership and Ethics (3) (S)**

This course continues the focus from Ms 316 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: Ms 316 and concurrent enrollment in Ms 312.*

## **Ms 402**

### **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. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 416.*

## **Ms 412**

### **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. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 426.*

## **Ms 416**

### **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. *Prerequisite: Advanced-course status and concurrent enrollment in Ms 402.*

## **Ms 426**

### **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. *Prerequisites: Ms 416, Advanced-course status, and concurrent enrollment in Ms 412.*

## **Ms 450**

### **Independent Study in Military Science (1–5)**

Investigates selected problems or topics on an individual or conference basis. *Prerequisite: Consent of department chair.*

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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 with a major 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 PreK–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), Kansas State Department of Education (KSDE), and the Council for Accreditation of Educator Preparation (CAEP).
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 Mu 100 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. After completion of Mu 111, music majors must enroll in Mu 402 every semester until proficiency is achieved. This proficiency will be determined by examination.
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 Mu 488, Senior Comprehensive credit.

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 Student Handbook*. Majors in music education should refer to the *Education 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.

### **Degree Requirements:**

#### **Bachelor of Arts degree with a major in Music** (49 credit hours in music):

1. Music Theory:
  - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
  - Mu 101, Music Theory and Aural Skills I (3)
  - Mu 103, Music Theory and Aural Skills II (3)
  - Mu 110, Functional Keyboard I (1)
  - Mu 111, Functional Keyboard II (1)
  - Mu 200, Music Theory & Aural Skills III (3)

- Mu 300, Music Theory & Aural Skills IV (3)
2. Music History:
    - Mu 190, World Music Literature (3)
    - Mu 400, Music History and Literature I (3)
    - Mu 401, Music History and Literature II (3)
  3. Mu 304, Introduction to Conducting (1)
  4. Mu 402, Piano Proficiency (cr)
  5. Mu 487, Senior Recital (1)
  6. Mu 488, Senior Comprehensive (P/F)
  7. Applied Music:
    - Eight semesters (1 credit each of a major instrument resulting in a senior recital).
  8. Ensembles:
    - Eight semesters (1 credit each) of the major's major ensemble. Wind and percussion must enroll in Concert Band. Vocal majors must enroll in Concert Chorale. String majors must enroll in Orchestra.
  9. Six hours of upper-division music electives (300 level or higher).
  10. Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329).
  11. General Education Requirements.
  12. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

#### **Bachelor of Arts in Music with emphasis in Music Composition** (58 credits in music)

1. Music Theory:
  - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
  - Mu 101, Music Theory & Aural Skills I (3)
  - Mu 103, Music Theory & Aural Skills II (3)
  - Mu 110, Functional Keyboard I (1)
  - Mu 111, Functional Keyboard II (1)
  - Mu 200, Music Theory & Aural Skills III (3)
  - Mu 300, Music Theory & Aural Skills IV (3)
  - Mu 302, Orchestration/Arranging (2)
  - Mu 303, Seminar in Composition (3)
  - Mu 313, Counterpoint (2)
  - Mu 290, Mu 291, Mu 390, Mu 391, Mu 490, Mu 491 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:

Mu 190, World Music Literature (3)

Mu 400, Music History and Literature I (3)

Mu 401, Music History and Literature II (3)

3. Mu 304, Introduction to Conducting (1)

4. Mu 402, Piano Proficiency (cr)

5. Mu 487, 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. Mu 488, 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 of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)

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:**

(110 required credit hours in music and professional education)

1. Music Theory:

Mu 100, Fundamentals of Music Theory and Aural Skills (2)

Mu 101, Music Theory & Aural Skills I (3)

Mu 103, Music Theory & Aural Skills II (3)

Mu 110, Functional Keyboard I (1)

Mu 111, Functional Keyboard II (1)

Mu 200, Music Theory & Aural Skills III (3)

Mu 300, Music Theory & Aural Skills IV (3)

2. Music History:

Mu 190, World Music Literature (3)

Mu 400, Music History and Literature I (3)

Mu 401, Music History and Literature II (3)

3. Mu 304, Introduction to Conducting (1)

4. Mu 402, Piano Proficiency (cr)

5. Mu 487, Senior Recital (1)

6. Mu 488, 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 (1 credit each) of the secondary ensemble. (Instrumental majors must take 7 semesters band, 3 semesters concert chorale. Vocal majors must take 7 semesters concert chorale, 3 semesters band.) If the major ensemble is orchestra, an additional 3 total hours of chorus and band, combined, are required. Two semesters (1 credit each) of chamber ensemble.

9. Mu 114, Opera Workshop (1 credit)

10. Music Education

Mu 106, Class Voice (2)

Mu 117, Stringed Instruments (2)

Mu 118, Woodwind Instruments (2)

Mu 119, Brass & Percussion Instruments (2)

Mu 224, Vocal Communication and Technique (2)

Mu 302, Orchestration/Arranging (2)

Mu 309, Music Methods PreK–12 (3)

Mu 404, Instrumental Conducting (1)

Mu 424, Choral Conducting (1)

11. Concert Attendance

Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)



12. Teacher Education
  - Professional Education Core:
  - Ed 200, Introduction to Education (2)
  - Ed 220, Psychoed Development (3)
  - Ed 222, Psych of Indiv with Excep (3)
  - Ed 312, School as Community (3)
  - Ed 365, Effective Instructional Technology (2)
  - Ed 451, Philosophy of Education (3)
  - Ed 455, Differentiated Instruction (3)
  - Ed 462, Classroom Management (2)
  - Ed 470, Student Teaching Seminar (1)
13. Methods
  - Ed 357, General Secondary Methods and Media (3) (Must enroll in Mu 309 concurrently. Music education majors do not enroll in Ed 358.)
  - Ed 332, Teaching Reading in the Content Area (2)
14. Research and Field Experience
  - Ed 201, Introduction to Education Field Experience (1)
  - Ed 313, School as Community Diversity Experiences (1)
  - Ed 492, Supervised Student Teaching in Elementary School (5)
  - Ed 496, Supervised Student Teaching in Secondary School (5)
15. Tests and Proficiencies
  - Ed 334, Diversity Proficiency (cr)
  - Ed 487, Content Area Exam (cr)
  - Ed 488, Senior Comprehensive (cr)
  - Ed 489, Licensure Requirement Test (cr)
16. General Education Requirements:
  - English Composition (3) (En 101)
  - Understanding the Natural World (7–8). (One course must include a lab.)
  - Applied Statistics (4) (Ma 211)
  - World Civilization (Hi 105 or Hi 106)
  - Sociology (3) (So 101, So 290 or So 354)
  - General Psychology (3) (Py 100)
  - Faith Foundation (6)
  - Historical Perspective (3)
  - Principles of Nature (3) (Ph 175)
  - Intro to Theology (3) (Th 101)
  - Wellness for Life (1) (Pe 115)
  - Philosophical Inquiry (3)
  - 1 Physical Education Activity course
  - BC Experience (cr) (Gs 150)

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 instrumental and vocal PreK–12 music in Kansas.

### **Music Minor** (22 credit hours):

1. Music Theory:
  - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
  - Mu 101, Music Theory and Aural Skills I (3)
  - Mu 110, Functional Keyboard I (1)
2. Music History:
  - Mu 190, World Music Literature (3)
3. Applied Music:
  - Two semesters of major instrument (1 credit each)
4. Ensembles:
  - Two semesters of major ensemble.
5. Nine credit hours of any additional music courses.
6. Two semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129).

## Music Theory Courses

### **Mu 100** **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: Mu 110.*

### **Mu 101** **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 diction is included. *Prerequisite: Mu 100.*

### **Mu 103**

#### **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 diction is included. *Prerequisite: Mu 101.*

### **Mu 110**

#### **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: Mu 100.*

### **Mu 111**

#### **Functional Keyboard II (1) (S)**

This is a continuation of Mu 110 and preparation for the piano proficiency examination. Must be enrolled in Mu 101. *Prerequisite: Mu 110.*

### **Mu 200**

#### **Music Theory and Aural Skills III (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 mediant. 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 diction. *Prerequisite: Mu 103.*

### **Mu 290, 291, 390, 391, 490, 491**

#### **Music Composition (2 each) (D)**

Applied composition study for composition majors. Taught in a private lesson, the student will explore individual creativity within the context of twentieth-century art music. A weekly group seminar will introduce and explore contemporary compositions as models of current techniques and examples of an evolving art form. *Prerequisite: Mu 101.* (AE for Mu 290 and Mu 291 only)

### **Mu 300**

#### **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: Mu 200.*

### **Mu 302**

#### **Orchestration/Arranging (2) (D)**

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: Mu 300.*

### **Mu 303**

#### **Seminar in Composition (3) (D)**

This course explores individual creativity within the context of twentieth-century art music. Student works will be composed and performed while studying contemporary models and current trends in the art. *Prerequisite: Mu 300.* (AE)

### **Mu 313**

#### **Counterpoint (2) (D)**

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: Mu 300.*

### **Mu 402**

#### **Piano Proficiency (cr) (B)**

All music majors must pass piano proficiency prior to graduation. Students must meet minimum requirements in the areas of harmonization, transposition, scales, improvisation, sightreading, and theoretical functional skills. *Prerequisite: Mu 111.*

### **Mu 410**

#### **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: Mu 303.*

## **History of Music Courses**

### **Mu 113**

#### **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)

### **Mu 190**

#### **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)

### **Mu 191**

#### **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, be-bop, hard-bop, free jazz, third stream, fusion, and postmodernism. (AE, HP)

### **Mu 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Mu 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Mu 400**

#### **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. *Prerequisite: Mu 190, Mu 200, or instructor's permission.* (AE, WC, HP)

### **Mu 401**

#### **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. *Prerequisite: Mu 190, Mu 200, or instructor's permission.* (AE, HP)

### **Mu 499**

#### **Independent Study**

*Prerequisite: Permission of Department Chair.*

<b>Music Education Courses</b>
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### **Mu 117**

#### **String Instruments (2) (D)**

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: Mu 100.*

### **Mu 118**

#### **Woodwind Instruments (2) (D)**

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: Mu 100.*

### **Mu 119**

#### **Brass and Percussion Instruments (2) (D)**

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: Mu 100.*

### **Mu 224**

#### **Vocal Communication and Technique (2) (D)**

This course involves the application of vocal techniques appropriate for teaching music at the PreK–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: Mu 106 or Mu 165.* (OC)

### **Mu 304**

#### **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: Mu 103.* (VC)

### **Mu 309**

#### **Music Methods PreK–12 (3) (D)**

This class is designed for students seeking teacher certification in general, instrumental, and vocal PreK–12 music. The class will include curriculum design and techniques appropriate for a successful PreK–12 music program. The course is open to music education majors only. Fifty hours of observation required. *Corequisite: Ed 357. (Music education majors do not enroll in Ed 358.)*

### **Mu 404**

#### **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 PreK–12 education. *Prerequisite: Mu 304. Concurrent enrollment in Concert Band.*

## **Mu 424**

### **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 PreK–12 education. *Prerequisite: Mu 304. Concurrent enrollment in Concert Chorale.*

## **Applied Music Courses**

## **Mu 106**

### **Class Voice (2) (F)**

This course is designed to introduce the singer to college-level Applied Voice and is substitute for Mu 165 except in rare cases. 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.

## **Mu 120**

### **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.

## **Mu 121**

### **Recreational Piano II (1) (B)**

The continuation of Mu 120. *Prerequisite: Mu 120.*

## **Mu 122, 123, 222, 223, 322, 323, 422, 423**

### **Liturgical Choir (1) (B)**

An ensemble of twelve to thirty singers devoted to performing sacred music of all eras at masses and selected liturgies on campus and in the community throughout the academic year. *Audition and instructor's permission required.*

## **Mu 114, 214, 314, 414 (D)**

### **Opera Workshop (1)**

Rehearsal and performance of operatic literature in a performance venue. *Audition and instructor's permission required.*

## **Mu 128, 129, 228, 229, 328, 329**

### **Concert Attendance (cr) (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. Music minors should complete Mu 128 and Mu 129. *Permission required.*

## **Mu 140, 141, 240, 241, 340, 341, 440, 441**

### **Concert Chorale (1) (B)**

Performs representative choral literature of all styles and periods.

## **Mu 142, 143, 242, 243, 342, 343, 442, 443**

### **Women's Ensemble (1) (D)**

Performs representative SSA choral literature.

## **Mu 150, 151, 250, 251, 350, 351, 450, 451**

### **Concert Band (1) (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.

## **Mu 152, 153, 252, 253, 352, 353, 452, 453**

### **Jazz Band (1) (B)**

A small jazz ensemble open to students only by audition and instructor's permission.

## **Mu 160, 161, 260, 261, 360, 361, 460, 461**

### **Orchestra (1) (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.

## **Mu 170, 171, 270, 271, 370, 371, 470, 471**

### **A. Chamber Music—Strings (1) (D)**

### **B. Chamber Music—Brass (1) (D)**

### **C. Chamber Music—Woodwinds (1) (D)**

**D. Chamber Music—Percussion (1) (D)**

(Concurrent enrollment in Concert Band)

**E. Chamber Music—Mixed (1) (D)**

The study of standard classical and modern compositions, for small instrumental ensembles.

**Mu 180, 181, 280, 281, 380, 381, 480, 481  
Chamber Singers (1) (B)**

A small choral group open to students only by audition and instructor's permission.

**Mu 105, 106, 205, 206, 305, 306, 405, 406  
Harp (1) (D)**

**Mu 115, 116, 215, 216, 315, 316, 415, 416  
String Bass (1–2) (B)**

**Mu 125, 126, 225, 226, 325, 326, 425, 426  
Viola (1–2) (B)**

**Mu 135, 136, 235, 236, 335, 336, 435, 436  
Violoncello (1–2) (B)**

**Mu 145, 146, 245, 246, 345, 346, 445, 446  
Piano (1–2) (B)**

**Mu 155, 156, 255, 256, 355, 356, 455, 456  
Organ (1–2) (B)**

**Mu 165, 166, 265, 266, 365, 366, 465, 466  
Voice (1–2) (B)**

Mu 106 is usually substituted for Mu 165.

**Mu 175, 176, 275, 276, 375, 376, 475, 476  
Violin (1–2) (B)**

**Mu 185, 186, 285, 286, 385, 386, 485, 486  
(1–2) B**

**A. Flute**

**B. Oboe**

**C. Clarinet**

**D. Bassoon**

**E. Saxophone**

**F. French Horn**

**G. Trumpet**

**H. Trombone**

**I. Euphonium**

**J. Tuba**

**K. Percussion**

**Mu 195, 196, 295, 296, 395, 396, 495, 496  
Guitar (1–2) (B)**

Applied private music instructions are arranged to meet the individual needs of the student.

**Mu 197**

**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.

**Mu 387**

**Junior Recital (cr) (B)**

Preparation and performance of representative literature on the primary instrument during the junior year. Presented as preparation for the senior recital.

**Mu 487**

**Senior Recital (1) (B)**

Preparation and performance of representative literature on the primary instrument during the senior year.

**Mu 488**

**Senior Comprehensive (cr)**

Music Education degree candidates receive credit for the senior comprehensive through successful completion of the Praxis II Examination in Music for PreK–12 Kansas certification. Bachelor of Arts in Music candidates are administered the Education Testing Service (ETS) examination in music. To receive credit for the senior comprehensive, students must also submit their music portfolios and receive an “acceptable” rating by the music faculty.



## Suggested sequence of courses for a Bachelor of Arts degree with a major in Music

<b>Freshman Year</b>			
Mu 100, Fund. of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard II	1
Mu 190, World Music Literature	3	Foreign Language	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Foreign Language	4	Applied Music	1
Pe 115, Wellness for Life	1	Ensemble	1
Applied Music	1	Mu 129, Concert Attendance	cr
Ensemble	1	Music electives	4
Gs 150, BC Experience	cr		
Mu 128, Concert Attendance	cr		
Music elective	1		
	17		17
<b>Sophomore Year</b>			
Mu 103, Music Theory & Aural Skills II	3	Mu 200, Music Theory & Aural Skills III	3
Health (Pe Activity course)	1	Oral Communication	3
Applied Music	1	Understanding the Natural World	4
Ensemble	1	Electives	3
Mu 228, Concert Attendance	cr	Applied Music	1
Ph 175, Principles of Nature	3	Ensemble	1
Elective	6	Mu 229, Concert Attendance	cr
	15		15
<b>Junior Year</b>			
Mu 300, Music Theory & Aural Skills IV	3	Mu 400, History of Music I	3
Philosophical Inquiry	3	Quantitative Analysis	3
Global Perspective	3	Applied Music	1
Faith	3	Mu 402, Piano Proficiency	cr
Applied Music	1	Ensemble	1
Ensemble	1	Mu 329, Concert Attendance	cr
Mu 328, Concert Attendance	cr	Music electives	1
Elective	3	Electives	6
	17		15
<b>Senior Year</b>			
Mu 304, Intro to Conducting	1	Person & Community	3
Mu 401, History of Music II	3	Philosophical Inquiry	3
Electives	8	Understanding the Natural World	3
Ensemble	1	Applied Music	1
Faith	3	Ensemble	1
Applied Music	1	Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
		Elective	3
	17		15



## Suggested sequence of courses for a Bachelor of Music Education degree

### Freshman Year

Mu 100, Fund of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard II	1
Mu 190, World Music Literature	3	Th 101, Introduction to Theology	3
Applied Music	2	Mu 118, Woodwind Methods	2
Mu 106, Class Voice	2	Mu 114, Opera Workshop	1
Ensemble	1	Ensemble	1
Mu 128, Concert Attendance	cr	Mu 129, Concert Attendance	cr
Gs 150, BC Experience	cr	Hi 105 or Hi 106, World Civilization	3
Ed 200, Introduction to Ed.	2	Ma 211, Applied Statistics	4
Ed 201, Introduction to Ed Field Exp	1	Applied Music	2
En 101, English Composition	<u>3</u>		<u>—</u>
	17		20

### Sophomore Year

Mu 103, Music Theory & Aural Skills II	3	Mu 200, Music Theory & Aural Skills III	3
Py 100, General Psychology	3	Mu 224, Vocal Communication & Technique	2
Faith	3	Understanding the Natural World	4
Applied Music	2	Ed 222, Psych of Indiv with Excep	3
Ensemble	1	Applied Music	2
Mu 228, Concert Attendance	cr	Ensemble	1
Pe 115, Wellness for Life	1	Mu 229, Concert Attendance	cr
Historical Perspective	3	Chamber Ensemble	1
Sociology, So 290	3	Mu 117, String Instruments	2
	<u>—</u>	Secondary Ensemble	<u>1</u>
	19		19

### Junior Year

Health (Pe Activity course)	1	Mu 302, Orchestration/Arr	2
Mu 304, Introduction to Conducting	1	Mu 400, History of Music I	3
Mu 119, Brass & Percussion	2	Applied Music	2
Ed 312, School as Community	3	Mu 404, Instrumental Conducting	1
Ed 313, School as Comm/Field Ex	1	Mu 424, Choral Conducting	1
Mu 300, Music Theory & Analysis IV	3	Ed 451, Philosophy of Education	3
Ph 175, Principles of Nature	3	Ed 332, Teaching Reading/Content Area	2
Faith	3	Mu 402, Piano Proficiency	cr
Applied Music	1	Ensemble	1
Ensemble	1	Mu 329, Concert Attendance	cr
Mu 328, Concert Attendance	cr	Mu 387, Junior Recital (optional)	cr
	<u>—</u>	Ed 220, Psych Ed Development	3
	19	Secondary Ensemble	<u>1</u>
			19

### Senior Year

Mu 401, History of Music II	3	Ed 455, Differentiated Instruction	3
Mu 309, K–12 Music Methods	3	Ed 462, Classroom Management	2
Ed 357, General Secondary Meth & Media (Music Ed majors do not take Ed 358)	3	Ed 470, Student Teaching Seminar	1
Applied Music	2	Ed 492, Supervised Student Teaching/Elem	5
Ensemble	1	Ed 496, Supervised Student Teaching/Sec	5
Mu 487, Senior Recital	1	Ed 487, Content Area Exam	cr
Mu 488, Senior Comprehensive	cr	Ed 488, Senior Comprehensive	cr
Philosophical Inquiry	3	Ed 489, Licensure Requirement	cr
Secondary Ensemble	1	Ed 334, Diversity Proficiency	cr
Chamber Ensemble	1		
Ed 365, Effective Instructional Technology	2		
	<u>—</u>		<u>—</u>
	20		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>			
Mu 100, Fund. of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard II	1
Mu 190, World Music Literature	3	Foreign Language	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Foreign Language	4	Applied Music	1
Pe 115, Wellness for Life	1	Ensemble	1
Applied Music	1	Mu 129, Concert Attendance	cr
Ensemble	1	Elective	3
Gs 150, BC Experience	cr		
Mu 128, Concert Attendance	cr		
	<hr/>		<hr/>
	16		16
<b>Sophomore Year</b>			
Mu 290, Music Composition	2	Mu 200, Music Theory & Aural Skills III	3
Mu 103, Music Theory & Aural Skills II	3	Mu 291, Music Composition	2
Health (Pe Activity course)	1	Oral Communication	3
Applied Music	1	Understanding the Natural World	3
Ensemble	1	Electives	3
Mu 228, Concert Attendance	cr	Applied Music	1
Ph 175, Principles of Nature	3	Ensemble	1
Elective	6	Mu 229, Concert Attendance	cr
	<hr/>		<hr/>
	17		16
<b>Junior Year</b>			
Mu 300, Music Theory & Analysis IV	3	Mu 391, Music Composition	2
Mu 390, Music Composition	2	Mu 304, Intro to Conducting	1
Philosophical Inquiry	3	Mu 400, History of Music I	3
Global Perspective	3	Quantitative Analysis	3
Faith	3	Mu 402, Piano Proficiency	cr
Ensemble	1	Ensemble	1
Mu 328, Concert Attendance	cr	Mu 329, Concert Attendance	cr
Elective	2-3	Mu 303, Seminar in Composition	3
		Mu 313, Counterpoint	2
	<hr/>		<hr/>
	17-18		15
<b>Senior Year</b>			
Mu 490, Music Composition	2	Person and Community	3
Mu 302, Orchestration/Arranging	2	Mu 491, Music Composition	2
Mu 401, History of Music II	3	Philosophical Inquiry	3
Ensemble	1	Understanding the Natural World	4
Faith	3	Ensemble	1
Elective	6	Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
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	17		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: Ma 131, Ma 132, and registration in Bi 398-498, Ch 490, or Pc 490 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). The nursing program gained initial accreditation for the maximum period of five years. 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 prerequisites to the major (listed below) and the college's core general education requirements. Transfer prerequisite courses must

be approved by the Associate Dean and the Director of Nursing.

- Written notification of acceptance of admission to the nursing program will be sent to students from the Department of Nursing.
- First year (junior) clinical students must have a current physical examination, criminal background check, a complete health history, and meet immunization and other agency requirements prior to the beginning of and continuing throughout nursing clinical courses. Drug screening is also required. During the nursing program, all students must hold current American Heart Association Basic Life Support Health Care Provider certification, submit annual TB skin test results, maintain and provide evidence of current immunizations, carry their own health insurance coverage while in the nursing program, complete a health assessment by a healthcare provider, and complete a criminal background check and drug screen.

## **Criteria for Admission Consideration**

- Minimum cumulative grade point average of 2.75 with a minimum of 60 hours at the start of nursing courses. In addition, students are required to have the college's core general education requirements completed (exceptions can be made on a case-by-case basis);
- Complete prerequisite courses prior to beginning nursing courses;
- Obtain a grade of "C" or above in all prerequisite courses. These courses may be repeated only once;
- Complete the Benedictine College nursing program admission application;
- Submit official 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 nursing 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); 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.ksbns.org](http://www.ksbns.org). Graduation does not ensure licensure eligibility.

Transfers 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:**

Bi 121, General Biology I (with lab)

Bi 231, Human Anatomy and Physiology I (with lab)

Bi 232, Human Anatomy and Physiology II (with lab)

Ch 103/105, General Chemistry I (with lab)

Py 100, General Psychology

Py 250, Principles of Lifespan Development

Ma 211, Applied Statistics or Social Statistics

Bi 260, Principles of Microbiology

Pe 303, Basic Nutrition

Students must earn at least a “C” in all prerequisite courses and all prerequisite courses must have been completed within 10 years.

In addition, students are expected to have the following core general education requirements completed (exceptions on a case-by-case basis):

En 100, English Composition

Pe 115, Wellness for Life and activity course  
Foreign Language requirement (both semesters)

Ph 175, Principles of Nature

Th 101, Introduction to Theology

(Students transferring into Benedictine College their junior year have slightly different core general education requirements and will be able to take Ph 175 and Th 101 in their junior or senior year. Please contact the Director of Transfer Enrollment for further information.)

### **Essential Functions of Nursing Students**

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, nursing students 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 Nursing Students” 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 GPA of 2.75 at the time of the leave may be granted a leave of absence (LOA) 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 LOA 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 Nu 493, 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 (59 hours) in addition to the prerequisite courses listed previously and the college core requirements:



Nu 300, Nu 312, Nu 314, Nu 320, Nu 321, Nu 340, Nu 341, Nu 350, Nu 351, Nu 362, Nu 364, Nu 422, Nu 424, Nu 426, Nu 430, Nu 431, Nu 440, Nu 441, Nu 450, Nu 451, Nu 488, Nu 493, Th 405

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.

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### **Nu 300**

#### **Introduction to the Health Care 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 healthcare. An introduction into the financial structure of the system will be provided as well as the regulatory and accrediting bodies that effect healthcare. The roles of both student nurses and professional nurses in participating in safety, quality improvement and evidence-based practice initiatives within multidisciplinary teams at the micro-systems level will be emphasized. *Prerequisite: Admission to the nursing major.* (WC)

### **Nu 312**

#### **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 life span. The major topics include physical examination, historical data collection, normal parameters, and developmental, environmental, and stressors that influence the health status of patients. *Prerequisite: Admission to the nursing major.*

### **Nu 314**

#### **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 life span will be discussed. *Prerequisite: Admission to the nursing major.*

### **Nu 320**

#### **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. *Prerequisite: Admission to the nursing major.*

### **Nu 321**

#### **Foundations of Nursing Practice:**

##### **Clinical Laboratory (3) (F)**

The concepts acquired in Nu 320 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.*

### **Nu 340**

#### **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 setting 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.*

### **Nu 341**

#### **Nursing Care of Adults: Clinical Laboratory (2) (S)**

Theoretical concepts from Nu 340 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.*

### **Nu 350**

#### **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 and 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.*

### **Nu 351**

#### **Maternal/Child Nursing Clinical Laboratory (2) (S)**

Theoretical concepts from Nu 350 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.*

### **Nu 362**

#### **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.*

#### **Nu 364**

##### **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)*

#### **Nu 422**

##### **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.*

#### **Nu 424**

##### **Nursing Leadership and Management in Nursing (3) (S)**

Leadership within the profession of nursing is discussed in the context of the current and future health care system. The role of the nurse as leader and manager of a health care 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.*

#### **Nu 426**

##### **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)*

#### **Nu 430**

##### **Population-Based Health Care (3) (F)**

Concepts and theories related to providing healthcare 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, as well as 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.*

#### **Nu 431**

##### **Population-Based Health Care: Clinical Laboratory (2) (F)**

Concepts and theories from Nu 430 are applied to the care of various groups of patients in the community. Students are provided opportunities for interdisciplinary collaboration in the provision of healthcare for culturally diverse populations. *Prerequisite: Level I nursing courses.*

#### **Nu 440**

##### **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, community resources, as well as economic, legal, and ethical issues. *Prerequisite: Level I nursing courses.* (OC)

#### **Nu 441**

##### **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 session and other selected clinical experiences. *Prerequisite: Level I nursing courses.*

#### **Nu 450**

##### **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.*

#### **Nu 451**

##### **Nursing of the Patient with Complex Acute Needs: Clinical Laboratory (2) (S)**

Theoretical concepts from Nu 450 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.*

#### **Nu 488**

##### **Senior Comprehensive Exam (cr)**

#### **Nu 493**

##### **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.*

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

The curriculum has been developed based on the Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing (AACN). Below is outlined a sample curriculum for the Benedictine College Bachelor of Science in Nursing degree (required pre-nursing courses are in bold)

<b>Freshman Year</b>			
Gs 150, BC Experience	cr	<b>Py 100, General Psychology</b>	<b>3</b>
En 101, English Composition	3	Th 101, Intro to Theology	3
Pe 115, Wellness for Life	1	Foreign Language	4
Foreign Language	3–4	Historical Perspective	3
Ph 175, Principles of Nature	3	<b>Ch 103/105, General Chemistry I/lab</b>	<b>4</b>
<b>Bi 121, General Biology I</b>	<b>5</b>		
	15–16		17

<b>Sophomore Year</b>			
<b>Bi 231, Human Anatomy &amp; Phys. I</b>	<b>4</b>	<b>Bi 232, Human Anatomy &amp; Phys. II</b>	<b>4</b>
<b>Ma 211, Applied Statistics</b>	<b>4</b>	<b>Bi 260, Principles of Microbiology</b>	<b>4</b>
<b>Py 250, Principles of Lifespan Dev</b>	<b>3</b>	<b>Pe 303, Basic Nutrition</b>	<b>3</b>
Aesthetic Experience	3	Aesthetic Experience	3
Historical Perspectives	3	Pe Activity Course	1
	17		15

*Students apply for admission into the nursing program in their sophomore year.*

<b>Junior Year</b>			
Nu 300, Intro Health Care Environ.	2	Nu 340, Care of Adults	3
Nu 312, Clinical Assessment	3	**Nu 341, Care of Adults: Clinical	2
Nu 314, Pathophysiology	3	Nu 350, Maternal/Child	4
Nu 320, Foundations of Nursing	3	**Nu 351, Maternal/Child: Clinical	2
*Nu 321, Foundations: Clinical	3	Nu 364, Pharmacology II	2
Nu 362, Pharmacology I	2	Philosophical Foundation	3
	16		16

<b>Senior Year</b>			
Nu 430, Populations-Based Healthcare	3	Nu 450, Care of Complex Patient	3
**Nu 431, Populations: Clinical	2	**Nu 451, Complex: Clinical	2
Nu 440, Mental Health Nursing	3	Nu 424, Leadership & Management	3
**Nu 441, Mental Health: Clinical	2	**Nu 493, Synthesis/Practicum	2
Nu 422, Research, QI, and EBP	3	Nu 426, Prof. and Legal, Ethical Issues	3
Th 405, Christian Bioethics	3	Nu 488, Senior Comp. Exam	cr
		Faith Foundation or Elective	3
	16		16

Total semester hours = 128–129

Total major hours = 58

Total prerequisites, core requirements, foundations, skills and perspectives = 70–71

\*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

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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:

Ph 201, Logic

Ph 231, Philosophy of Nature\*

Ph 255, Philosophical Psychology

Ph 325, Ethics

Ph 373, Metaphysics

Ph 374, Natural Theology

*plus one course in the history of philosophy, chosen from:*

Ph 471, Ancient Philosophy

Ph 472, Medieval Philosophy

Ph 473, Early Modern Philosophy

Ph 475, Islamic Philosophy

Ph 476, Modern Continental Philosophy

Ph 477, Modern Anglo-American Philosophy

*plus two other Philosophy courses*

Ph 488, Senior Comprehensive Examination

*Recommended:*

Ph 490, Seminar

## Requirements for the professional major in Philosophy:

Ph 201, Logic

Ph 231, Philosophy of Nature\*

Ph 255, Philosophical Psychology

Ph 325, Ethics

Ph 373, Metaphysics

Ph 374, Natural Theology

*plus one course in early philosophy, chosen from:*

Ph 471, Ancient Philosophy

Ph 472, Medieval Philosophy

Ph 475, Islamic Philosophy

*plus one course in later philosophy, chosen from:*

Ph 473, Early Modern Philosophy

Ph 476, Modern Continental Philosophy

Ph 477, Modern Anglo-American Philosophy

Ph 488, Senior Comprehensive Examination

*plus* Ph 490, Seminar

*plus three other Philosophy courses*

*Proficiency Requirement:*

Students must pass a proficiency test in symbolic logic.

*Recommended:*

The study of Greek or Latin

## The requirements for a minor in Philosophy:

Ph 201, Logic

Ph 231, 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%.

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\*Philosophy majors and minors may substitute Ph 175, Principles of Nature, for Ph 231, Philosophy of Nature. Ph 231, Philosophy of Nature, also satisfies the college's core requirement in philosophy.

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**Ph 175****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 Ph 175, Principles of Nature and Ph 231, Philosophy of Nature for credit. (C)

**Ph 198****Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175.*

**Ph 201****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)

**Ph 231****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 Ph 175, Principles of Nature and Ph 231, Philosophy of Nature for credit. *Prerequisite: Ph 201.* (C)

**Ph 255****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: Ph 175 or Ph 231.* (PI, WP)

**Ph 298****Special Topics (1–4)**

These are topics not included in the regular catalogue. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175 or Ph 231.*

**Ph 306****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: Th 101, and either Ph 175 or Ph 231.* (F, PI)

**Ph 308****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: Ph 306 and Th 307. Corequisite: Th 308.* (F, PI)

### **Ph 325**

#### **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: Ph 175 or Ph 231.* (PI, WP)

### **Ph 355**

#### **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: Ph 175 or Ph 231. Ph 325, Ethics, strongly recommended.* (PI)

### **Ph 373**

#### **Metaphysics (3) (S)**

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: Ph 201, and Ph 175 or Ph 231.* (PI)

### **Ph 374**

#### **Natural Theology (3) (F)**

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: Ph 201, and Ph 175 or Ph 231.* (PI)

### **Ph 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175 or Ph 231.*

### **Ph 441**

#### **Social Ethics (3) (D)**

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: Ph 175 or Ph 231, and Ph 325.*

### **Ph 455**

#### **Advanced Logic (3) (D)**

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: Ph 201, and Ph 175 or Ph 231.*



**Ph 460****Advanced Philosophy of Nature (3) (D)**

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: Ph 201, and Ph 175 or Ph 231.*

**Ph 471****Ancient Philosophy (3) (F, every third year)**

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: Ph 175 or Ph 231.* (PI, WP)

**Ph 472****Medieval Philosophy (3) (F, every third year)**

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: Ph 201, and Ph 175 or Ph 231.* (PI, WP)

**Ph 473****Early Modern Philosophy (3) (S, every third year)**

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: Ph 175 or Ph 231.* (PI, WP)

**Ph 475****Islamic Philosophy (3) (F, every third year)**

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: Ph 201, and Ph 175 or Ph 231.* (PI)

**Ph 476****Modern Continental Philosophy (3) (S, every third year)**

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 post-modernism and attempts to recover the philosophical tradition (Maritain and Strauss). *Prerequisite: Ph 175 or Ph 231.* (PI, WP)

**Ph 477****Modern Anglo-American Philosophy (3) (S, every third year)**

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: Ph 175 or Ph 231.* (PI, WP)

**Ph 480****Aesthetics (3) (D)**

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: Ph 175 or Ph 231, and two courses in literature or the fine arts.* (PI)

### **Ph 486**

#### **Philosophy of Law (3) (D)**

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: Ph 175 or Ph 231, Ph 325, Ethics, and/or Ph 485, Political Philosophy, strongly recommended.* (PI, WP)

### **Ph 488**

#### **Senior Comprehensive Examination (cr)**

### **Ph 490**

#### **Seminar (3)**

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: Ph 175 or Ph 231.*

### **Ph 495, Ph 496**

#### **Directed Readings in Philosophy (3) (D)**

This course is open to philosophy majors only. This course may be taken more than once if the subject matter varies sufficiently.

### **Ph 498**

#### **Senior Thesis (3) (S)**

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)

### **Ph 499**

#### **Independent Study (3)**

The permission of the department chair is required for this course. It may be taken more than once if the subject matter varies sufficiently.



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**Suggested sequence of courses for a Bachelor of Arts degree with a major in Philosophy—Professional Major**

**Freshman Year**

En 101, English Composition	3	Pe 115, Wellness for Life	1
Gs 150, BC Experience	cr	Ph 201, Logic	3
Person and the Community	3	Historical Foundations II	3
Historical Foundations I	3	Faith I	3
Natural World I	4	Electives	6
Th 101, Introduction to Theology	3		
	<hr/>		<hr/>
	16		16

**Sophomore Year**

Pe Activity course	1	Natural World II	4
Foreign Language I	4	Foreign Language II	4
Ph 231, Philosophy of Nature	3	Ph 255, Philosophical Psychology	3
Faith II	3	Electives	6
Electives	6		
	<hr/>		<hr/>
	17		17

**Junior Year**

Ph 325, Ethics	3	Ph 374, Natural Theology	3
Ph 373, Metaphysics	3	Philosophy Elective	3
Aesthetic Experience I	3	Aesthetic Experience II	3
Natural World II	4	Electives	6
Electives	3		
	<hr/>		<hr/>
	16		15

**Senior Year**

Ph (Anc, Med, Islamic)	3	Ph 490, Seminar	3
Philosophy Elective	3	Ph (Early Mod, Mod Cont, Mod Anglo)	3
Electives	6	Ph 498, Senior Thesis	3
Electives (upper-division)	4	Electives (upper-division)	6
	<hr/>		<hr/>
	16		15

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## Physics and Astronomy

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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 courses are of value and importance to all liberally educated persons. Introductory level courses are offered for students interested in any discipline, as well as for those students with specific interests in science or engineering regardless of their background or preparation. Intermediate level courses are offered for students wishing to concentrate in scientific or technical fields, and a broad spectrum of advanced courses for students planning to pursue in-depth studies of physics, astronomy, engineering or related fields are provided. 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.

Our Engineering Physics program leads to a bachelor's degree that combines the strengths of our physics program within the unique academic, social, and spiritual atmosphere of the college. Additionally, a program leading to secondary education teaching certification in physics is available.

Degree combinations in conjunction with engineering degrees offered at Benedictine College and through our association with the University of North Dakota provide the graduate with an added, theoretically-oriented, liberal arts major in combination with an engineering degree.

Transfer students pursuing a major in Physics, Astronomy, or Engineering Physics must take a minimum of 40% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in Physics, Astronomy, or Engineering Physics must take a minimum of 25% of the coursework required for the minor at Benedictine College.

### Requirements for a B.S. degree in Astronomy: (59–62 hours)

- As 130, The Sun and Solar System (4)
- As 140, Stars and Stellar Systems (4)
- As 340, Introduction to Astrophysics (3)
- As 360, Solar System Astrophysics (3)
- As 450, Galaxies and Cosmology (3)
- Pc 210/211, Classical Physics I & II (8)
- Pc 320, Relativity and Atomic Physics (3)
- Pc 321, Modern Physics Laboratory I (1)
- Pc 322, Nuclear and Elementary Particle Physics (2)
- Pc 323, Modern Physics Laboratory II (1)
- Pc 330, Mechanics I (3)
- Pc 331, Mechanics II (3)
- Pc 370, Electricity and Magnetism I (3)
- Pc 372, Electricity and Magnetism II (3)
- Pc 380, Thermodynamics (4)
- Pc 430, Quantum Mechanics (3)
- Pc 440, Plasma Physics (3)
- Pc 460, Optics (3)
- Pc 461, Optics Laboratory (1)
- As 488, Senior Comprehensive (cr)
- As 499, Independent Study/Research (1–3)  
*plus* four semesters of Pc 490, Physics Colloquium (cr)

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

- Ch 103, General Chemistry I (3)
- Ch 104, General Chemistry II (3)
- Ch 105, General Chemistry Laboratory I (1)
- Ch 106, General Chemistry Laboratory II (1)
- Cs 230, Programming for Scientists and Engineers (3) or Cs 114, Introduction to Computer Science I (4)
- Ma 131, Calculus I (4)

Ma 132, Calculus II (4)  
Ma 233, Calculus III (4)  
Ma 310, Differential Equations (3)

*Recommended supporting courses:*

Ma 250, Linear Algebra (3)  
Ma 255, Discrete Mathematical Structures (3)  
Ma 315, Probability and Statistics (3)  
Ma 331, Numerical Computation (3)

**Requirements for a B.S. degree in Physics:** (45–47 hours)

Pc 210/211, Classical Physics I & II (8)  
Pc 320, Relativity and Atomic Physics (3)  
Pc 321, Modern Physics Laboratory I (1)  
Pc 322, Nuclear and Elementary Particle Physics (2)  
Pc 323, Modern Physics Laboratory II (1)  
Pc 330, Mechanics I (3)  
Pc 331, Mechanics II (3)  
Pc 350, Electronics (4)  
Pc 370, Electricity and Magnetism I (3)  
Pc 372, Electricity and Magnetism II (3)  
Pc 380, Thermodynamics (4)  
Pc 430, Quantum Mechanics (3)  
Pc 460/461, Optics with Laboratory (4)  
Pc 480, Condensed Matter Physics (3)  
Pc 488, Senior Comprehensive (cr)  
*and* four semesters of Pc 490, Physics Colloquium (cr)  
Pc 499, Independent Study/Research (1–3)

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

Ch 103, General Chemistry I (3)  
Ch 104, General Chemistry II (3)  
Ch 105, General Chemistry Laboratory I (1)  
Ch 106, General Chemistry Laboratory II (1)  
Cs 230, Programming for Scientists and Engineers (3) or Cs 114, Introduction to Computer Science I (4)  
Ma 131, Calculus I (4)  
Ma 132, Calculus II (4)  
Ma 233, Calculus III (4)  
Ma 310, Differential Equations (3)

*Recommended supporting courses:*

Ma 250, Linear Algebra (3)  
Ma 255, Discrete Mathematical Structures (3)  
Ma 315, Probability and Statistics (3)  
Ma 331, Numerical Computation (3)

**Requirements for a B.A. degree in Physics:** (35–36 hours)

Pc 210/211, Classical Physics I & II (8)  
Pc 320, Relativity and Atomic Physics (3)  
Pc 321, Modern Physics Laboratory I (1)  
Pc 322, Nuclear and Elementary Particle Physics (2)  
Pc 323, Modern Physics Laboratory II (1)  
Pc 330, Mechanics I (3)  
Pc 350, Electronics (4)  
Pc 370, Electricity and Magnetism I (3)  
Pc 460/461, Optics with Laboratory (4)  
Pc 488, Senior Comprehensive (cr)  
*and* four semesters of Pc 490, Physics Colloquium (cr)  
*plus* two additional upper-division courses in physics or astronomy (6–7)

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

Ch 103, General Chemistry I (3)  
Ch 104, General Chemistry II (3)  
Ch 105, General Chemistry Laboratory I (1)  
Ch 106, General Chemistry Laboratory II (1)  
Cs 230, Programming for Scientists and Engineers (3) or Cs 114, Introduction to Computer Science I (4)  
Ma 131, Calculus I (4)  
Ma 132, Calculus II (4)  
Ma 233, Calculus III (4)  
Ma 310, Differential Equations (3)

*Recommended supporting courses:*

Ma 250, Linear Algebra (3)  
Ma 255, Discrete Mathematical Structures (3)  
Ma 331, Numerical Computation (3)

**Requirements for a B.S. degree in Engineering Physics:** (62 hours)

Eg 110, Technical Drawing (2)  
Eg 120, Introduction to Engineering (2)  
Eg 230, Statics (3)  
Eg 217, Technical Communications (3)  
Eg 231, Dynamics (3)  
Eg 317, Engineering Economics (3)  
Eg 320, Mechanics of Materials (3)  
Eg 330, Fluid Mechanics (4)  
Eg 340, Engineering Lab I (2)  
Eg 341, Engineering Lab II (2)  
Eg 350, Properties of Materials (3)  
ME 424, System Dynamics & Control (3)

Eg 460, Engineering Design I (3)  
Eg 480, Engineering Design II (3)  
Pc 210/211, Classical Physics I & II (8)  
Pc 320, Relativity and Atomic Physics (3)  
Pc 321, Modern Physics Laboratory I (1)  
Pc 322, Nuclear and Elementary Particle  
Physics (2)  
Pc 323, Modern Physics Laboratory II (1)  
Pc 350, Electronics (4)  
Pc 380, Thermodynamics (4)  
Pc 460, Optics (3)  
Pc 461, Optics Laboratory (1)  
Pc 480, Condensed Matter Physics (3)  
Pc 488, Senior Comprehensive (cr)  
Pc 490, Physics Colloquium (4 semesters, cr)

*Required supporting courses:* (25 hours)

Ma 131, Calculus I (4)  
Ma 132, Calculus II (4)  
Ma 233, Calculus III (4)  
Ma 310, Differential Equations (3)  
Ch 103, General Chemistry I (3)  
Ch 104, General Chemistry II (3)  
Ch 105, General Chemistry Laboratory I (1)  
Ch 106, General Chemistry Laboratory II (1)  
Eg 200, Computer Applications in  
Engineering (2)

*Recommended supporting courses:*

Ma 250, Linear Algebra (3)  
Ma 315, Probability and Statistics (3)  
Ma 331, Numerical Computation (3)

### **Requirements for a minor in Physics:**

(21–23 hours)

Pc 210/211, Classical Physics I & II (8)  
Pc 320, Relativity and Atomic Physics (3)  
Pc 321, Modern Physics Laboratory I (1)  
Pc 322, Nuclear and Elementary Particle  
Physics (2)  
Pc 323, Modern Physics Laboratory II (1)  
*plus* two additional courses in the department  
above the 200 level (6–8)

### **Requirements for certification for physics teaching grades 6–12:**

As 130, Sun and Solar System (4)  
Bi 457, Methods of Teaching Secondary  
Science (2)  
Ch 103, General Chemistry I (3)  
Ch 104, General Chemistry II (3)

Ch 105, General Chemistry Laboratory I (1)  
Ch 106, General Chemistry Laboratory II (1)  
Pc 205, Earth Science (3)  
Pc 210/211, Classical Physics I & II (8)  
Pc 320, Relativity & Atomic Physics (3)  
Pc 321, Modern Physics & Laboratory I (1)  
Pc 322, Nuclear & Elementary Particle  
Physics (2)  
Pc 323, Modern Physics Laboratory II (1)  
Pc 350, Electronics (4)  
Pc 488, Senior Comprehensive (cr)  
Pc 490, 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.

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### **As 130**

#### **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, QA, SM)

### **As 140**

#### **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, QA, SM)

### **As 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### **As 340**

#### **Introduction to Astrophysics (3) (S)**

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 in alternate years. Prerequisite: Pc 320. (WC)*

### **As 360**

#### **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 in alternate years. Prerequisites: Pc 210 and 211. (OC, WC)*

### **As 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **As 450**

#### **Galaxies and Cosmology (3) (F)**

This course covers our own galaxy, other galaxies, the large-scale structure of the uni-

verse, 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 in alternate years. Prerequisite: Pc 320. (WC)*

### **As 488**

#### **Senior Comprehensive Examination (cr) (B)**

### **As 499**

#### **Independent Study (1–3)**

Independent study in the form of experimental or theoretical student research, research papers, and machine shop techniques is performed under the guidance of a staff member.

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### **Pc 110**

#### **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, QA, SM)

### **Pc 120**

#### **Acoustics (4) (D)**

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. (NW, QA, SM)



**Pc 130****Our Strange Universe (3) (S)**

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. (NW, QA)

**Pc 160****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. (NW, SM)

**Pc 198****Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

**Pc 201, Pc 202****College Physics I & II (4, 4) (F, S)**

A two-semester, algebra-based course sequence designed for biology and biochemistry majors and other majors or other career paths that do not require a calculus-based course. Mechanics, thermodynamics, sound, electricity, magnetism and light will be discussed. Three lecture-discussion sessions and a two-hour laboratory each week. *Prerequisite: Ma 124 or equivalent.* (NW—Pc 201 only, QA, SM—Pc 201 only)

**Pc 205****Earth Science (3) (D)**

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)

**Pc 210****Classical Physics I (4) (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. *Prerequisite/corequisite: Ma 131.* (NW, QA, SM)

**Pc 211****Classical Physics II (4) (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: Pc 210.* (NW, QA, SM)

**Pc 315****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)

### **Pc 320**

#### **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. *Prerequisites: Pc 210 and 211.*

### **Pc 321**

#### **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  $e/m$  of the electron, the speed of light, and x-ray spectroscopy. *Corequisite: Pc 320.*

### **Pc 322**

#### **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: Pc 320.*

### **Pc 323**

#### **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: Pc 322.*

### **Pc 330**

#### **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. Pc 330 and Pc 331 are offered in alternate years. *Prerequisites: Pc 210 and 211, and Ma 310, or permission of instructor.*

### **Pc 331**

#### **Mechanics II (3) (S)**

A continuation of Pc 330, treating motion of rigid bodies, gravitation, moving coordinate systems, the vibrating string problem, fluid mechanics, Lagrange's and Hamilton's methods, and tensor algebra. Pc 330 and Pc 331 are offered in alternate years. *Prerequisite: Pc 330.*

### **Pc 350**

#### **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 used in laboratory data acquisition and management. *Prerequisite: Pc 211.*

### **Pc 370**

#### **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. Pc 370 and Pc 372 offered in alternate years. *Prerequisites: Pc 210 and 211, and Ma 233 and 310.*

### **Pc 372**

#### **Electricity and Magnetism II (3) (S)**

As a continuation of Pc 370, 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). Pc 370 and Pc 372 offered in alternate years. *Prerequisite*: Pc 370.

### **Pc 380**

#### **Thermodynamics (4) (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. *Prerequisites*: Ch 104, Pc 210, Pc 211 and Ma 233, or permission of instructor.

### **Pc 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Pc 430**

#### **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*: Pc 330 or permission of instructor.

### **Pc 435**

#### **Mathematical Methods for Physics (3) (D)**

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.

### **Pc 440**

#### **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 in alternate years. *Prerequisite/corequisite*: Pc 372.

### **Pc 460**

#### **Optics (3) (S)**

This course introduces 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 in alternate years. *Prerequisites*: Pc 211 and Ma 132.

### **Pc 461**

#### **Optics Laboratory (1) (S)**

Experiments demonstrating the phenomena of geometrical optics, polarization, diffraction, and interference will be performed to supplement the material covered in Pc 460. 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 in alternate years. *Corequisite*: Pc 460.

### **Pc 480**

#### **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 in alternate years. *Prerequisite*: Pc 320.

### **Pc 488**

#### **Senior Comprehensive Examination (cr)**

### **Pc 490**

#### **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.

**Pc 499****Independent Study (1–3)**

Independent study in the form of experimental or theoretical student research, research

papers, and machine shop techniques is performed under the guidance of a staff member.

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

<b>Freshman Year</b>	
Pc 210, Classical Physics I	4
As 130, Sun & Solar System	4
Ma 131, Calculus I	4
En 101, English Composition	3
Gs 150, BC Experience	cr
Pe 115, Wellness for Life	1
	18
<b>Sophomore Year</b>	
Ch 103, General Chemistry I	3
Ch 105, General Chemistry I Lab	1
Ma 233, Calculus III	4
Foreign Language	3–4
Pc 320, Relativity & Atomic Physics	3
Pc 321, Modern Physics Lab I	1
Pe Activity course	1
	16–17
<b>Junior Year</b>	
As 340, Introduction to Astrophysics	3
Pc 330, Mechanics I	3
Cs 230, Programming for Sci & Eng	3
Pc 490, Physics Colloquium	cr
Faith Foundation	3
Elective	3–4
	15–16
<b>Senior Year</b>	
As 360, Solar System Astrophysics	3
Historical Perspective	3
Pc 370, Electricity & Magnetism I	3
Pc 430, Quantum Mechanics	3
Philosophical Inquiry Foundation	3
Pc 490, Physics Colloquium	cr
Faith Foundation	3
	18
<b>Freshman Year</b>	
Pc 211, Classical Physics II	4
As 140, Stars & Stellar Systems	4
Ma 132, Calculus II	4
Ph 175, Principles of Nature	3
Th 101, Introduction to Theology	3
	18
<b>Sophomore Year</b>	
Ch 104, General Chemistry II	3
Ch 106, General Chemistry II Lab	1
Ma 310, Differential Equations	3
Foreign Language	4
Historical Perspective	3
Pc 322, Nuc. & Elem. Particle Physics	2
Pc 323, Modern Physics Lab II	1
	17
<b>Junior Year</b>	
As 450, Galaxies & Cosmology	3
Person and Community	3
Philosophical Inquiry	3
Pc 331, Mechanics II	3
Pc 460, Optics	3
Pc 461, Optics Lab	1
Pc 490, Physics Colloquium	cr
Aesthetic Experience	3
	19
<b>Senior Year</b>	
Pc 372, Electricity & Magnetism II	3
As 499, Independent Study	1
Pc 440, Plasma Physics	3
Pc 490, Physics Colloquium	cr
Pc 380, Thermodynamics	4
Aesthetic Experience	3
Elective	3
As 488, Senior Comprehensive	cr
	17

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## Suggested sequence of courses for a Bachelor of Science or a Bachelor of Arts degree in Physics

<b>Freshman Year</b>			
Pc 210, Classical Physics I**	4	Foreign Language	4
En 101, English Composition	3	Pc 211, Classical Physics II	4
Foreign Language	3–4	Ma 132, Calculus II	4
Gs 150, BC Experience	cr	Ph 175, Principles of Nature	3
Ma 131, Calculus I	4	Th 101, Introduction to Theology	3
Pe 115, Wellness for Life	1		
	15–16		18
<b>Sophomore Year</b>			
Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 233, Calculus III	4	Ma 310, Differential Equations	3
Philosophical Inquiry	3	Cs 230, Progr for Scientists & Engrs.	3
Elective	3	Faith Foundation	3
Oral Communications	3	Historical Perspective	3
	17		16
<b>Junior Year</b>			
Pc 320, Relativity & Atomic Physics	3	Philosophical Inquiry Foundation	3
Pc 321, Modern Physics Lab	1	Pc 322, Nuclear & Elem Particle Physics	2
Pc 330, Mechanics I	3	Pc 323, Modern Physics Lab II	1
Pc 490, Physics Colloquium	cr	Pc 331, Mechanics II*	3
Aesthetic Experience	3	Pc 350, Electronics	4
Historical Perspective	3	Pc 460, Optics	3
Elective	3	Pc 461, Optics Lab	1
		Pc 490, Physics Colloquium	cr
		Pe Activity course	1
	16		18
<b>Senior Year</b>			
Pc 370, Electricity & Magnetism I	3	Pc 372, Electricity & Magnetism II*	3
Pc 380, Thermodynamics*	4	Person and Community	3
Pc 430, Quantum Mechanics*	3	Pc 490, Physics Colloquium	cr
Pc 490, Physics Colloquium	cr	Aesthetic Experience	3
Faith Foundation	3	Pc 480, Condensed Matter Physics*	3
Elective	3–4	Elective	3
		Pc 499, Independent Study	1–3
		Pc 488, Senior Comprehensive	cr
	16–17		16–18

\*Indicates a course not required for the B.A.

\*\*Students not ready for Calculus I this semester should enroll in Ch 103/105 instead of Classical Physics.

## Suggested sequence of courses for a Bachelor of Science degree in Engineering Physics

<b>Freshman Year</b>			
En 101, English Composition	3	Eg 110, Technical Drawing	2
Eg 120, Introduction to Engineering	2	Foreign Language	4
Foreign Language	3-4	Historical Perspective	3
Gs 150, BC Experience	cr	Ma 132, Calculus II	4
Ma 131, Calculus I	4	Pc 211, Classical Physics II	4
Pc 210, Classical Physics I	4		
Pe 115, Wellness for Life	1		
	17-18		17
<b>Sophomore Year</b>			
Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Cs 230, Programming for Sci & Engrs	3	Eg 231, Dynamics	3
Eg 230, Statics	3	Eg 315, Statistical Data Analysis	4
Ma 233, Calculus III	4	Ma 310, Differential Equations	3
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature	3
	17		17
<b>Junior Year</b>			
Aesthetic Experience	3	Eg 320, Mechanics of Materials	3
Eg 317, Engineering Economics	3	Eg 330, Fluid Mechanics	3
Eg 330, Fluid Mechanics	4	Eg 341, Engineering Laboratory II	2
Eg 340, Engineering Laboratory I	2	Eg 350, Properties of Materials	3
Pc 320, Relativity & Atomic Physics	3	Pc 322, Nuclear & Elem Part Physics	2
Pc 321, Modern Physics Lab I	1	Pc 323, Modern Physics Laboratory II	1
Pc 490, Physics Colloquium	cr	Pc 460, Optics	3
Philosophical Inquiry	3	Pc 461, Optics Laboratory	1
		Pc 490, Physics Colloquium	cr
	19		18
<b>Senior Year</b>			
Eg 460, Engineering Design I	3	Aesthetic Experience	3
Faith Foundation	3	Eg 480, Engineering Design II	3
Historical Perspective	3	Faith Foundation	3
Me 424, System Dynamics & Control	3	Pc 350, Electronics	4
Pc 380, Thermodynamics	4	Pc 480, Condensed Matter Physics	3
Pc 490, Physics Colloquium	cr	Pc 488, Senior Comprehensive	cr
		Pc 490, Physics Colloquium	cr
		Philosophical Inquiry	3
		Pe Activity course	1
	16		20

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## Political Science

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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. The curriculum provides academic credit for such programs.

### Requirements for a major in Political Science:

Ps 100, Introduction to American Government  
or Ps 150, American 20th Century Political History  
or Ps 175, Leadership Matters  
Ps 201, Comparative World Government and Politics  
Ec 209, Principles of Macroeconomics  
Ps 250, Research Methods  
Ps 275, Public Policy Analysis  
Ps 325, The American Presidency  
or Ps 350, American Congress  
Ps 360, International Relations  
Any one of the Constitutional law courses: Ps 372, Fundamental Freedoms: The First Amendment; Ps 374, Civil Rights: The Fourteenth

Amendment; or Ps 375, American Constitutional Development  
Ps 377, Development of Political Thought  
Ps 460, Public Administration  
Ps 488, Senior Comprehensive Examination  
Ps 495, Capstone Senior Seminar  
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:

Ps 100, Introduction to American Government  
or Ps 150, American 20th Century Political History  
or Ps 175, Leadership Matters  
Ps 250, Research Methods  
Ps 275, 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 concentration in pre-Law:

Ps 100, Introduction to American Government  
or Ps 150, American 20th Century Political History  
or Ps 175, Leadership Matters  
Ba 371, Legal Environment of Business or  
Ba 472, Business Law  
Ps 372, Fundamental Freedoms: The First Amendment  
or Ps 374, Civil Rights: The Fourteenth Amendment  
Ps 375, American Constitutional Development  
Ps 377, Development of Political Thought  
or Ph 485, Political Philosophy  
or Ph 486, Philosophy of Law  
Py 450, Law and Psychology



## **Requirements for a minor in Economics and Politics:**

Ps 100, Introduction to American Government  
or Ps 150, American 20th Century Political  
History

or Ps 175, Leadership Matters

Ps 275, Public Policy Analysis

Ps 360, International Relations

Ec 209, Principles of Macroeconomics

Ec 210, Principles of Microeconomics

Ec 300, Contemporary Economic Thinking

## **Travel Opportunities:**

The department conducts travel experiences that advance discovery learning. Within the past several years 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., and regional academic centers. 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: 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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## **Ps 100**

### **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)

## **Ps 150**

### **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? (HP, PC)

## **Ps 175**

### **Leadership Matters (3) (B)**

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)

### **Ps 198**

#### **Special Topics (1–4)**

Courses under this title address topical or classical questions important for occasional scrutiny. Aimed at lower-division students, most often these will be conducted as seminar style courses. Depending on the changing subject matter of the course, a student may enroll more than once.

### **Ps 201**

#### **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)

### **Ps 250**

#### **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. (QA, SM, WC)

### **Ps 275**

#### **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)

### **Ps 322**

#### **European Politics (3) (S)**

Ps 322 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.

### **Ps 325**

#### **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. (HP, PC)

### **Ps 350**

#### **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 interrelationships among members of Congress and its own leaders, the President, interest groups, federal agencies, political parties and the judiciary.

### **Ps 360**

#### **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)

### **Ps 370**

#### **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)

### **Ps 372**

#### **Fundamental Freedoms: The First Amendment (3) (F)**

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.

### **Ps 374**

#### **Civil Rights: The Fourteenth Amendment (3) (F)**

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.

### **Ps 375**

#### **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 serve as exemplary of the gradual rise in prominence of the Supreme Court and its present status as a co-equal branch of the American government. (HP, PC)

### **Ps 377**

#### **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)

### **Ps 390**

#### **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.

**Ps 398****Special Topics (1–4) (D)**

Topics not included in the regular course offerings, suited for upper-division students. Usually conducted in a seminar/discussion format. May be taken more than once if subject matter varies sufficiently.

**Ps 441****Interest Group Politics (3) (F)**

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.

**Ps 455****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.

**Ps 460****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)

**Ps 470****Public 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.

**Ps 479****Internship (1–4) (D)**

Internship is the name given to a supervised, practical academic experience as well as appropriate service or experiential learning opportunities. The course is an elective open to majors, with the consent of the department chair.

**Ps 488****Senior Comprehensive Examination (cr) (F)**

Serves as a requirement for graduating political science majors. This is a standardized battery of tests drawn from the recognized content areas within the discipline of political science.

**Ps 495****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.

**Ps 499****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.

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## Suggested sequence of courses for a Bachelor of Arts degree in Political Science

<b>Freshman Year</b>			
Gs 150, BC Experience	cr	Ec 209, Microelectronics	3
Ps 100, Introduction to American Govt.	3	Historical foundation	3
Th 101, Introduction to Theology	3	Aesthetic experience	3
En 101, English Composition	3	Skills & perspectives course	3
So 101, General Sociology or Py 100, General Psychology, or Ps 150, Amer. 20th Century Political History, or Ps 175, Leadership Matters	3	Foreign Language	4
Foreign Language	4		
	16		16
<b>Sophomore Year</b>			
Ps 201, Comparative World Government & Politics	3	Ps 250, Research Methods	4
Pe 115, Wellness for Life	1	Ps 275, Public Policy Analysis	3
Faith foundation	3	Pe Activity course	1
Ph 175, Principles of Nature	3	Aesthetic experience	3
Ac 209, Principles of Financial Acctg. or first course in finance, pending requisites	3	Faith foundation	3
Electives	3	Understanding the Natural World foundation (with lab)	4
	16		18
<b>Junior Year</b>			
Ps 325, American Presidency or Ps 350, The American Congress	3	Ps 377, Development of Political Thought	3
Ps 372, Fundamental Freedoms: The First Amendment	3	Political Science Elective	3
or Ps 374, Civil Rights: The Fourteenth Amendment		Political Science Internship/Service Learning Experience (elective)	1-4
or Ps 375, Amer Constitutional Dev		Understanding the Natural World foundation	3-4
Pc 360, International Relations	3	Non-departmental elective (upper- division)	3
Philosophical inquiry	3	Electives	2
Non-departmental electives	5		
	17		15-17
<b>Senior Year</b>			
Ps 488, Senior Comp Exam	cr	Ps 460, Public Administration	3
Ps 495, Capstone Senior Seminar	3	Political Science elective	3
Political Science elective	3	Non-departmental elective (upper-division)	9
Non-departmental elective (upper-division)	9		
	15		15

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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.

### **Courses in Preparation for Law School:**

Ps 100, Introduction to American Government  
Ph 175, Principles of Nature  
En 326, Advanced English Composition  
Se 222, Speech Communication  
Ph 325, Ethics  
Ma 211, Applied Statistics  
Ac 209, Principles of Financial Accounting  
Ec 209, Principles of Macroeconomics  
Ba 472, Business Organization Law  
Ps 372, Fundamental Freedoms: The First Amendment  
Ps 374, Civil Rights: The Fourteenth Amendment  
Ps 375, American Constitutional Development

See the Department of Political Science for further information regarding requirements for law school admittance.

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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 the Career Development Office or from the head of the Department of Biology or the Department of Chemistry.

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## Pre-Occupational Therapy and Pre-Physical Therapy

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**P**re-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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**T**he 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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**S**tudents 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:

Bi 121, General Biology I  
Bi 142, Human Anatomy and Physiology I  
Bi 143, Human Anatomy and Physiology II  
Bi 360, Microbiology  
Ch 103, General Chemistry I  
Ch 104, General Chemistry II  
Ch 105, General Chemistry I Laboratory  
Ch 106, General Chemistry II Laboratory

Ch 231, Organic Chemistry I  
Ch 232, Organic Chemistry I Laboratory  
Ch 233, Organic Chemistry II  
En 101, English Composition  
Ma 131, Calculus I  
Se 222, Speech Communication  
Plus eighteen credit hours 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 the 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)

- Py 100, General Psychology (3)
- Ma 211, Applied Statistics (4)
- Py 290, Research Methods (3)
- Py 371, Learning and Cognition (3)
- Py 405, Biopsychology (3)
- Py 482, Social Psychology (3)
- Py 488, Senior Comprehensive Examination (cr)
- Py 491, History & Systems of Psychology (3)

*Theoretical Psychology:* Choose three from this group (9 hours)

- Py 263, Developmental Psychology I or Py 264, Developmental Psychology II (3)
- Py 273, Theories of Personality (3)
- Py 390, Abnormal Psychology (3)
- Py 415, Psychology of Human Emotion (3)
- Py 420, Psychology of Gender (3)

*Applied Psychology:* Choose two from this group (6 hours)

- Py 315, Tests and Measurement (3)
- Py 285, Health Psychology (3)
- Py 401, Intro. to Counseling Psychology (3)
- Py 450, Psychology and the Law (3)
- Ed 220, Psychoeducational Development or Ed 222, Psych. of Indiv. With Excep. (3)

*Research or Service Experience:* Choose one (3 hours)

Students must take *either* Py 350, Research Seminar (recommended for students who intend to pursue postgraduate study in psychology) or Py 485, 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):**

- Ma 211, Applied Statistics (4)
- Py 100, General Psychology (3)
- plus* four additional courses in Psychology

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### **Py 100**

#### **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)

### **Py 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

## **Py 250**

### **Lifespan Development (3) (B)**

This course examines the basic physiological, cognitive, and psychosocial mechanisms that drive development from conception through old age and death. 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 Py 263 and/or Py 264. *Prerequisite: Py 100. Students who take Py 250 may not also take Py 263 and/or Py 264. Likewise, students who have taken Py 263 and/or Py 264 may not also take Py 250.*

## **Py 263**

### **Developmental Psychology I: Prenatal Through Childhood (3) (F)**

Developmental Psychology I is a survey of the principles of human development from conception to pubescence. Development is viewed holistically by integrating physiological, psychological, and social-emotional developmental processes. Topics include the effects of teratogens on the developing child, cognitive and language development, temperament and attachment, pro-social and anti-social behaviors, and parenting concepts and skills. *Prerequisite: Py 100 or permission of instructor. Students who take Py 250 may not also take Py 263 and/or Py 264. Likewise, students who have taken Py 263 and/or Py 264 may not also take Py 250.*

## **Py 264**

### **Developmental Psychology II: Adolescence Through Old Age (3) (S)**

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 developmental processes. Topics covered include gender identity development, family and interpersonal relationships, the biological aspects of aging, and death and dying in contemporary society. *Prerequisite: Py 100. Note: Py 263 is recommended but not requisite. Students who take Py 250 may not also take Py 263 and/or Py 264. Likewise, students who have taken Py 263 and/or Py 264 may not also take Py 250.*

## **Py 273**

### **Theories of Personality (3) (S)**

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 the assessment techniques specific to each theoretical approach. Discussion of the trait perspective includes particular emphasis on psychometric properties of personality measures. *Prerequisite: Py 100. (WC)*

## **Py 290**

### **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: Py 100. (SM, WC)*

## **Py 298**

### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **Py 315**

#### **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 understanding the origins and history of psychological testing and measurement, 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: Py 100, Ma 211.*

### **Py 350**

#### **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 postgraduate education. *Prerequisites: Ma 211, Py 290, and permission of instructor.*

### **Py 371**

#### **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. Human learning and memory is approached from an information processing perspective. *Prerequisites: Ma 211 and Py 290.*

### **Py 385**

#### **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: Py 100 or So 101.*

### **Py 390**

#### **Abnormal Psychology (3) (S)**

This course provides a comprehensive review of abnormal behavior and mental disorders, explored from a psychological science perspective, addressing the 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: Py 100 and at least sophomore standing; Py 273 is recommended.*

### **Py 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

## **Py 401**

### **Introduction to Counseling Psychology (3) (F)**

This course introduces students to the counseling professions. Students will acquire and practice basic counseling skills, explore contemporary issues in the field, 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. Although the course is designed specifically for psychology, education, and sociology majors, it is open to any student with interest in understanding the counseling process and developing basic counseling skills. *Prerequisites: Py 100, plus either Py 273 or Py 390; at least junior standing, or permission of instructor.*

## **Py 405**

### **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: Ma 211, Py 290; Bi 107 is recommended. (NW)*

## **Py 415**

### **Psychology of Human Emotion (3) (S)**

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, Py 100, Py 290, and Ma 211.*

## **Py 420**

### **Psychology of Gender (3) (S)**

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.*

## **Py 450**

### **Psychology and the Law (3) (F)**

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.*

## **Py 479**

### **Internship Experience in Psychology (1-4)**

The internship experience provides an in-depth opportunity to observe and participate in an area of applied psychology as a paraprofessional. *Prerequisites: At least junior standing and a 2.0 GPA.*

## **Py 482**

### **Social Psychology (3) (F)**

This course provides an examination of social-psychological phenomena including the social self, perceptions of others,

stereotyping and prejudice, conformity and obedience, group processes, interpersonal attraction, 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: Py 100 or So 101 and at least junior standing.*

### **Py 485**

#### **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 and analysis of site experiences, as well as exploration of the major subfields in psychology. 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)

### **Py 488**

#### **Senior Comprehensive Exam (cr)**

### **Py 491**

#### **History and Systems of Psychology (3)(S)**

History and Systems of Psychology provides a summary of the physiological and philosophical roots of scientific psychology, and a detailed study of psychology's history from Wundt to the present. Most class discussions are student-led, and focus on primary source readings from and about the history of the discipline. *Prerequisites: Senior standing or permission of instructor.* (WP)

### **Py 498**

#### **Directed Readings (2-3)**

This course involves readings and discussion of classic or contemporary studies on designated topics. *Prerequisite: Permission of instructor.*

### **Py 499**

#### **Independent Research (2-3)**

This course provides individual supervision in planning, conducting, and communicating psychological research. *Prerequisites: Ma 211, Py 290, and Py 350.*



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

### Freshman Year

Gs 150, BC Experience	cr	Ph 175, Principles of Nature	3
Py 100, General Psychology	3	Pe 115, Wellness for Life	1
Th 101, Introduction to Theology	3	Foreign Language II	4
En 101, English Composition	3	Aesthetic Foundation	3
Historical Foundation	3	Historical Foundation	3
Foreign Language I	4	Electives	3
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	16		17

### Sophomore Year

Ma 211, Applied Statistics	4	Py 290, Research Methods	3
Theoretical Psychology course	3	Theoretical Psychology course	3
Pe Activity course	1	Natural World with Lab	4
Faith Foundation	3	Philosophical Inquiry Foundation	3
Electives	4	Aesthetic Foundation	3
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	15		16

### Junior Year

Theoretical Psychology course	3	Applied Psychology course	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
Py 482, Social Psychology	3	Py 371, Learning and Cognition	3
Py 350, Research Seminar	3	Electives	7
Electives	4		
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	16		16

### Senior Year

Applied Psychology course	3	Py 491, History and Systems	3
Py 485, Psychology Service Experience	3	Electives	13
Py 488, Senior Comprehensive	cr	Py 488, Senior Comprehensive	cr
Py 405, Biopsychology	3		
Electives	7		
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	16		16

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## Social Science

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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):

Hi 105, World Civilization to 1500

Hi 106, World Civilization Since 1500

Three upper-division ancient, medieval, early modern, or modern world history courses

### American History (12 hours):

Hi 212, United States History to 1865

Hi 213, United States History Since 1865

Two upper-division American history courses

### Kansas History (3 hours):

Hi 377, History of Kansas

### Political Science (9 hours):

Ps 100, Introduction to American Government

Ps 275, Public Policy Analysis

*and* choose one course from the following:

Ps 372, Fundamental Freedoms: The First Amendment

Ps 374, Civil Rights: The Fourteenth Amendment

Ps 375, American Constitutional Development

### Sociology (6 hours):

So 101, Introduction to Sociology

So 354, Sociology of Race and Ethnic Relations

### Economics (6 hours):

Ec 209, Principles of Macroeconomics

Ec 210, Principles of Microeconomics

### Geography (3 hours):

So 290, World Regional Geography

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### Ss 457

#### 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.

### Ss 488

#### Senior Comprehensive Exam (cr)

The Social Science major is required to take a comprehensive exam in his or her senior year. The exam will cover world, American, and Kansas history, geography, economics, sociology, and political science.



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## Suggested sequence of courses for a Bachelor of Arts degree in Social Science with a double major in Secondary Education

### Freshman Year

En 101, English Composition	3	En 102, Introduction to Literature	3
Th 101, Introduction to Theology	3	Fine Arts	3
Foreign Language	4	Foreign Language	4
Ma 211, Applied Statistics	4	Pe Activity course	1
Gs 150, BC Experience	cr	Natural World Foundation	4
Pe 115, Wellness for Life	1	Ps 100, Introduction to Am Gov't	3
So 101, General Sociology	3		
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	18		18

### Sophomore Year

Hi 212, U.S. History to 1865	3	Hi 213, U.S. History Since 1865	3
Ed 200 & 201, Intro to Educ & Field Exp	3	Ed 222, Psychology of Indiv With Excep	3
Ed 220, Psychoeducational Development	3	So 354, Sociology of Race & Ethn.	3
Ph 175, Principles of Nature	3	Ps 275, Public Policy Analysis	3
Hi 105, World Civilization to 1500	3	Philosophical Inquiry Foundation	3
So 290, World Regional Geography	3	Hi 106, World Civilization Since 1500	3
Se 222, Speech Communication	3		
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	21		18

### Junior Year

Political Science Elective	3	Hi 377, History of Kansas	3
Faith Foundation	3	Natural World Foundation	4
Ed 457&258, Gen Sec Meth & Prac.	3	Ss 457, Methods for Teaching Ss	2
Ed 332, Teaching Reading/Content Areas	2	Faith Foundation	3
Py 101, General Psychology	3	Ec 209, Principles of Macroeconomics	3
Aesthetic Foundation	3	Ed 451, Philosophy of Education	3
History Elective - US	3	History Elective – World	3
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	20		21

### Senior Year

History Electives – World	6	Professional Education Block (including)	
History Elective – U.S.	3	Ed 455, Differentiated Instruction	3
Ed 312&313, School as Community	4	Ed 462, Classroom Management	2
Ec 210, Principles of Microeconomics	3	Ed 470, Student Teaching Seminar	1
Ed 365, Effective Instructional Tech.	3	Ed 496, Supervised Student Teaching	10
Ss 488, Senior Comprehensive	cr		
Ed 488, Senior Comp/PLT	cr		
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	19		16

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## Sociology and Criminology

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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

So 101, Introduction to Sociology  
So 358, Sociological Theory  
So 375, Research Design for Sociology and Criminology  
So 376, Quantitative Analysis for Sociology and Criminology

#### Sociology Electives

A total of 33 elective credit hours are required, to be selected from the following courses:

So 201, Social Problems  
So 250, Sociology of Culture  
So 290, World Regional Geography  
So 351, Population and Society  
So 353, Marriage and the Family  
So 354, Sociology of Race and Ethnic Relations  
So 374, Complex Organizations  
So 424, Applied Sociology  
So 451, Religion in Culture and Society  
So 453, Social Stratification  
So 483, Cities and Social Change  
So 482, Social Psychology\*  
So 398, Special Topics in Sociology  
So 479, Internship in Sociology  
So 496, Seminar in Social Research

#### Up to 9 elective credit hours may be taken from the following:

Cr 302, Juvenile Delinquency  
Cr 326, Criminology

Cr 365, White-Collar and Corporate Crime  
Pe 209, Personal and Community Health  
Ba 350, Organizational Behavior  
Ps 275, Public Policy Analysis  
Ps 460, Public Administration  
Py 473, Theories of Personality  
Py 401, Introduction to Counseling Psychology  
Py 482, Social Psychology\*

#### Requirements for a Minor in Sociology:

So 101, Introduction to Sociology  
So 358, Sociological Theory  
and four additional Sociology-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. An average grade of C (2.0) is required in the Sociology major and minor.
4. Transfer students majoring in Sociology must take a minimum of 40% of the coursework required for the major at Benedictine College.
5. 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:

Possible 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

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\*Students may only take So 482 or Py 482.

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.

## **Requirements for a major in Criminology**

### **Core Requirements**

Cr 225, Introduction to Crime and Justice

Cr 302, Juvenile Delinquency

Cr 326, Criminology

So 375, Research Design for Sociology and Criminology

So 376, Data Analysis for Sociology and Criminology

### **Research or Application Requirement (7–8 Credit Hours)**

Students must complete either So 496, Seminar in Social Research or Cr 479, Internship in Criminology (minimum 3 or 4 credit hours).

### **Criminology Electives (15 credit hours are required)**

Cr 330, Criminal Investigation

Cr 336, Religion and Crime

Cr 340, Homeland Security

Cr 350, Crime Analysis

Cr 360, Crime and Place

Cr 365, White-Collar and Corporate Crime

Cr 398, Special Topics in Criminology

Cr 463, Policing in America

Cr 465, The Corrections System

Cr 479, Internship in Criminology

### **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:**

Ba 350, Organizational Behavior and Theory

Ph 441, Social Ethics

Ph 455, Advanced Logic

Ph 486, Philosophy of Law

Py 390, Abnormal Psychology

Py 450, Psychology and the Law

Ps 372, Fundamental Freedoms: The First Amendment

Ps 374, Civil Rights: The Fourteenth Amendment

Ps 375, American Constitutional Development

Ps 398, Special Topics (with advisor approval)

Ps 460, Public Administration

So 353, Marriage and the Family

So 354, Sociology of Race and Ethnic Relations

So 374, Complex Organizations

So 453, Social Stratification

So or Py 482, Social Psychology

So 483, Cities and Social Change

### **Option 2: Complete one of the following minors:**

Accounting

Computer Science

Journalism and Mass Communications

Mathematics

Philosophy

Psychology

Spanish

### **Requirements for a Minor in Criminology**

Cr 225, Introduction to Crime and Justice

Cr 302, Juvenile Delinquency

Cr 326, Criminology

*and* 9 additional credit hours of Criminology-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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### **Cr 225**

#### **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)

### **Cr 302**

#### **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)

### **Cr 326**

#### **Criminology (3) (S)**

This course examines the causes, types, and patterns of crime in society. Major schools of thought and current research are introduced, compared, and contrasted in the study of crime and its social context. *Prerequisite: Sophomore standing or above.* (WC)

### **Cr 330**

#### **Criminal Investigation (3) (D)**

This course covers the fundamentals of the criminal investigation process and methods. *Prerequisite: Cr 225.*

### **Cr 336**

#### **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. *Prerequisites: Cr 225 and Cr 326.*

### **Cr 340**

#### **Homeland Security (3) (S)**

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: Cr 225.*

### **Cr 350**

#### **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)

### **Cr 360**

#### **Crime and Place (3) (D)**

This course focuses on the analysis of locations that attract and repel crime, displacement of crime, and identifying and measuring crime concentrations. *Prerequisite: Cr 326.*

**Cr 365****White-Collar and 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. *Cr 225 and Cr 326 are recommended prior to taking Cr 365.*

**Cr 398****Special Topics in Criminology (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

**Cr 463****Policing in America (3) (D)**

A sociological overview of the history, organization, and functions of American policing. *Prerequisite: Cr 225.*

**Cr 465****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: Cr 225.*

**Cr 479****Internship in Criminology (1–4)**

The internship provides practical experience and instruction within various field agencies relevant to students' interests in criminology. *Prerequisite: Junior standing. Up to four credit hours will be applied toward graduation. One academic credit will encompass 50 hours of work in the field. While internships are strongly recommended, students should consult with the department chair to determine appropriateness.*

**Cr 486****Directed Readings in Criminology (1–3) (D)****Cr 488****Senior Comprehensive Examination (cr)**

Standardized examination covering the disciplines of criminal justice and criminology. Required for graduating seniors.

**Cr 499****Independent Study (1–3)****So 101****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)

**So 198****Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

**So 201****Social Problems (3) (D)**

This course provides an examination of selected social problems. Topics include poverty, hunger, economic inequalities, social development, and health.

**So 250****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 world-views. (PC, GP)

**So 290****World Regional Geography (3) (D)**

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)

**So 351****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: So 101.* (GP)

**So 353****Marriage and the Family (3) (S)**

This course investigates the institutions of marriage and family using sociological and anthropological approaches. *Prerequisite: So 101.*

**So 354****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. *Prerequisite: So 101.*

**So 358****Sociological Theory (3) (D)**

This course is the study of classical and modern sociological writings with emphasis on major theorists (Marx, Weber, Durkheim, etc.). It explores the major perspectives and thinkers in current usage including: functionalism, dramaturgy, exchange theory, symbolic interactionism, conflict, ethnomethodology, and phenomenology. *Prerequisite: So 101.* (HP, WP)

**So 374****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. *Prerequisite: So 101.*

**So 375****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: So 101 or Cr 225.* (QA, SM)

**So 376****Data Analysis for Sociology and Criminology (3) (S)**

This course presents a general overview of the methods and procedures of data analysis design in sociology and criminology. *Students may receive credit for only one: Ba 265, Ma 211, or So 376.* *Prerequisite: So 375.* (QA)

**So 398****Special Topics in Sociology (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

**So 424****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.). *Prerequisite: So 101.*

**So 451****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. *Prerequisite: So 101.*

**So 453****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. *Prerequisite: So 101.*

**So 479****Internship in Sociology (1–4) (D)**

Practical experience and instruction as to the psycho-social processes and behavioral patterns within various field agencies relevant to students' interests in corrections, gerontology, research and planning, and other settings. *Prerequisite: Junior standing. Up to four credit hours will be applied toward graduation. One academic credit will encompass 50 hours of work in the field. While internships are strongly recommended, students should consult with the department chair to determine appropriateness.*

**So 482****Social Psychology (3) (D)**

An interdisciplinary approach to social-psychological phenomena including the social self, self-other perception, interpersonal communication, love and liking, gender dynamics, attitudes and attitude change (involving persuasion, influence and prejudice), helping and altruistic behavior, aggression, and leadership. Both psychological and sociological approaches are used. *Cross-listed as Py 482. Prerequisite: So 101.*

**So 483****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. *Prerequisite: So 101.*

**So 486****Directed Readings in Sociology (1–3) (D)****So 488****Senior Comprehensive Examination (cr)**

Standardized examination covering the discipline of sociology. Required for graduating seniors.

**So 496****Seminar in Social Research (3) (S)**

This course will provide students in the social sciences the opportunity to conduct original research in their chosen field of study. *Prerequisite: So 376. (QA, SM)*

**So 499****Independent Study (1–3)**



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

### Freshman Year

En 101, English Composition	3	Person & Comm Foundation (Cr 225)	3
Foreign Language (Recommended: Spanish)	4	Faith Foundation	3
Th 101, Introduction to Theology	3	Foreign Language	4
General Education Course	3	Aesthetic Foundation	3
Gs 150, BC Experience	cr	So 101, Introduction to Sociology	3
Pe 115, Wellness for Life	2	Pe Activity course	1
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	15		17

### Sophomore Year

Ph 175, Principles of Nature	3	Historical Foundation	3
Historical Perspective	3	Global Perspective	3
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
Understanding Natural World (with lab)	4	Elective	3
Faith Foundation	3	So 290 (or Understanding Nat. World)	3-4
	<hr/>		<hr/>
	16		15-16

### Junior Year

Western Perspective	3	So 376, Data Analysis	3
Cr 302, Juvenile Delinquency	3	Cr 350, Crime Analysis (Visual Comm.)	4
Philosophical Inquiry Foundation	3	Allied Elective**	3
So 375, Research Design	3	Electives	3
Allied Elective**	3	Criminology Elective*	3
Elective	3		
	<hr/>		<hr/>
	18		16

### Senior Year

Cr 488, Senior Comp. Exam	cr	Criminology Elective*	3
Criminology Elective*	3	Electives	4
Allied Elective**	6	Cr 479, Internship in Criminology	3-4
Electives	6	Allied Elective**	6
	<hr/>		<hr/>
	15		16-17

\* Refer to Criminology Electives

\*\* Refer to Requirements for a Criminology major for suggested courses.

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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

En 101, English Composition	3	Faith Foundation	3
Foreign Language	4	Foreign Language	4
Th 101, Introduction to Theology	3	Aesthetic Foundation	3
Person and Community Foundation (So 101)	3	Gs 190, Information Literacy	2
Gs 150, BC Experience	cr	Ph 175, Principles of Nature	3
Pe 115, Wellness for Life	2	Pe Activity	1
	<hr/>		<hr/>
	15		16

### Sophomore Year

Philosophical Inquiry	3	Historical Perspective	3
Historical Perspective	3	So 290 (or Understanding Natural World)	3-4
Aesthetic Experience	3	Philosophical Inquiry	3
Understanding Natural World	4	A Course in Statistics	3
Faith Foundation	3	Scientific Method (So 375, Res Meth)	3
	<hr/>		<hr/>
	16		15-16

### Junior Year

Western Perspective (or So 358)	3	Global Perspective (one of the	3
So 375, Research Methods	3	following: So 280, 290, 351, 450)	
Sociology Electives	6	Sociology Electives	6
Elective	3	Electives	6-7
	<hr/>		<hr/>
	15		15-16

### Senior Year

So 488, Senior Comp. Exam	cr	Elective	3
Sociology Electives	9	Sociology Electives	9
Electives	9	Electives	6
	<hr/>		<hr/>
	18		18

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## Speech Communication

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**B**enedictine College offers courses in oral communication to the general student body to provide opportunities for vocal development. These courses place an emphasis on the development of communicative skills including articulation, projection, effective public speaking, and projecting meaning through visual and vocal means. Speech courses are offered by the Department of Theatre Arts. Contact the department chair for any questions regarding Speech Communication curriculum.

### Se 198

#### Special Topics (1–4)

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### Se 222

#### 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)

### Se 398

#### Special Topics (1–4)

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### Se 499

#### Independent Study (credit arranged)

Subject and approach to be worked out between faculty and student. A maximum of eight hours may be earned in Independent Study.

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## Theatre Arts

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**T**he Department of Theatre Arts 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 arts 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:**

Ta 110, Script Analysis  
Ta 115, Fundamentals of Acting  
Ta 155, Stagecraft  
Ta 215, Techniques of Acting  
Ta 220, Movement for the Performing Artist  
Ta 221, Stage Makeup  
Ta 224, Voice and Diction  
Ta 260, Fundamentals of Theatrical Design  
Ta 315, Advanced Acting Styles  
Ta 322, Scene Design  
Ta 354, Lighting Design *or*  
Ta 356, Costume Design  
Three theatre history courses:  
Ta 381, Theatre History and Literature to 1640  
Ta 382, Theatre History and Literature from 1640 Through 1918  
Ta 383, Modern and Contemporary Theatre  
Ta 477, Play Direction  
Ta 488, Senior Comprehensive Exam *or*  
Ta 495, 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 Ta 395 in the junior year, then Ta 495 during the semester of the project.

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:**

Ta 110, Script Analysis  
Ta 115, Fundamentals of Acting  
Ta 155, Stagecraft  
*plus* four hours of Production Arts

*and* two courses selected from  
Ta 381, Theatre History and Literature to 1640  
Ta 382, Theatre History and Literature from 1640 Through 1918  
Ta 383, 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 300 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.

En 203, British Literature to 1750  
En 204, British Literature After 1750  
En 205, American Literature to the Civil War  
En 206, American Literature After the Civil War  
En 302, Shakespeare  
En 411, Literary Criticism  
En 431, Introduction to Linguistics  
Ta 495, Senior creative project  
En 488, Senior comprehensive examination

*choose one from:*

En 201, World Literature I: Ancient to Renaissance  
En 202, World Literature II: Enlightenment to the Present

*choose two from:*

Ta 381, Theatre History and Literature to 1640  
Ta 382, Theatre History and Literature From 1640 Through 1918  
Ta/En 383, Modern and Contemporary Theatre

*plus*

Ta 110, Script Analysis  
Ta 115, Fundamentals of Acting

Ta 155, Stagecraft  
Ta 215, Techniques of Acting  
Ta 221, Stage Makeup  
Ta 224, Voice and Diction  
Ta 322, Scene Design  
Ta 477, Play Direction  
Ta 224, Voice and Diction

*choose one from*

Ta 354, Lighting Design  
Ta 356, 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**

Ac 209, Principles of Financial Accounting  
Ec 210, Principles of Microeconomics  
Ba 223, Business Communication  
Ba 340, Enterprise Management  
Ma 211, Applied Statistics  
Ba 371, Legal Environment of Business  
Ba 383, Principles of Marketing  
Fi 390, Principles of Finance  
*plus* one 400-level elective in Business Administration

### **Theatre Arts Component**

Se 222, Speech Communication  
Ta 110, Script Analysis  
Ta 115, Fundamentals of Acting  
Ta 155, Stagecraft  
Ta 221, Stage Makeup  
Ta 322, Scene Design  
Ta 354, Lighting Design  
or Ta 356, Costume Design  
Ta 477, Play Direction  
and  
Ta 381, Theatre History and Literature to 1640

Ta 382, Theatre History and Literature from 1640 Through 1918

En/Ta 383, 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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## **Ta 102**

### **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)

## **Ta 110**

### **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.

## **Ta 111, 112, 211, 212, 311, 312, 411, 412**

### **Production Arts Lab (1) (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.

### **Ta 115**

#### **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)

### **Ta 155**

#### **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.

### **Ta 215**

#### **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: Ta 110 and Ta 115.* (VC)

### **Ta 220**

#### **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: Ta 110 and Ta 115.*

### **Ta 221**

#### **Stage Makeup (3) (S)**

Fundamental principles and practice in makeup for the stage, including corrective, character, old age, and fantasy. *Prerequisites: Ta 110 and Ta 115, or permission of instructor.*

### **Ta 223**

#### **Oral Interpretation (3) (F)**

This course deals with oral reading of selected poetry and prose for performance. It involves both a study of interpretations of the author's meaning and the means of communicating interpretations to an audience. Emphasis is placed on projecting meaning through oral communication techniques. (OC)

### **Ta 224**

#### **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: Ta 110, Ta 115, and Se 222, or permission of instructor.* (OC)

### **Ta 260**

#### **Fundamentals of Theatrical Design (3) (S)**

This course gives students a common base of design principles and skills to develop a greater understanding for all design disciplines within the theater arts, including scenic, costuming, lighting, sound, and directing. Subjects covered are principles of composition and design, drafting techniques, drawing techniques, 3D model building, color theory for pigment, color theory for lighting, and hands on design projects. *Prerequisites: Ta 110 and Ta 155.*

## **Ta 298**

### **Special Topics (1–4)**

Topics not included in the regular catalog, treated in a variety of formats. May be taken more than once if subject matter varies sufficiently.

## **Ta 302**

### **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.

## **Ta 305**

### **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: Ta 110, Ta 155, and En 101.*

## **Ta 315**

### **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. *Prerequisites: Ta 110, Ta 115, and Ta 215.*

## **Ta 322**

### **Scene Design (3) (D)**

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: Ta 110, Ta 155, and Ta 260.* (VC)

## **Ta 325**

### **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. *Prerequisites: Ta 115 and Ta 220, or permission of instructor.*

## **Ta 352**

### **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: Ta 110, Ta 155, and Ta 260.*

## **Ta 354**

### **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: Ta 110, Ta 155, and Ta 260.* (VC)



**Ta 356****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: Ta 110, Ta 155, and Ta 260.* (VC)

**Ta 381****Theatre History and Literature to 1640 (3) (F)**

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. *Prerequisite: En 101 and Ta 110, or permission of instructor.* (HP, WC)

**Ta 382****Theatre History and Literature From 1640 Through 1918 (3) (S)**

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: En 101 and Ta 110, or permission of instructor.* (HP, WC)

**Ta 383****Modern and Contemporary Theatre (3) (D)**

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: En 101 and Ta 110, or permission of instructor.* (HP, WC)

**Ta 479****Internship (1-3)**

An educational, practical hands-on work experience designed to complement the

student's major field of study. Open to students of at least junior standing who are making satisfactory academic progress. *Prerequisite: Permission of instructor.*

**Ta 477****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: Ta 110, Ta 115, Ta 155, Ta 215, Ta 220, Ta 224, and Ta 260.* (VC)

**Ta 488****Senior Comprehensive Exam (cr)****Ta 495****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.

**Ta 499****Independent Study (credit arranged)**

Subject and approach to be worked out between faculty and student. A maximum of eight hours may be earned in Independent Study.

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

### Freshman Year

Ta 111, Production Arts	1	Ta 112, Production Arts	1
Ta 110, Script Analysis	3	Ta 115, Fundamentals of Acting	3
Ta 155, Stagecraft	3	Ta 221, Stage Makeup	3
En 101, English Composition	3	Ph 175, Principles of Nature	3
Gs 150, BC Experience	cr	Person and Community Foundation	3
Th 101, Intro to Theology	3	Pe 115, Wellness for Life	1
Foreign Language	3-4	Foreign Language	4
	<hr/>		<hr/>
	16-17		18

### Sophomore Year

Ta 211, Production Arts	1	Ta 212, Production Arts	1
Ta 220, Movement for the Performing Artist	3	Ta 215, Techniques of Acting	3
Theatre History & Literature (1)	3	Theatre History & Literature (2)	3
Philosophical Inquiry	3	Ta 260, Fundamentals of Theatrical Des.	3
Quantitative Analysis	3	Understanding the Natural World	4
Aesthetic Experience	3	Faith Foundation	3
		Pe, Fitness Activity	1
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	16		18

### Junior Year

Ta 311, Production Arts	1	Ta 312, Production Arts	1
Ta 315, Advanced Acting Styles	3	Theatre Design Course	3
Theatre History & Literature (3)	3	TA 224, 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
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	16		16

### Senior Year

TA 477, Play Direction	3	Ta 488, Comprehensive Exam, or	cr
Theatre Elective (Special Topic)	3	Ta 495, Senior Creative Project	3
Understanding the Natural World	3-4	Electives/Minor	12
Electives/Minor	6		
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	15-16		15

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# Theology and Evangelization & Catechesis

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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 social justice 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:

Th 101, Introduction to Theology

Th 200, Christian Moral Life

Th 450, Seminar

3 hours – Old Testament Studies. One course chosen from:

Th 210, Old Testament I: Pentateuch

Th 310, Old Testament III: Prophets

Th 315, Old Testament II: Wisdom Literature

3 hours – New Testament Studies. One course chosen from:

Th 240, New Testament I: Synoptic Gospels

Th 350, New Testament II: Pauline Literature

Th 356, Gospel of John

3 hours – Historical Studies. One course chosen from:

Th 390, History of the Catholic Church I

Th 395, History of the Catholic Church II

3 hours – Ecumenical Studies. One course chosen from:

Th 365, Christianity and World Religions

Th 410, To the East and Back: Inter-Religious Dialogue

Th 420, The Protestant Tradition

3 hours – Christian Life Studies. One course chosen from:

Th 320, Sacraments and Liturgy

Th 330, Christian Marriage

Th 370, Catholic Social Teaching

Th 375, Benedictine Spirituality

3 hours – Doctrinal Studies. One course chosen from:

Th 307, Faith and Reason (Note: *Prerequisite: Ph 306*)

Th 360, Theology of the Church

Th 340, 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).

## 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 EC majors)

Ea 280, Mission to the Nations (3)

Ea 285, New Evangelization (3)

Ea 440, Seminar (3)

## Required Theology Courses (all EC majors)

Th 101, Introduction to Theology (3)

Th 200, Christian Moral Life (3)

Th 210, Pentateuch, OR Th 310, Prophets,  
OR Th 315, Wisdom Literature (3)

Th 240, Synoptic Gospels

OR Th 356, Johannine Literature (3)

Th 340, Christ and the Trinity (3)  
Th 345, Theology of Vatican II (3),  
OR Th 395, History of the Catholic  
Church II (3)  
Th 377, Spiritual Theology (3)  
Elective — 3 Credit Hours (any Th or Ea  
listed course of 3 or more credit hours)

### **Additional Requirements for a Track in New Evangelization Studies**

Ea 477, Catechetical Practicum (1–4)  
Choose six credit hours from the following  
courses:

Ea 321, Divine Pedagogy: Catechesis in  
Scripture (3)  
Ea 331, Catechetical and Missionary Saints  
(3)  
Ea 341, The Papacy and the New  
Evangelization (3)

### **Additional Requirements for a Track in Youth Ministry and Catechesis**

Ea 380, Youth Ministry and Catechesis I (3)  
Ea 385, Youth Ministry and Catechesis II (3)  
Ea 479, Supervised Internship in Youth  
Ministry (1–4)

### **Recommended Interdisciplinary Courses for Students in the Youth Ministry Track (not required):**

Cr 302, Juvenile Delinquency  
Mc 380, Web Design  
Ph 325, Ethics  
Ph 350, Philosophical Psychology  
Py 100, General Psychology  
Py 263/264, Developmental Psychology  
I & II  
Py 401, Introduction to Counseling  
Psychology  
Py 482, Social Psychology  
Ps 275, Public Policy Analysis  
So 201, Social Problems

### **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:**

Th 101, Introduction to Theology (3)  
Th 200, Christian Moral Life (3)  
Th 210, Old Testament I: Pentateuch (3)  
Th 240, New Testament I: Synoptic Gospels (3)  
Th 320, Sacraments and Liturgy (3)  
Th 330, Christian Marriage (3)  
Th 365, Christianity and World Religions (3)  
Th 370, Catholic Social Teaching (3)  
Th 390, History of the Catholic Church I (3)  
Th 395, History of the Catholic Church II (3)  
Th 450, Seminar (3)  
Th 457, Methods of Teaching Theology (2)  
Theology Elective – 3 credit hours (any Th or Ea  
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:

Th 101, Introduction to Theology  
Th 200, Christian Moral Life  
3 hours – Biblical Studies. One course  
chosen from:  
Th 210, Old Testament I: Pentateuch  
Th 315, Old Testament II: Wisdom Literature  
Th 310, Old Testament III: Prophets  
Th 240, New Testament I: Synoptic Gospels  
Th 350, New Testament II: Pauline Literature  
Th 356, Gospel of John

9 hours electives (Note: Any theology course  
many count as an elective.)

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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.

## **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 40% of the coursework required for the major or minor at Benedictine College.

Note: If a student has not taken Th 101 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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### **Ea 280**

#### **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.

### **Ea 285**

#### **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.

### **Ea 321**

#### **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.

### **Ea 331**

#### **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.

### **Ea 341**

#### **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.

### **Ea 380**

#### **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: Th 101.*

### **Ea 385**

#### **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: Ea 380.*

### **Ea 440**

#### **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.

### **Ea 477**

#### **Catechetical Practicum (1–4) (B)**

The Catechetical 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.

### **Ea 479**

#### **Supervised Internship in Youth Ministry (1–4) (B)**

The goal of the internship in Youth Ministry is to provide a practical experience in the service of youth in the Church that bridges the academic training and the application of this training in the concrete setting of the local

church. The internship will usually occur over the course of several semesters or during the summer.

### **Ea 488**

#### **Senior Comprehensive (cr) (B)**

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### **Th 101**

#### **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)

### **Th 200**

#### **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: Th 101.* (F)

### **Th 210**

#### **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: Th 101.* (F, GP)

**Th 240****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: Th 101.* (F, GP)

**Th 307****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: Ph 306.* (F, PI)

**Th 308****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: Ph 306 and Th 307. Corequisite: Ph 308.* (F, PI)

**Th 310****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: Th 101.* (F)

**Th 315****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: Th 101.* (F)

**Th 320****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: Th 101.* (F)

**Th 330****Christian Marriage: Catholic Perspectives (3) (S)**

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: Th 101.* (F)

### **Th 335, 336**

#### **Natural Family Planning (1, 1) (D)**

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: Th 101.*

### **Th 340**

#### **Christ and the Trinity (3) (D)**

A survey of the message, 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. Examination of the Trinitarian faith in God as a communion of love between the Father, Son and Holy Spirit concludes this course. *Prerequisite: Th 101.* (F, WP)

### **Th 345**

#### **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: Th 101.* (F)

### **Th 350**

#### **New Testament II:**

#### **Pauline Literature (3) (D)**

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: Th 101.* (F, GP)

### **Th 355**

#### **American Catholic History (3) (D)**

Volunteerism, separation of Church & State, and religious pluralism are a few of the factors that make the United States a distinct culture offering unique opportunities and challenges for the growth of the Catholic Church in America. Raising questions of identity this course will trace the growth of the Church in America from the time of exploration, through the three Plenary Councils, study American bishops' involvement in the first and second Vatican Councils, and highlight other related issues up to the present time. This course will introduce students to some of the key historical figures, events, and phenomena that make up the American Catholic experience, exploring the various ways in which history, theology, and culture intersect. *Prerequisite: Th 101.* (F)

### **Th 356**

#### **Gospel of John (3) (B)**

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: Th 101.* (F)

### **Th 360**

#### **Theology of the Church (3) (D)**

A study of the Church as a sign of God's universal self-giving to humanity. 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: Th 101.* (F)

### **Th 365**

#### **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: Th 101.* (F, GP, WP)

### **Th 370**

#### **Catholic Social Teaching (3) (D)**

An examination of 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 Ec 370. Prerequisite: Th 101.* (F)

### **Th 375**

#### **Benedictine Spirituality (3) (D)**

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: Th 101.* (F)

### **Th 377**

#### **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)

### **Th 390**

#### **History of the Catholic Church I: From Apostolic Times to the 16th Century (3) (F)**

An examination of the cultural, theological and philosophical history of the Church from apostolic times up to the Protestant Reformation. Attention will be given to major figures, movements and schools of thought. *Prerequisite: Th 101.* (F, HP, WP)

### **Th 395**

#### **History of the Catholic Church II: From the Reformation to the Present (3) (S)**

An examination of the cultural, theological, and philosophical history of the Church from the Protestant Reformation through today. Attention will be given to major movements and schools of thought that serve as the basis and backdrop of current conditions within the Church. *Prerequisite: Th 101.* (F, HP)

### **Th 396**

#### **The Holy Land (2) (D)**

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.

### **Th 398**

#### **Special Topics (1-3)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Th 101.*

### **Th 400**

#### **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: Th 101.* (F)

### **Th 405**

#### **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: Th 101.* (F)

### **Th 420**

#### **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: Th 101.* (F)

### **Th 450**

#### **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.*

### **Th 457**

#### **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: Th 101.*

### **Th 488**

#### **Senior Comprehensive (cr)**

### **Th 499**

#### **Independent Study**

The department invites students (individuals or groups) to propose areas of special interest to them for investigation. *Departmental approval required.*



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

<b>Freshman Year</b>			
En 101, English Composition	3	Aesthetic Foundation	3
Gs 150, BC Experience	cr	Foreign Language	4
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature	3
Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Theology – Old Testament	3
Pe Activity course	1		
Pe 115, Wellness for Life	1		
	<hr/>		<hr/>
	15		16
<b>Sophomore Year</b>			
Person and Community Foundation	3	Aesthetic Foundation	3
Theology – New Testament	3	Theology – Doctrinal	3
Philosophical Inquiry Foundation	3	Th 200, Christian Moral Life	3
Natural World Foundation	4	Electives	8
Elective	3		
	<hr/>		<hr/>
	16		17
<b>Junior Year</b>			
Theology – Historical	3	Theology – Christian Life	3
Philosophical Inquiry Foundation	3	Theology elective	3
Natural World Foundation	3–4	Electives	11
Electives	6		
	<hr/>		<hr/>
	15–16		17
<b>Senior Year</b>			
Theology electives	6	Theology elective	3
Philosophical Inquiry Foundation	3	Th 450, Seminar	3
Electives	7	Electives	10
		Th 488, Senior Comprehensive	cr
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	16		16

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## Suggested sequence of courses for a Bachelor of Arts degree in Evangelization and Catechesis

<b>Freshman Year</b>			
En 101, English Composition	3	Person and Community Foundation	3
Gs 150, BC Experience	cr	Foreign Language	4
Th 101, Introduction to Theology	3	Ph 175, Principles of Nature	3
Historical Foundation	3	Elective	3
Foreign Language	4	Theology – Old Testament	3
Pe Activity course	1		
Pe 115, Wellness for Life	1		
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	15		16

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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	Th 395, History of Catholic Church II	3
Philosophical Inquiry Foundation	3	Th 200, Christian Moral Life	3
Natural World Foundation	4	Ea 285, New Evangelization	3
Ea 280, Mission to the Nations	3	Electives	5
	<hr/>		<hr/>
	16		17
<b>Junior Year</b>			
Ea 380, Youth Ministry and Catechesis I (For NES track: Ea 321, 331, or 341)	3	Ea 385, Youth Ministry and Catechesis II (For NES track: Ea 321, 331, or 341)	3
Philosophical Inquiry Foundation	3	Th 377, Spiritual Theology	3
Natural World Foundation	3–4	Electives	11
Th 345, Theology of Vatican II	3		
Elective	3		
	<hr/>		<hr/>
	15–16		17
<b>Senior Year</b>			
Th 340, Christ and the Trinity	3	Ea 440, Seminar	3
Electives	13	Electives (depends on internship)	10–11
		Ea 479, Youth Ministry Internship (For NES track: Ea 477, Catechetical Practicum)	1–4
		Ea 488, Senior Comprehensive	cr
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	16		14–18

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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. In order to receive advanced placement credit, the exam must be taken within two semesters of beginning study at Benedictine. 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 Cuernavaca, Mexico, Seville, Spain, and Puerto Rico. The programs in France are located in Angers and Paris. 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 Brittany, 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.

## **Courses taught at our Florence, Italy, campus**

### **It 100 (4); It 102 (4)**

Offered through our semester in Florence program, It 100 (4) and It 102 (4) 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)

### **It 301**

#### **Europe in the Middle Ages (3)**

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, HP, WP, GP)

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## **French**

### **Requirements for a major in French:**

Fr 100, Beginning French or

Fr 101, Elementary French

Fr 102, Second Semester French

Fr 201, Intermediate French

Fr 304, Introduction to French Literature

Fr 361, French Civilization

*and* one additional French literature course or Fr 365, 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 Fl 457. The student will

also complete the requirements for teacher certification outlined under Education.

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

Fr 101, Elementary French or

Fr 100, Beginning French

Fr 102, Second Semester French

Fr 201, 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 300-level and above courses required for the major either at Benedictine College or through one of our approved study abroad programs.

### **Fr 100**

#### **Beginning French (4) (F)**

This course is intended for students with little or no previous learning of French. It 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. *Note: Students may not get credit for both Fr 100 and Fr 101. Not available to any student who has previously completed a year or more of study of French in high school with grades of 'B' or better.* (C)

### **Fr 101**

#### **Elementary French (3) (F)**

This course is intended for students who have had some study in French, but who did not retain enough knowledge to place into second-semester. The course description is the same as that for Fr 100, but the course moves at a faster pace. *Note: Students may not get credit for both Fr 100 and Fr 101. Prerequisite: Students who have taken at least two years of French in high school with grades of 'B' or better are required to take the placement test before being allowed to enroll in 100-level French courses. Any student who enrolls in Fr 100 or Fr 101 who has studied French for at*

*least three years with grades of 'B' or better and who has not taken the placement exam may be dropped from the course.* (C)

### **Fr 102**

#### **Second Semester French (4) (S)**

This is a continuation and completion of the program described for Fr 100/101. (C)

### **Fr 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### **Fr 201**

#### **Intermediate French (4) (F)**

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.

### **Fr 301**

#### **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.

### **Fr 304**

#### **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. (AE)

### **Fr 350**

#### **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)

### **Fr 351**

#### **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. (WC)

### **Fr 361**

#### **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. (HP, WP, WC)

### **Fr 362**

#### **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. (AE, WP)

### **Fr 363**

#### **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. (AE, WP)

### **Fr 364**

#### **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. (AE, WP)

### **Fr 365**

#### **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. (AE, GP)

### **Fr 370**

#### **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. (AE, WC)

### **Fr 398**

#### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. Courses may be offered in English. Courses offered in English may not count toward a French major or minor.

**Fr 457****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.

**Fr 471, 472****Directed Readings (1, 2, 3)**

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. *Prerequisite: Department approval.*

**Fr 488****Senior Comprehensive Exam (cr)****Fr 499****Independent Study (credit arranged)****Suggested sequence of courses for a Bachelor of Arts degree in French\*****Freshman Year**

En 101, English Composition	3	Fr 102, Second Semester French	4
Fr 101, Elementary French	3	Ph 175, Principles of Nature	3
Gs 150, BC Experience	cr	Two Foundations courses (see below)	6
Th 101, Introduction to Theology	3	Elective	3
Two Foundations courses (see below)	6-7		
	15-16		16

Student should select courses to fulfill the following Foundations during the freshman year:

Historical Perspectives (1 course)	Natural World (1 course with or without lab)
Person and Community (1 course)	Faith (1 course)

Note there are several courses in the major that fulfill foundations.

**Sophomore Year**

Fr 201, Intermediate French	4	Upper-level French course	3
Natural World Foundation	3-4	Faith Foundation	3
Philosophical Inquiry Foundation	3	Electives	8
Electives	6	Pe 115, Wellness for Life	1
		Pe Activity course	1
	16-17		16

**Junior Year**

Study Abroad (to include Fr 361, French Civilization)	18	Fr 365, Francophone Lit & Civilization	3
		Philosophical Inquiry Foundation	3
		Electives	9
	18		15

**Senior Year**

French Literature Course	3	Fr 488, Senior Comprehensive	cr
Quantitative Course	3	Electives	17
Electives	9		
	15		17

\*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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## Spanish

### Requirements for a major in Spanish:

Sa 100, Beginning Spanish or  
Sa 101, Elementary Spanish  
Sa 102, Second Semester Spanish  
Sa 201, Intermediate Spanish  
Sa 304, Introduction to Hispanic Literature and Literary Analysis  
Sa 340, Introduction to Hispanic Linguistics and 18 additional hours of upper-division Spanish courses, including:  
Sa 301, Spanish Phonetics and Phonology or Sa 375, Advanced Spanish Grammar and Composition  
Sa 371, Spanish Civilization and Culture or Sa 372, Latin American Civilization and Culture  
Sa 365, Survey of Latin American Literature or Sa 366, Survey of Spanish Literature  
Sa 470, Selected Topics in Latin American Literature or Sa 480, Select Topics in Spanish Literature  
Sa 481, Select Topics in Hispanic Linguistics  
*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 Fl 457 (course description under French). The student will also complete the requirements for secondary teacher certification outlined under Education.

### The requirements for a minor in Spanish:

Sa 100, Beginning Spanish or  
Sa 101, Elementary Spanish  
Sa 102, Second Semester Spanish  
Sa 201, Intermediate Spanish  
Sa 304, 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 300-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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### Sa 100

#### Beginning Spanish (4) (F)

This first semester course of the beginning Spanish sequence teaches listening, reading, speaking, and writing within a communicative, task-based approach. Class time is devoted to applying material in class, small group, pair, and individual activities in the target language. *Note: Students may not get credit for both Sa 100 and Sa 101. This course is intended for students with little or no previous study of Spanish. This class is not available for students who have completed a year or more of high school Spanish with a grade of 'B' or better. (C)*

### Sa 101

#### Elementary Spanish (3) (B)

This first semester course of the beginning Spanish sequence teaches listening, reading, speaking, and writing within a communicative, task-based approach. Class time is devoted to applying material in class, small group, pair, and individual activities in the target language. This course covers the same material as Sa 100, but at a faster pace. *Note: Students may not get credit for both Sa 100 and Sa 101. Prerequisite: One year of high school Spanish with a 'B' or higher. Students who have taken at least two years of Spanish in high school with grades of 'B' or better are required to take the online placement test before being allowed to enroll in 100-level Spanish courses. Any student who enrolls in Sa 100 or Sa 101 who has studied Spanish for at least two years with grades of 'B' or better and has not taken the placement exam may be dropped from the course. (C)*

## **Sa 102**

### **Second Semester Spanish (4) (B)**

This second semester course of the beginning Spanish sequence teaches listening, reading, speaking, and writing within a communicative, task-based approach. 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. *Prerequisite: Sa 100 or Sa 101, or placement exam.* (C)

## **Sa 198**

### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

## **Sa 201**

### **Intermediate Spanish (4) (F)**

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 Sa 101 and Sa 102.

## **Sa 301**

### **Spanish Phonetics and Phonology (3) (D)**

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: Sa 201.*

## **Sa 304**

### **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: Sa 201; available only to Spanish, Foreign Language, International Studies, or International Business majors or minors.* (AE, WP, WC)

## **Sa 340**

### **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: Sa 201; available only to Spanish, Foreign Language, International Studies or International Business majors or minors.*

## **Sa 350**

### **Study Abroad: Immersion in Spanish (1–12)**

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)

## **Sa 365**

### **Survey of Latin American Literature (3) (S)**

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: Sa 304.* (AE)

### **Sa 366**

#### **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: Sa 304.* (AE)

### **Sa 371**

#### **Spanish Civilization and Culture (3) (S)**

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: Sa 201.* (HP, WC)

### **Sa 372**

#### **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: Sa 201.* (HP, WC)

### **Sa 375**

#### **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.

### **Sa 380, 381, 382, 383, 384, 385**

#### **Developing Spanish Oral Proficiency 1-6 (1) (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.

### **Sa 398**

#### **Special Topics (1-4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. May be offered in English. Courses offered in English may not count toward a Spanish major or minor.

### **Sa 401**

#### **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.

### **Fl 457**

#### **Methods of Teaching Foreign Languages (2) (D)**

(See description of the course under the French Program.)

**Sa 470****Selected Topics in Latin American Literature (3) (D)**

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: Sa 304.*

**Sa 471, 472****Directed Readings (1, 2, 3)**

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.*

**Sa 480****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: Sa 304.*

**Sa 481****Select Topics in Hispanic Linguistics (3) (D)**

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: Sa 340.*

**Sa 488****Senior Comprehensive Exam (cr)****Sa 499****Independent Study (credit arranged)****Suggested sequence of courses for a Bachelor of Arts degree in Spanish\*****Freshman Year**

En 101, English Composition	3	Ph 175, Principles of Nature	3
Sa 101, Elementary Spanish	3	Sa 102, Second Semester Spanish	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
Two Foundations courses (see below)	6-7	Pe Activity course	1
Gs 150, BC Experience	cr	Two Foundations courses (see below)	6
		Elective	3
	<hr/>		<hr/>
	15-16		17

Student should select courses from the following Foundations during the freshman year:

Historical Perspectives (1 course)	Natural World (1 course with or without lab)
Person and Community (1 course)	Faith (1 course)

\*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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## Suggested sequence of courses for a Bachelor of Arts degree in Spanish\* (Continued)

### Sophomore Year

Sa 201, Intermediate Spanish	4	Sa 301, Spanish Phonetics and Phon.	3
Natural World Foundation	3–4	Sa 304, Intro to Hispanic Lit & Lit Analy.	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
Electives	6	Electives	6
	<hr/>		<hr/>
	16–17		15

### Junior Year

Sa 365, Survey of Latin American Lit or Sa 366, Survey of Spanish Literature	3	Study Abroad (to include Sa 371, Spanish Civilization and Culture or Sa 372, Latin Amer Civ and Culture)	17
Sa 340, Intro to Hispanic Linguistics	3		
Philosophical Inquiry Foundation	3		
Electives	6		
	<hr/>		<hr/>
	15		17

### Senior Year

Sa 470, Selec. Topics in Latin Amer. Lit.	3	Sa 488, Senior Comprehensive	cr
Quantitative Course	3	Spanish Elective	3
Electives	9	Electives	14
	<hr/>		<hr/>
	15		17

\*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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## 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, Greek or Italian. (Italian is currently offered only through Benedictine's semester-abroad program in Florence.) Foreign language majors are required to study abroad for a semester or summer.

There are two options for pursuing a major in foreign language. They are as follows:

**Option 1:** One primary language and one secondary language.

Primary language: Spanish.

The student is required to complete 22 credit hours beyond Spanish 102: Sa 201, Sa 304, Sa 340, one additional upper-level Spanish literature course, 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 French 102; Fr 201, Fr 304, Fr 361, and four upper-level courses that can be taken at Benedictine or through a study abroad program.



Secondary language: French  
Eighteen credit hours beyond Fr 102, to include Fr 201, Fr 304, and nine additional hours to be completed at Benedictine or through a study abroad program.

Secondary language: Spanish  
Eighteen credit hours beyond Sa 102, to include Sa 201, Sa 304, and nine 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 is a combination of two languages: completing 13 hours of one language beyond the level of 102, and two semesters of a third language. Example: Fr 201 and three additional upper-level courses, Italian 100 and Italian 102. Or Latin 103, Latin 104, two intermediate Latin courses and Beginning Greek I and II.

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## Classics

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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 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:**

La 103, Beginning Latin I  
La 104, Beginning Latin II  
La 311, Latin Prose Authors  
La 312, Latin Prose Authors  
La 411, Latin Poets  
La 412, Latin Poets

Latin 459, 460 and/or 499 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:**

La 103, Beginning Latin I  
La 104, Beginning Latin II  
Gk 103, Beginning Greek I  
Gk 104, Beginning Greek II  
*and any two of the following courses:*  
La 311, Latin Prose Authors (3 hours)  
La 312, Latin Prose Authors (3 hours)  
La 411, Latin Poets (3 hours)  
La 412, Latin Poets (3 hours)  
Gk 311, Greek Prose Authors (3 hours)  
Gk 312, Greek Prose Authors (3 hours)

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## Greek

### Gk 103, 104

**Beginning Greek I & II (4, 4) (F, S)**  
**(offered alternating years)**

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)

### Gk 198

**Special Topics (1-4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### Gk 212

**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.

### Gk 311, 312

**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.

## **Gk 398**

### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

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## **Latin**

### **La 103, 104**

#### **Beginning Latin I, II (4, 4) (F, S) (offered alternating years)**

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)

### **La 198**

#### **Special Topics (1–4)**

These are topics not included in the regular catalogue. They may be taken more than once if the subject matter varies sufficiently.

### **La 212**

#### **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.

### **La 311, 312**

#### **Latin 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.

## **La 398**

### **Special Topics (1–4)**

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.

### **La 411, 412**

#### **Latin Poets (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. (Latin 411, as epic poetry, is offered under the title La 111/411 “Greek and Roman Mythology.” As La 111 it may be taken by non-Latin reading students as a two-hour audio-visual survey of mythology. As La 411 it is taken by Latin students who earn an additional credit hour by doing readings in Latin.)

### **La 459, 460**

#### **Directed Readings (3, 3)**

A program of independent study open only to advanced students under the supervision of the instructor.

### **La 499**

#### **Independent Study (1–3)**

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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.



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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.

An advisory council of alumni helps to govern the activities of the alumni association. They assist with local events, help host class reunions, provide career related information, and many additional services.

Two awards, The Kansas Monk Award and The Offeramus Medal, are presented annually to an outstanding alumnus and alumna, respectively.

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# Memberships

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Benedictine College holds memberships in the following:

Accreditation Board for Engineering and Technology (ABET)  
American Association of College of Nursing (AACN)  
American Association of Colleges for Teacher Education (AACTE)  
American Association of Collegiate Registrars and Admissions Office (AACRAO)  
American College Health Association  
American Library Association  
Association of Benedictine Colleges and Universities (ABCU)  
Association of Catholic Colleges and Universities (ACCU)  
Association of Title IX Administrators  
Atchison Area Chamber of Commerce  
Catholic College Cooperative Tuition Exchange (CCCCTE)  
Catholic Campus Ministry Association  
College Board Membership  
Council for the Advancement and Support of Education (CASE)  
Council of Independent Colleges  
Council for Higher Education Accreditation (CHEA)  
Council for the Accreditation of Educator Preparation (CAEP)  
College and Universities Professional Association for Human Resources (CUPA-HR)  
Heart of America Athletic Conference (HAAC)  
Institute on Religious Life  
International Student Exchange Programs (ISEP)  
Kansas Collegiate Media  
Kansas Association of Student Financial Aid Administrators (KASFCAA)  
Kansas Independent College Association (KICA)  
Kansas Independent College Fund (KICF)  
Legatus  
National Association of College and University Business Officers (NACUBO)  
National Association of Intercollegiate Athletics (NAIA)  
National Association of Independent Colleges and Universities (NAICU)  
National Association of Student Financial Aid Administrators (NASFAA)  
National Association of College Admissions Counselors (NACAC)  
National Association of Colleges and Employers (NACE)  
Online Computer Library Center (OCLC)  
St. Joseph (Missouri) Area Chamber of Commerce  
Society for Human Resource Management  
State Library of Kansas  
The Higher Learning Commission of North Central Assoc. Of Colleges and Schools

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## Gifts and Bequests

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**B**enefactors of the college may make gifts by using one or more of the following methods of support:

- 1) By making current gifts of cash, securities or property.
- 2) By providing current contributions from their corporations.
- 3) By entering a charitable gift annuity agreement.
- 4) By making the college owner and beneficiary of their life insurance or by designating it as a contingent beneficiary.
- 5) By naming the college beneficiary or contingent beneficiary of their IRAs.
- 6) By setting up a life income agreement.
- 7) By establishing a charitable lead trust.
- 8) By establishing a revocable living trust.
- 9) By establishing a charitable remainder trust (either lifetime or testamentary).
- 10) By an outright or contingent bequest.

**THE LEGAL TITLE** of the college is “Benedictine College, a corporation at Atchison, Kansas.”

The most desirable and useful gift is one that is given for the general purposes of the college without any condition as to its use. Gifts and bequests during life have advantages for both the college and the benefactor.

By virtue of Benedictine College’s listing in the Official Catholic Directory, the Treasury of the United States has ruled that contributions to the college fully qualify for federal income, estate and gift tax deduction purposes as provided within the law.

**FOR CONVENIENCE** of any who wish to make a gift or bequest to the college, the following forms are suggested:

1) **“I give, devise and bequeath to Benedictine College, a corporation at Atchison, Kansas, the sum of \$\_\_\_\_\_.”** or,

2) **“I give, devise or bequeath to Benedictine College, a corporation at Atchison, Kansas, all my right, title and interest in the following described property\_\_\_\_\_.”**  
or,

3) **“I give, devise and bequeath to Benedictine College, a corporation at Atchison, Kansas, all the rest, residue and remainder of my estate.”**

**PERSONS INTERESTED** in making special gifts or bequests to the college should write or call the Office of Advancement, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002. Telephone: 913-360-7414.

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