



# Course Catalog

2023-2024

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# Benedictine College

## Course Catalog

### 2023–2024

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1020 North Second Street                    1-913-367-5340  
Atchison, Kansas 66002-1499                1-800-467-5340  
    FAX (913) 367-5462  
    <http://www.benedictine.edu>

**Accreditation:**

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

**Higher Learning Commission**  
230 South LaSalle, Suite 7-500  
Chicago, IL 60604

Certain programs have received specialized accreditation or approval:

**ABET**  
415 North Charles Street  
Baltimore, MD 21201  
• Chemical Engineering  
• Civil Engineering  
• Electrical Engineering  
• Mechanical Engineering

**American Chemical Society**  
1155 Sixteenth Street, N.W.  
Washington, D.C. 20036

**Commission on Collegiate Nursing Education (CCNE)**  
655 K Street NW, Suite 750  
Washington, DC 20001  
Phone: (202) 887-6791

**Kansas State Board of Nursing\***  
Landon State Office Building  
900 SW Jackson Street, Suite 1051  
Topeka, KS 66612-1230

**Kansas Department of Education (KSDE)**  
900 SW Jackson Street  
Topeka, KS 66612

**National Association of Schools of Music**  
11250 Roger Bacon Drive, Suite 21  
Reston, VA 20190

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

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## **United States Governmental Compliance Statements**

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### **Nondiscrimination**

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

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

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### **FERPA**

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

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

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

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### **Credit Hour Definition**

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

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

For the rest of the time needed to meet this requirement, as well as for the other courses, departments are responsible for creating a Credit Hour Compliance document to verify that each of the courses offered by their department meets the required "two hours outside for class for each hour in class." This document lists the various types of activities and assignments possible in courses offered in their department and the amount of time that it is expected that students would spend doing each type of activity. By examining the outline of

assignments on the course syllabus for the semester, one can calculate the estimated amount of time outside of class that a student is expected to spend for the course. Each department's Credit Hour Compliance document is reviewed by the Curriculum Committee to ensure that the amounts of time seem reasonable with the Dean of the College responsible for final approval and oversight. Department chairs are responsible for verifying that the courses taught in their department each comply with the credit hour guidelines that they have established. The Credit Hour Compliance documents are available on the Benedictine College website.

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

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## 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 2023

### August

23	Wednesday	First day of fall semester
28	Monday	Last day to add 1 <sup>st</sup> quarter class
29	Tuesday	Opening All-School Mass and Convocation
30	Wednesday	Last day to add a semester-long class

### September

4	Monday	Labor Day (classes in session)
5	Tuesday	Last day to drop a 1 <sup>st</sup> quarter class without a “W”
12	Tuesday	Last day to request a P/NP grade for a semester-long class
19	Tuesday	Last day to drop a semester-long class without a “W”
22–24	Friday–Sunday	Family Weekend
27	Wednesday	Last day to drop a 1 <sup>st</sup> quarter class with a “W”

### October

2	Monday	Graduation applications due to graduate or participate in May 2024 Commencement
10	Tuesday	Midterm (1 <sup>st</sup> quarter classes end)
11	Wednesday	2 <sup>nd</sup> quarter classes begin
12–15	Thursday–Sunday	Fall Break
18	Wednesday	Last day to add a 2 <sup>nd</sup> quarter class
20–22	Friday–Sunday	Homecoming Weekend
26	Thursday	Last day to drop a 2 <sup>nd</sup> quarter class without a “W”

### November

1	Wednesday	All Saints Day — All-School Mass
8	Wednesday	Last day to drop a class (semester/2 <sup>nd</sup> quarter) with a “W”
22–26	Wednesday–Sunday	Thanksgiving Break

### December

6	Wednesday	Study Day; Last day to file for an “Incomplete”
7, 8, 11, 12	Thursday–Friday Monday–Tuesday	Final exams

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# Academic Calendar

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## Spring Semester 2024

### January

10	Wednesday	First day of spring semester
15	Monday	Last day to add a 1 <sup>st</sup> quarter class; Martin Luther King Jr. Day (classes in session)
17	Wednesday	Last day to add a semester-long class
23	Tuesday	Last day to drop 1 <sup>st</sup> quarter class without a “W”
30	Tuesday	Last day to request P/NP course grading

### February

6	Tuesday	Last day to drop a semester-long class without a “W”
10	Saturday	Feast of St. Scholastica – No All-School Mass
14	Wednesday	Ash Wednesday – All School Mass; Last day to drop a 1 <sup>st</sup> quarter class with a “W”
27	Tuesday	Midterm (1 <sup>st</sup> quarter classes end)
28	Wednesday	2 <sup>nd</sup> quarter classes begin

### March

1	Friday	Intent to Graduate forms due for December 2024 graduates
2–10	Saturday–Sunday	Spring Break
11	Monday	Last day to add a 2 <sup>nd</sup> quarter class
20	Wednesday	Last day to drop a 2 <sup>nd</sup> quarter class without a “W”
21	Thursday	Feast of St. Benedict – All-School Mass
28–April 1	Thursday–Monday	Easter Break

### April

5	Friday	Last day to drop a class (semester/2 <sup>nd</sup> quarter) with a “W”
17	Wednesday	Discovery Day

### May

1	Wednesday	Study Day; Last day to file for an “Incomplete”
2, 3, 6, 7	Thursday, Friday, Monday, Tuesday	Final Exams
10	Friday	Baccalaureate Mass
11	Saturday	Commencement

### June

7–9	Friday–Sunday	Alumni Weekend
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## The Mission of Benedictine College

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

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

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

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

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

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

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

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

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

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### America's Discovery College

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

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

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

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

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

**Discovery Day** is the central academic event in the spring semester. Through Discovery Day, students experience the excitement of presenting (orally) and displaying (visually) their year's intellectual ventures that have become an integral part of their learning experience.

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## Undergraduate Admission Policies

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Admission to undergraduate standing at Benedictine College as a freshman or transfer student is based on an applicant's academic record, evidence of the ability to do college work, character, and interest in the mission of the college. Benedictine College admits qualified students of any religion, race and color, national and ethnic origin, and of either sex. Benedictine College does not discriminate based on religion, race, color, national origin, sex, age, or disability (or any other criteria protected by applicable law) for admission purposes.

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### First-Year Application Periods

1. **Early Action:** The Early Action period is for students who have a strong interest in attending Benedictine College and believe they can present a complete application during the first semester of their senior year. The deadline to apply Early Action is November 15. The key benefit to applying Early Action is to receive the earliest possible admission decision and scholarship notification. Early Action is a non-binding application process; students are free to apply to other institutions.
2. **Regular Admission:** The Regular Admission Deadline is December 1. Regular Admission is similar to Early Action but offers a slightly later time frame. Regular Admission is a non-binding application process.
3. **Rolling Admission:** Any application received after December 1 falls into our rolling admission cycle. This application process allows students to apply within a larger window of time and add seventh semester grades to their admission record.

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### First-Year Application Plans

**Standard Application Plan:** To be considered for admission under the standard application plan, prospective students must submit the following documents to the Office of Admission, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499:

1. A completed application ([www.benedictine.edu](http://www.benedictine.edu) or [commonapp.org](http://commonapp.org)) for undergraduate admission;
2. A \$50.00 non-refundable application fee (waived for online application);
3. An ACT, CLT or SAT score report. Score reports may be sent directly from the testing agency, on an official transcript, or sent from a school counselor. Benedictine College accepts the highest composite score from a single examination; superscores are not accepted. Benedictine College will accept self-reported test scores for admission purposes. All freshmen who are admitted and ultimately enroll at Benedictine will need to submit official test scores prior to their entry term.

**ACT procedure:** Submit an ACT score report to Benedictine College (code 1444) from your MyACT account.

**SAT procedure:** Submit an SAT score report to Benedictine College (code 6056) from your College Board account (code 6056).

**CLT procedure:** Submit a CLT score report to Benedictine College directly from your CLT account.

4. A high school transcript(s) that includes a minimum of six semesters of high school. We will use the highest grade point average reported on the transcript for admission and scholarship purposes. Benedictine College will accept unofficial transcripts for admission purposes. Applicants may submit an emailed copy of the transcript to [ravenmail@benedictine.edu](mailto:ravenmail@benedictine.edu) or to their admission counselor.

Student athletes may use this option for acceptance to Benedictine College. However, student athletes must complete the NAIA eligibility forms, which require an official high school transcript.

Upon receipt of a completed application, \$50.00 application fee, all official transcripts, and an ACT, CLT, or SAT score report, 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.

**Test Optional Application Plan:** Benedictine College offers a test optional application plan. Select this plan on your application for admission.

Applicants with above a 2.75 GPA will be eligible to apply as a test optional candidate. We will use the highest-grade point average reported on the high school transcript. Test optional candidates may be asked to interview with an Admission Officer.

Applicants with a 2.74 or below are eligible to apply as a test optional candidate. In addition to the high school transcript, these candidates will be required to interview with an Admission Officer.

If the decision of the Admission Committee is favorable, the applicant will be required to submit a \$350.00 enrollment fee prior to May 1. This fee is refundable through May 1 for fall semester applicants, and October 1 for spring semester applicants.

Benedictine College reserves the right to rescind a favorable admission decision for any reason.

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)	Natural Science (2–4 units)
Mathematics (3–4 units)	Social Science (2 units)
Foreign Language (2–4 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 above on the ACT, 960 or above on the Scholastic Aptitude Test (SAT), 61 or above on the CLT.
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 provide evidence of the 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 on the ACT, 52 on the CLT or 830 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.
  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 maximum of 98 hours will be accepted in transfer—64 hours of which may come from two-year colleges and the rest from four-year colleges/universities.

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

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

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

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

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

If the decision of the Admission Committee is favorable, the applicant will be required to submit a \$350.00 enrollment fee prior to May 1. This fee is refundable through May 1 for fall semester applicants, and October 1 for spring semester applicants.

Benedictine College reserves the right to rescind a favorable admission decision for any reason.

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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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### **Credit by Examination or Experience**

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

To aid in the identification of able college students and to foster greater intellectual development, Benedictine College participates in the Advanced Placement Program, which is administered by the College Entrance Examination Board. Students who receive a rating of 3 to 5 on the Advanced Placement Examinations will be considered for college credit and/or advanced placement. Policies vary with the

student's desire to use such credits in a major or in an elective area. For a guide to how AP credit will transfer to Benedictine College, refer to the College website ([www.benedictine.edu](http://www.benedictine.edu)), under "Resources," and look for Advanced Placement Equivalency Chart.

### **Advanced College Credit**

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

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

Applicants may request advance credit for courses in the college catalog by providing proof that the material described has already been mastered. The normal way in which this can be done is by examination. The College will accept many of the General Examination and many of the Subject Matter Examinations of the College Level Examination Program. If you are interested in taking a subject that is not listed here, check with the Registrar BEFORE taking the exam to find out if there is a possibility that it may transfer. All CLEP examinations must be taken prior to the start of the student's third semester at Benedictine College. (Note: These need to be taken prior to or during the first two semesters as a degree-seeking student, which may or may not have been consecutive.) 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 German (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, 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 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).

Biology HL in English	4 hours BIOL-1107
Chemistry SL in English	4 hours CHEM elective
English A Literature	3 hours ENGL-1020
Environ in Sys & Societies	3 hours SOCI elective
French B	4 hours FREN-1000
History 1 Route 1	3 hours HIST-1100
History 2 Route 2	3 hours HIST elective
History Americas HL	6 hours HIST elective
History Europe	3 hours of HIST elective
History World	6 hours HIST-1100; HIST-1101
Mathematics SL	3 hours MATH elective
Psychology SL	3 hours PYSC-1000

Spanish A Literature	4 hours SPAN-2010
Spanish B	4 hours of SPAN-1000
Theater	3 hours THTR elective
Visual Arts	3 hours ART elective

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

### **Locally Administered Placement Examinations**

#### **Foreign Language Placement**

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 enough on the language tests may have satisfied the college's general education requirement for one or two semesters of language and will be eligible to continue with sophomore-level courses or higher. Students who have completed three or more years of French or Spanish are required to take the placement exam before taking a course in the same language. If the student does not intend to continue studying the same language, the exam is optional. Students who received dual enrollment or AP credit, or who transferred in college credit for the language are not required to take the exam. Students who are planning to complete the language requirement in Italy do not need to take the exam; however, if they have three years previous experience in a language other than Italian, they are encouraged to take the placement exam in case their plans to complete the requirement in Italy change. It is highly recommended that students take the placement exam within one year of enrolling at Benedictine College, as this is when their previous language experience will be strongest. Students may not take the placement exam more than once. The placement exam is regularly scheduled at the beginning of the semester, during registration, and during SOAR weekends. See the Academic Calendar for dates. For more information, contact the Department of World Languages and Cultures or Admissions.

A native speaker of a language other than those listed above (French, Spanish, Latin), may take a proficiency exam to determine if his or her skills and knowledge are at an appropriate level (Intermediate Low / B1) to waive the foreign language requirement. It is normally taken before the beginning of one's junior year and costs \$250.

Students who are native speakers of a language other than French, Spanish, or Latin should contact the Chair of the Department of World Languages and Cultures to schedule the proficiency exam.

#### **Calculus Placement**

Any student planning to take a course in the Calculus sequence including pre-calculus, Calculus I, Calculus II, and Calculus III must be properly placed. Those with college credit at Benedictine College taken locally, accepted for transfer credit, or obtained via an AP Calculus score of 4–5 may determine correct placement by consulting the prerequisites listed in the course description. Note, in the special case of MATH-1300, Calculus I, one may qualify to take this course by either earning a "C" or higher in MATH-1250 locally or by accepted transfer credit, or by passing a placement exam. Beginning freshmen will be given an opportunity to take this exam, typically at SOAR (orientation). Any of those students who do not obtain an adequate score will have an opportunity to retake it after a period of at least three weeks with the understanding that the student should study relevant material during that time. All other students may take this placement exam only once. Normally, students without pre-calculus credit would have to pass this exam before enrolling in calculus I. However, beginning freshmen are placed before the exam is available, so they take the exam to verify or correct their placement and are then moved accordingly. Students with questions should contact the Director of Calculus Placement.

## **Credit for Experiential Learning**

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

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

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## **Readmission**

Any student who has been absent from Benedictine College must contact the Office of the Associate Dean of the College to seek readmittance. If the student left Benedictine College in good academic standing and has no outstanding holds on his or her account, the Associate Dean will give the student permission to start the readmission process. If this is the case, the student will need to

1. Complete the form to update his or her personal information and academic plans. The fee is not required for readmission applications.
2. Submit official transcripts of any coursework completed at another college.
3. 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.

If the student is readmitted, he or she will be requested to submit an enrollment and housing deposit as appropriate. This will be necessary only if the applicant's original deposit was refunded when he or she withdrew.

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## **Multiple Undergraduate Degrees**

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

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

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

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

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## **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 International Student Service Team 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 International Student Service Team.

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

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

### **International Freshman Admission**

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

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

1. Completed International Student Application or Common Application for admission.
2. Official transcripts from all high schools (secondary schools) attended, secondary school leaving certificates, exit exam results, and other academic credentials. See transcript policy below.
3. Submit all standardized scores taken: CLT, SAT, ACT, TOEFL, IELTS. Students who do not have scores may be accepted conditionally. Those students with English not as their first language must show proof of English proficiency; years of English taken in high school, interview with admission office, other partnership exams accepted by the college.
4. Students who graduate from a high school in the United States or Canada are required to submit the ACT, CLT, or SAT.

### **International Transfer Admission**

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

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

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

## **Transcript Policy**

All required credentials must be

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

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

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

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

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

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## **Special Student Status**

An applicant who desires to attend classes without following any prescribed course of study or becoming an immediate candidate for a degree may be admitted with the consent of the Associate Dean upon payment of an application fee. Special students will be expected to follow the usual conventions of class attendance. If an applicant later desires to apply the credits earned as a special student toward a degree, she or he must adhere to whatever conditions are set forth by the Admission Committee and/or the Associate Dean. At present, a special student is defined as follows: *"A special student is one who has not been admitted to a degree program, as distinct from a freshman, sophomore, etc., who has been fully accepted into such a program."*

High school juniors, seniors, or home-schooled high school students who wish to take individual courses at Benedictine College may be admitted as special students. Admission will normally be granted only to students who have sixteen academic units in academic/core studies or their equivalent at the high school level, plus an above-average academic and achievement record. Normally, high school students must be at least 15 years of age before requesting to take any college classes on campus. (See Advanced College Placement section in this catalog for information about high school students who wish to take dual credit high school/college courses.) The student meets with the Associate Dean who reviews the student's proposed courses. (See the Associate Dean for the appropriate form.) Request is granted based on availability in the class, noting that degree-seeking students have priority over students who have not been admitted to a degree program. After permission of the instructor is received, the student is enrolled in the course.

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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**

Fourteen residence halls plus the Row Houses and Campus Houses 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.

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 (upperclass-women), Legacy (upperclasswomen), and Wolf (upperclassmen), which offer students the luxury of living in an apartment while still being on campus. In fall 2014, Lemke Hall (upperclassmen) was opened offering students additional apartment housing on campus. The Legacy Apartments currently house a total of 284 students.

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

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

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

St. Gabriel Hall, the newest residence hall, opened in fall 2023 and provides housing for 120 sophomore/junior men. Each suite consists of two rooms connected by a shared bathroom.

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

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

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

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

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

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## **College Ministry**

The Department of College Ministry serves the goals of Benedictine College by transforming lives in Christ for a life of mission. They facilitate encounters with Jesus Christ through sacraments, outreach, and stewardship; developing and sending students into the world as Catholic missionary-disciples. Through this, they minister the sacraments and promotes virtue, dynamic orthodoxy, Christian discipleship, ecumenical outreach, biblical literacy, liturgical prayer, Catholic social teaching, and the charisms of the founders of our sponsoring religious communities, St. Benedict and St. Scholastica. Students of all faiths are welcome to grow in their spiritual life through activities including mission trips, retreats, Mass, youth ministry, Eucharistic Adoration, evangelization, vocation discernment, education, prayer, music ministry, fellowship, and volunteer work. The Department of College Ministry follows 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 sixty years. Today, Benedictine College Ministry continues this service in the St. Martin Center located in the St. John Paul II Student Center. It is the spiritual and service arm of the College responsible for the sacramental communion, pastoral care, catechesis, service, faith and moral formation of the community. As a ministry of the Catholic Church, Benedictine College Ministry accepts the Church’s principal legislative document, the 1983 Code of Canon Law, as a primary guide for its own policies, practices, rules, and norms of behavior. Benedictine College Ministry will uphold the teachings and practices of the Catholic Church and will not act on or promote anything contrary to the heritage of revelation and tradition, divinely founded and apostolic, handed on by the Catholic Church. Like any church, the ministry depends on the good will, time, talent, and treasure of members, leaders, volunteers, and supporters.

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

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

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

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

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

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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 Association, Campus Activities Board, Raven Orientation Camp (ROC) leaders, and the International Student Ambassadors, provide many opportunities for cultural growth. Nationally known speakers, lecturers, players, and musicians appear on the campus each year.

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

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## **Student Health Center**

The services of the Student Health Center 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 supports the academic achievement, personal success, and professional aspirations of our students. The academic assistance and resources provided include: academic advising, tutoring, test proctoring, help with study skills, time management strategies, accessibility services, and accommodations. Located in the Student Success Center, the Writing Center educates and empowers students to hone their writing skills and grow as writers. Assistance is available for students of any major, with any writing, at any stage of the writing process. The Writing Center helps students develop strategies for the writing process, offer specialized workshops, and provides helpful resources. Career services helps students with resumes, interviewing skills, career assessment, internships, graduate school support, and networking. The Student Success Center is located directly adjacent to the Benedictine College Dining Hall.

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## Academic Advising

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

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## Center for Service-Learning

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

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

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

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

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## 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 library holdings are 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 380,000 electronic books and provides access to over seventy periodical databases.

The Benedictine College Library will be under construction for the 2023–2024 and 2024–2025 academic years. Our collection of over 250,000 books and bound periodicals will not be accessible during this time.

A limited reference collection, chosen by the faculty and deemed necessary for students' academic success will be available in the Dining Hall boardroom. Interlibrary loan (ILL) services will be housed there as well. An experienced library staff member will be available to assist students with research and acquisition of materials both individually and through group instruction during this time period.

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## **Information Technology Services**

The Information Technology (IT) Department provides all support and resources for the information technology needs of the faculty and staff of Benedictine. Support for students consists of Internet connectivity, email support, Blackboard and RavenZone tech support, as well as login and password issues. The campus network provides connectivity for all offices, residence hall rooms, and computer labs. The Benedictine College network is protected by a multidimensional cyber security system that combines edge security, device protection, and a next-generation firewall that seamlessly blocks network attacks while also preventing access to undesirable websites. The on-campus help desk service provides assistance and answers for all Benedictine-owned computers, network problems, and questions. The help desk will assist students as time permits and only provides limited repair and support options.

Access to Internet service is available in all residence halls through either an Ethernet connection or Wi-Fi connection. Benedictine College provides wireless network access inside all dorms and all academic buildings. A username and password are required to access the Benedictine College network.

Internet access is available to all students from the computer labs located in Westerman Hall and St. Benedict Hall.

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## **Sports**

### **Intercollegiate**

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

The athletic arena provides an extended education for the student-athlete. Participation in intercollegiate sports provides a learning laboratory for each student-athlete. Benedictine College offers a balanced sponsorship of sports for men and women. The athletic program for men includes baseball, basketball, cross-country, football, soccer, indoor and outdoor track & field, lacrosse, and wrestling. The intercollegiate sports for women are basketball, cross-country, soccer, softball, spirit squad, dance, indoor and outdoor track & field, lacrosse, and volleyball. In order to advance the College athletic health care/sports medicine facilities, treatment abilities, rehabilitation, preventative services, health and wellness education, all student-athletes are charged a \$75 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 and is a member of the National Association of Intercollegiate Athletics (NAIA).

Benedictine College has a solid winning tradition fielding teams that are competitive in the conference and at the regional and national levels. Since joining the Heart of America Athletic Conference in 1991, Benedictine College has won numerous conference championships in a variety of sports. Many Raven sports teams have gone on to postseason play. Benedictine athletics has produced numerous all-conference and all-American honorees as well as scholar-athletes. Former head coaches Larry Wilcox (football) and Ralph Nolan (basketball), 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 co-recreational, depending on the sport or the event. Opportunities exist for forming teams and for individual participation.

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## **College Policies and Procedures**

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

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## **Student Complaint and Grievance Policy**

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

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## **Student Expenses**

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

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 student's RavenZone account, selecting 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 communicates with students through their unique student email account assigned to them by Benedictine College or by phone as needed. If a student has a parent, relative, or other adult who helps the student with financial decisions, the student can enroll these persons as authorized users through RavenZone. This will give the College permission to share the student's billing and financial aid information. Each student will access his or her tuition statement online through his or her RavenZone account. Here they are able to view and make payments. All financial aid must be completed and processed in order to be considered against balances due or deducted for payment plan agreements.

Students are expected to make arrangements to meet their financial responsibilities by stated deadlines and prior to attending classes. Additionally, students are required to acknowledge and accept the College's Electronic Authorization Agreement to indicate confirmation of financial responsibility for the educational services received as a student at Benedictine College. They are further agreeing to be contacted by Benedictine College or its respective agents or contractors regarding any outstanding debt, at any current or future cellular phone or other wireless device using automated telephone dialing equipment. This agreement can be accepted when the student views his or her first bill through RavenZone. The Benedictine College payment and privacy policies can be found on the College's website. Students logging into their RavenZone account confirm that they accept the policies.

## **Payment Due Dates**

Each semester, all balances **MUST** be paid in full or be enrolled in a semester installment payment plan (explained further in this section) by the following dates:

- For Fall terms – August 1<sup>st</sup>
- For Spring terms – January 1<sup>st</sup>
- For Summer terms – May 20<sup>th</sup>

## **Payment Options**

Whether you pay your balance in full or enroll in a payment plan, the payment options are the same:

- Online: A student may pay online through his/her RavenZone account, and Authorized Users may pay online through the Authorized User link (provided separately from the student's RavenZone link), which goes directly to TouchNet, the college's partner for secure, online payment options.
  - Pay directly from any personal checking account (e-check) with no additional charges by using this e-check option. Simply enter the bank/financial institution routing and account number information at the time of payment.
  - Pay using a credit card. A service fee will be added to the total payment amount of the transaction. The fee is a percentage of the transaction amount, with a minimum fee of \$3.00 charged in addition to the student payment being made. You will be informed of all fees before you authorize the payment. The service fee is non-refundable once the payment transaction is completed. The service fee is charged by the credit card processor, and all service fees collected on credit card transactions are paid directly to the credit card processor. Benedictine College does not receive any revenue from the service fee. Note that debit cards will be processed as a credit card transaction and will incur the service fee. To avoid the service fee, you can make online payments from any personal checking account (e-check).
- By mail: Mail a check to the address below. Please note the student's name and ID number on the memo line.

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

- In person: Only payments by cash or check are accepted at the Business Office located in Cray Seaberg Hall top floor. The cashiering window is open Monday through Friday from 8:30am–4:30pm. Credit or debit cards are only accepted online through TouchNet.
- International student payments: Benedictine College has partnered with Flywire, which allows students to securely pay student tuition and related fees online in the currency of their choice. Students should login to their RavenZone to confirm the amount owed for their semester payment, then go to [Benedictine.flywire.com](http://Benedictine.flywire.com) to begin the payment process.

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

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

By enrolling in an installment payment plan through the student's RavenZone login, it will go directly to the TouchNet web page for the payment plan enrollment. Authorized Users may also enroll their student in an installment payment plan through the Authorized User link (provided separately from the student's RavenZone link). This also goes directly to the TouchNet payment portal, where plans can be set up, and payments made. Additional information can be found at [www.benedictine.edu](http://www.benedictine.edu) on the Student Billing page, in the Payment Options document, as well as the Plan Agreement in the payment plan application process.

<b>Plan ID</b>	<b>Number of Payments</b>	<b>Application Fee</b>	<b>Payment Period (Begin – End)</b>	<b>Enrollment Begins</b>
<b>Fall Only</b>	4	\$55	August 15 – November 15	July 6
<b>Fall Only</b>	5	\$55	July 15 – November 15	July 6
<b>Spring Only</b>	4	\$55	January 15 – April 15	December 1
<b>Spring Only</b>	5	\$55	December 15 – April 15	December 1
<b>Summer Only</b>	3	\$55	May 15 – July 15	May 1

Email notices of the installment payment due will be sent the 10<sup>th</sup> of each month. Payment is due by the 15<sup>th</sup> of each month, either through the student's RavenZone account or the Authorized User's direct link to TouchNet. One can choose to schedule a payment or login and make the monthly payment at one's convenience. Scheduled payments will receive an email reminder the 12<sup>th</sup> of each month an installment payment is due. One may also choose to mail the installment payment to the address above; please allow five business days for the check to be received by the College. Installment payments not paid by the 25<sup>th</sup> of the month will receive a late fee of \$25. Payment options for the payment plan are the same as described earlier in the section, Payment Options.

**Please note: Transcript holds will be applied for all students who enroll in the summer payment plan, until the balance is paid in full, because most summer classes are shorter in length than the payment plan.**

#### **Late Fees**

If balances are not resolved by the published due dates, either by payment in full or by enrolling in a semester payment plan, late fees will be applied on the 25<sup>th</sup> of each month to outstanding balances, according to the schedule below. Prior to assessing the late fee, emails will be sent the 10<sup>th</sup> of each month to the student and the Authorized User. Balances should be paid before the 25<sup>th</sup> to avoid a late fee.

- \$50–\$99 outstanding balance will incur a \$10 late fee.
- \$100–\$199 outstanding balance will incur a \$25 late fee.
- \$200–\$999 outstanding balance will incur a \$50 late fee.
- \$1000–\$2999 outstanding balance will incur a \$75 late fee.
- \$3000 and above outstanding balance will incur a \$100 late fee.

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

If a student is receiving military tuition assistance of any kind, he or she must notify the Office of Financial Aid and the Office of Student Billing before the tuition due date of the semester in which the tuition assistance will be utilized. Benedictine College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs.

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#### **Collection Policy**

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

If a student fails to pay his/her student account bill or any monies due and owed to Benedictine College by the scheduled due date, Benedictine College reserves the right to do the following:

- place a financial hold on the student's account, preventing the student from registering for future classes, obtaining transcripts, or receiving the student's diploma.
- assess late payment fees per month according to the college's published policy within this document on the past-due portion of the student's account until the past-due account is paid in full.

Further, if the student fails to make acceptable payment arrangements to bring his/her student account current, Benedictine College may refer the student's account to a third party for collection, whether an attorney or collection agency, and the student will be responsible for any costs (including but not limited to collection fees) associated with attempting to collect the monies due and owed. The collection fee will be assessed and will be due and owed in full at the time of the referral to the third party. The collection fee will be calculated at the maximum amount permitted by applicable law but not to exceed 50% of the amount outstanding. The third party may be a debt collection company or an attorney. If a lawsuit is filed to recover an outstanding balance, the student shall also be responsible for any costs associated with the lawsuit, such as court costs or other applicable costs. Delinquent account may be reported to one or more of the national credit bureaus.

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

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## Housing Deposit

All on-campus students are required to pay a \$100 housing deposit in addition to the enrollment fee. The housing deposit is payable through the student's RavenZone account as part of the student's first semester billing 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 enrollment will be through the student's RavenZone account utilizing the TouchNet vendor secure web page to collect the student's direct deposit information. The first direct deposit refund will be issued the Friday of the first full week of classes. Paper checks will be mailed to the student's home address the Monday following the first full week of classes. Refunds created as a result of federal financial aid credits are to be disbursed to the student within 14 calendar days after aid credits have been posted to the student's account and the student has met enrollment and attendance qualifications according to federal and/or state regulations.

**After classes begin, to be considered for any potential refunds or adjustments on the student's tuition statement 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 the change of schedule process as directed by 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. These offices will notify the Office of Academic Records and Registration, and the Registrar will obtain the student's last date of attendance in class. The withdrawal date and the date of last attendance both impact the calculation of any potential refund, tuition adjustment, or aid adjustment, as further explained in the section titled, "**Government Regulations for Adjustments, Refunds and Repayment of Awarded Monies under the Title IV Program.**"

**Fees.** Individual course fees, as well as any program fees, will not be refunded once the semester begins.

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

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

**Tuition overload charges.** There is an additional per-credit-hour tuition overload charge if a student is given permission to take more than 18 credit hours in a semester. The student will be charged the full per-credit-hour tuition overload rate regardless of when the student moves into the overload status. Tuition overload charges will be refunded based on the date the student officially drops the overload course, according to the Tuition Adjustment schedule below.

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

#### **Tuition Adjustments**

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

Summer Session Tuition Adjustments			
	4 Weeks, Session 1 & 2	6 Week Session	8 Weeks, Entire Summer
80% Refund	Session days 1 and 2	Session days 1–3	Session days 1–4
40% Refund	Session days 3 and 4	Session days 4–6	Session days 5–8
No Refund	Session day 5 and following	Session day 7 and following	Session day 9 and following

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

The College also partners with the Acadeum Consortium (<https://acadeum.com/>) to offer additional online classes to Benedictine College students, allowing students the opportunity to improve their Benedictine GPA and enhance or maintain academic progress toward their degree. These select consortium classes offered have been reviewed and approved by the Benedictine College Registrar and the Benedictine College academic department to which the credit will be transferred. Students who enroll in these classes take a class taught by a partner institution and transfer the credit and the grade back to Benedictine College. These classes are, generally, very compact in nature and have various start dates. As a result, they have a tuition refund policy different than Benedictine's published policy stated above. Refer to refund timeline below.

Tuition Refund Timeline for Consortium Classes	Tuition Refund
Drop class <b>BEFORE</b> Day 1 of class	100%
Drop class Day 1 or Day 2 of class	80%
Drop class <b>AFTER</b> Day 2 of class	No refund
Never drop class, administratively dropped from class by Teaching Institution <b>WITHIN</b> drop period.	Tuition reversed 100% charged \$50 non-attendance fee
Never drop class, administratively dropped from class by Teaching Institution <b>AFTER</b> drop period.	No refund

**Tuition Adjustment – Refunds, for Students in the Master of Business Administration (MBA) program:** Tuition for MBA students is charged on a per-course basis; tuition refunds are calculated in the same manner, using the tuition refund percentages shown below. Course fees are nonrefundable once class begins. It is the responsibility of the student to notify the College of the student's intent to withdraw from a course. Tuition charges will be adjusted once the withdrawal date (defined as when the student notifies the College) is recorded in the Office of Academic Records and Registration and entered into the student's official college record. MBA students are encouraged to discuss financial consequences of withdrawal with Financial Aid & Student Billing before withdrawing.

MBA Students who do not attend and do not notify the college before the start of class will be charged \$50 Nonattendance Fee.

#### MBA Program Fall and Spring Semester Tuition Adjustments Calculated on a Per-Course Basis

	% Refunded
Prior to start of class	100%
First week of class	90%
Second week of class	75%
Third week of class	50%
Fourth week of class	25%
After fourth week of class	No adjustment to tuition

**MBA Program Summer Session Tuition Adjustments  
Calculated on a Per-Course Basis**

% Refunded	
First week of class	80%
Second week of class	40%
After second week of class	No adjustment to tuition

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

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

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

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

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

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

Federal regulations require the use of the Return of Title IV Funds policy to be used for all students receiving any type of federal aid when calculating the amount of aid a student can retain after withdrawing. This policy relates to Federal Pell and SEOG Grants, Federal Direct student loans, and Parent PLUS Loans. Regarding state-based funding (from the State of Kansas), adjustments will be made at the corresponding rate used in the calculation for federal aid programs. For institutional aid provided by Benedictine College, these scholarships will be adjusted at the same rate of adjustment applied to the student's tuition charges.

If the student's withdrawal date warrants no adjustment/reduction to tuition charges, no adjustment will be made to the institutional scholarships(s) awarded to the student for the applicable academic term. Financial aid originating from outside sources other than federal/state agencies will be retained in full to the student's account, unless otherwise determined by the issuing agency.

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

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

- |  |   |
|--|---|
| 1. Federal Direct Unsubsidized Loan.<br>2. Federal Direct Subsidized Loan.<br>3. Federal Direct PLUS Loan.<br>4. Federal Pell Grant. | 5. Federal SEOG Grant.<br>6. State grant and scholarship funds.<br>7. Institutional aid.<br>8. Scholarships from outside sources. |
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### **Government Regulations for Cash Refunds to Students Awarded Money 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 more than direct costs (tuition, fees, room, and board), a percentage of this aid may have to be returned. The amount will be dependent on the number of days the student was enrolled, and the amount of aid received. Details should be discussed with the Financial Aid Office.

### **Disciplinary Action Policy – Impact on Institutional Aid**

In the event a student(s) is involved in a matter resulting in Disciplinary Action by the College while actively enrolled, wherein the student's enrollment status is being interrupted (e.g., under review/suspension from campus, etc.), the College will suspend any/all institutional aid being awarded to the affected student(s). Suspension of institutional aid will be effective immediately upon receipt of notice from the Disciplinary Action Committee of said action.

Financial Aid subject to interruption will be (but not limited to) the following:

- Academic Merit Scholarships, including Presidential, Dean's and National Merit Awards
- Departmental awards (e.g., Athletics, Music, Theater, Ministry, et. al.)
- Tuition Remission Benefits and Tuition Exchange awards
- Endowment Scholarships (funded and unfunded)
- Other scholarships/grants derived from institutional funding

Financial Aid exempt from interruption will be the following:

- Federal Grants awarded based upon annual eligibility established by a submitted FAFSA,
- Federal Loans accepted based upon annual eligibility established by a submitted FAFSA,
- State Grants awarded in accordance with State of Kansas eligibility guidelines,
- Private loans obtained by the student(s), secured from non-federal lending agencies,
- Outside scholarships provided by issuers not directly related to the College

Suspension of institutional financial aid will result in a change to the Student Billing account balance of the student(s). Should the suspension of aid result in the change of the account balance of the student(s) from a credit balance (refund due), to balance due status, no current refunds will be issued, until such time that all review actions by the Disciplinary Action Committee have been completed and reinstatement of institutional financial aid has been applied. The student(s) balance due status will be handled according to College policy for outstanding balances, including, but not limited to, being placed on hold, which prevents the student from accessing an official transcript and adding or dropping classes; as well as being subject to late fees, should the action by the Disciplinary Committee extend beyond Business Office billing due dates.

Upon the completion of the review by the Disciplinary Action Committee, and the student is exonerated/reinstated to the College, all institutional aid will be reinstated to the Student Billing account of the student(s). Should the decision of the Disciplinary Action Committee result in dismissal from the College, the Financial Aid Office will default to the Return of Title IV procedure applicable to a student's leaving the College prior to the completion of the applicable academic term.

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### **Assumption of Risk Notice**

While the College is taking reasonable measures consistent with guidance from the CDC and local health officials to manage the risk of COVID-19, it is important for students and parents to understand that the College cannot eliminate the risk of COVID-19 exposure and infections on campus. With COVID-19 transmission continuing throughout Kansas, the Midwest, and nationally, it is possible that some students will be exposed to COVID-19 during the upcoming academic year and that infections will result. We are doing our best to prevent this, but students who attend the College this upcoming academic year must appreciate, understand, and accept that these risks simply cannot be eliminated.

For these reasons, we need students to take responsibility for their own health and safety by following CDC and local health guidance regarding social distancing, handwashing, and other measures students can personally take to mitigate the risk of exposure and transmission of this disease. Students who have an underlying condition that makes them particularly vulnerable to COVID-19 infection should contact the College's Student Success Center to discuss accommodations.

While we hope all of our students will be able to engage fully in our programs, students who are suspected or confirmed to have a COVID-19 infection may be required by the College to quarantine or isolate if recommended by guidance from the CDC or local health officials or as required by a medical provider. Such quarantine or isolation may require the student to leave campus and not participate in certain College programs and activities during the period of the quarantine or isolation. Whether to give refunds for room, board, tuition, or other fees based on quarantines, isolations, or campus closures will be at the College's discretion.

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## **Student Financial Aid**

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

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

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### **Application for Aid**

Application for aid involves the following steps:

- Admission
- Application for Federal Aid
- Demonstration of Need

## **Admission**

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

## **Application for Federal Aid**

The Free Application for Federal Student Aid (FAFSA) is the official application required for student eligibility/access to any/all federal and state financial aid awards. The FAFSA is available online at <https://studentaid.gov/>. The FAFSA submission is required each year in order for the student to access federal and state aid programs for each academic year. The FAFSA opens each year on October 1 of the year prior to the beginning of the fall term for the student's applicable academic year. It is recommended that the FAFSA is received before April 1 for full consideration for all federal and state awards.

## **Demonstration of Need**

The Financial Aid Office utilizes the results from the submitted FAFSA to determine each student's Need, as defined by the U.S. Department of Education. It is recommended that any family desiring aid consideration submit a FAFSA. While the filing of the FAFSA is not required of students, those choosing to waive the opportunity to file the FAFSA will be considered as students with "no need," making them ineligible for financial aid opportunities that are "need-based."

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

## **Awarding and Acceptance**

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

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

## **Renewal of Aid**

Current students must submit a FAFSA each year prior to April 1 to ensure eligibility deadlines are met for federal and state programs. The College will attempt to maintain a student aid package for completion of a four-year undergraduate degree qualified 5-year undergraduate program, providing all requirements are met, the student maintains satisfactory academic progress, and the family Need remains unchanged. Students needing additional semesters to complete their degree program must submit a written appeal to the Financial Aid Office to request an extension of financial aid for the additional semesters. (See "Appeals" at the end of the Satisfactory Academic Progress Requirement section below.)

Should a student complete his/her undergraduate program requirements in less than the program's allocated time frame (four years or five years), any institutional scholarships/grants that would have applied to the unused academic terms will be forfeited and go unused. These unused forms of aid are for initial undergraduate program purposes only and cannot be applied toward additional undergraduate or graduate degree programs.

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

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

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

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

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## **Scholarship and Financial Aid Programs**

Benedictine College annually awards more than \$50 million in student aid. Many students receive awards in areas such as academics, athletics, and extracurricular activities. Academic merit awards are renewable for completion of the student's initial four-year or approved five-year undergraduate program. Athletic awards are renewable, based upon the student's continued participation with the applicable athletic team. Institution-based awards (funding provided by the institution) are available to students for the fall and spring terms only. Institution-based awards cannot be used toward summer tuition costs. Institution-based awards in total for each student may not exceed the student's billed tuition charges for each enrolled semester.

### **Presidential Scholarships**

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

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

First-year applicants to Benedictine College receiving the distinction of being a finalist for the National Merit or National Hispanic Merit or being designated a Benedictine Premier Scholarship recipient will be awarded a full-tuition merit scholarship. Applicants must provide documented proof of this distinction to the Financial Aid Office, originated by the National Merit Foundation. The award is adjustable from year to year based upon potential annual changes in tuition rates, as established by the Benedictine College Board of Directors. The scholarships are renewable provided the student is meeting Satisfactory Academic Progress (SAP) requirements and meeting minimum GPA requirements for the Scholarship. Beginning with the 2019–2020 academic year, the minimum cumulative GPA required for retention of the National Merit/

National Hispanic Merit Scholarship is 3.2. (See the Academic Merit Scholarships section below for further details.) The awarding of a National Merit/National Hispanic Merit/Benedictine Premier Scholarship will supersede any previously awarded academic merit scholarship, as well as any other institution-based awards, as administered by the Financial Aid Office. Students receiving a full-tuition merit scholarship will not be eligible to receive additional institution-based awards (departmental/athletic/other) exceeding the full-tuition amount. Recipients of the National Merit/National Hispanic Merit/Benedictine Premier Scholarship awards will be required to live on-campus to retain the full-tuition award throughout their enrollment at Benedictine College.

### **Dean's Scholarships**

Prospective students demonstrating outstanding academic performance prior to entering Benedictine College as beginning freshmen are eligible to compete for one of five scholarships for 75% of the student's first-year tuition costs. The award amount will remain static throughout the student's progression toward his/her chosen undergraduate degree (four years for a 4-year degree, five years for a 5-year program). The competition will be held in conjunction with the Presidential Scholarship competition in early February. A competitive Honors Committee selection process determines final awarding decisions. The scholarships are renewable provided the student is meeting Satisfactory Academic Progress (SAP) requirements and meeting minimum GPA requirements for the Scholarship. Beginning with the 2019–2020 academic year, the minimum cumulative GPA required for retention of the Dean's Scholarship is 3.0. (See the Academic Merit Scholarships section below for further details.) The awarding of a Dean's Scholarship will supersede any previously awarded academic merit scholarship, as well as any other institution-based awards, as administered by the Financial Aid Office.

### **Academic Merit Scholarships**

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

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

The performance standards are as follows:

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

Phi Theta Kappa (Transfers only)	3.0
International Scholarship	2.5

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

Evaluation results	Impact on Merit Scholarship
Meets/exceeds minimum standard	Student retains originally awarded merit scholarship amount.
Fails to meet minimum standard	Merit scholarship reduced by \$500 for subsequent semester
Fails to meet minimum standard in two (2) consecutive semesters	Merit scholarship reduced by an additional \$500 for subsequent semester*
Fails to meet minimum standard after 3rd consecutive semester	No further reduction of merit scholarship. Original award amount less \$1000 remains
Attains minimum standard at end of subsequent semester	Original merit scholarship amount reinstated for subsequent semester
Fails to meet minimum standard after regaining original award eligibility	Merit scholarship reduced by \$500 for subsequent semester

\*Merit scholarship will not be reduced by more than \$1,000 for not meeting standards

### Transfer Scholarships

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

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

Scholarship Transfer Student	Cumulative GPA Requirement
Tier 1 Benedictine Scholarship	3.0
Tier 2 Benedictine Scholarship	2.5
Tier 3 Benedictine Scholarship	2.3

Tier 4 Benedictine Scholarship	2.1
Tier 5 Benedictine Scholarship	2.0
Tier 6 Benedictine Scholarship	2.0
Phi Theta Kappa (Transfers only)	3.0
International Scholarship	2.5

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

Evaluation results	Impact on Merit Scholarship
Meets/exceeds minimum standard	Student retains originally awarded merit scholarship amount.
Fails to meet minimum standard	Merit scholarship reduced by \$500 for subsequent semester
Fails to meet minimum standard in two (2) consecutive semesters	Merit scholarship reduced by an additional \$500 for subsequent semester*
Fails to meet minimum standard after 3rd consecutive semester	No further reduction of merit scholarship. Original award amount less \$1000 remains
Attains minimum standard at end of subsequent semester	Original merit scholarship amount reinstated for subsequent semester
Fails to meet minimum standard after regaining original award eligibility	Merit scholarship reduced by \$500 for subsequent semester

**\*Merit scholarship will not be reduced by more than \$1,000 for not meeting standards**

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

#### **Athletic Awards**

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

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

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

### **Music/Theatre Awards**

Institution-based scholarships may be awarded to students involved in instrumental band, orchestra, or vocal music. An audition, either in person or by tape, is recommended. Interested students should contact the chairperson of the Music Department. Students interested in theatre awards should contact the chairperson of the Theatre and Dance Department for details. The scholarships are renewable provided the student continues to be an active participant of the program (as identified by the Chair of the Music Department) and is meeting Satisfactory Academic Progress (SAP) requirements. Discontinued participation in the specified program for which the student is receiving an award will result in the student forfeiting access to that award.

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

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

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

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

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

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

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

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

**Federal Pell Grant:** Federal gift aid entitled to students filing the FAFSA and meeting federally established eligibility requirements. Eligibility is based upon Need, as defined by the US Dept. of ED. Eligibility

is determined annually by the student's submission of the FAFSA. Award amounts and eligible Need ranges for Pell Grant are determined annually by the US Dept of ED.

**Federal Supplemental Educational Opportunity Grant:** Federal gift aid available to students filing the FAFSA and meeting federally established eligibility requirements. Eligibility is based upon Need, as defined by the US Dept. of ED, with priority given to Pell eligible students based on availability of funds. The FAFSA is the only application required to apply for this aid. The maximum potential award is \$4,000, based upon fund availability.

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

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

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

**Work Study Programs:** Students who have demonstrated financial need may work several hours a week in college facilities, e.g., library, dining hall, or in the assistance of administrative, faculty, or maintenance personnel. Students may work part-time, typically five to twenty hours per week. Student earnings are disbursed directly to the student according to the established payroll schedule and will not be applied directly toward the student's tuition billing account, unless allowed by the Student Billing Office. If the student wishes to have the funds applied to his or her student billing account, arrangements must be made with, and agreed to by the Student Billing Office. The Financial Aid Office coordinates with the Student Success

Center regarding job placement. Priority is given based on Need, as defined by the US Dept. of ED, though students without Need are eligible for certain employment opportunities.

**ROTC – Army:** Interested students should contact the Military Science Department at Missouri Western State University, 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:** Financial Aid offers are issued as annual amounts, which will be divided equally between the College's standard academic terms (fall and spring). Institutional scholarships (merit and non-merit) will be applicable toward a student's initial undergraduate degree program (4-year or 5-year), provided the student maintains Satisfactory Academic Progress (SAP) toward their intended degree program.

If a student completes his/her initial undergraduate degree program requirements in less than the allowable time frame (4-year or 5-year), any perceived "unused" scholarships will be considered "unused" and will be forfeited and cannot be applied toward any other academic endeavors of the student.

For summer enrollment costs, institutional scholarships will NOT be applicable. If the student has remaining federal aid eligibility (e.g., Pell Grant/Federal Direct Student loans) after the completion of fall/spring terms for the specified year, these funds may be utilized for summer enrollment costs, provided the student's enrollment status meets all applicable federal eligibility requirements.

Students requiring additional semesters beyond the allotted 4-year or 5-year time frame for their chosen undergraduate academic program must submit a student request for extension of financial aid. The request must be a written appeal to the Financial Aid Appeals Committee for consideration prior to enrollment in extended semesters. (See section on Appeals.) Failure to submit the request in a timely manner will result in ineligibility for access to additional institutional aid.

2. **Enrollment Status:** Recipients of these scholarships must maintain full-time enrollment status (at least 12 hours per term), applicable to the fall and spring terms each year only. If there is a break in enrollment, the returning student may have the original package reinstated based upon review by the Director of Financial Aid.
3. **Off-Campus Programs:** Overseas/Abroad Programs: Students enrolling to spend a semester or a year studying in an overseas program (except for the Benedictine College Florence program, and the exchange programs listed in the Study Abroad section of this Catalog) will have their institutional scholarship suspended until such time as they are full-time students on the Benedictine campus. Students must contact the Financial Aid Office at least one full semester prior to the semester of their intended study abroad program to address all documentation requirements needed to access financial aid for the designated term of the study abroad program.
4. **Grade Point Average:** Students must maintain a minimum cumulative grade point average at the end of each academic year to be eligible for renewal. Review of cumulative grades occurs at the end of each term during the academic year. For a copy of the renewal grade point average schedule, contact the Financial Aid Office.
5. **Off-Campus Housing Adjustments:** Each student is assigned a Cost of Attendance (COA) budget annually, which is initially calculated using the budgeted allowance for on-campus residence status. In the event the student's residence status changes from on-campus to off-campus, the student's COA will be adjusted to correctly reflect their housing status and the student's financial aid eligibility will be re-evaluated. This may

result in the adjustment/loss of certain applicable components of the student's initial financial aid package. It is recommended that students contact the Financial Aid Office to inquire about potential changes to their aid packages in the event of a change in housing status.

6. **Suspension and Appeal Process:** Students failing to comply with these guidelines are notified of the suspension of their scholarship. Reinstatement is available once the student is again in good standing according to Satisfactory Academic Progress (SAP) guidelines. Any student whose scholarship has been suspended will have the right to appeal. Please see "SAP Appeals."
7. **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.
8. **Federal State and Outside Aid:** Awards from state, federal, or any outside sources are subject to the conditions set by the source of renewal. The student must present official notification of non-federal or non-state awards to the Financial Aid Office in a timely manner for processing.
9. **Institutional Need-based Aid:** Benedictine College may provide, at its discretion, institutional aid to students on a Need basis, as defined by the US Dept. of ED using the student's annual FAFSA submission. Students are required to file the FAFSA yearly to determine retention eligibility for institutional Need-based aid. Recipients of Need-based institutional aid in previous years will lose access to institutional Need-based aid eligibility for the current academic year if the student no longer has Need, as defined by the US Dept. of ED using the student's FAFSA submission. Benedictine College reserves the right to replace institutional need-based aid with other forms of gift-aid, at the discretion of the Financial Aid Office.
10. **Athletic Awards:** Students interested in varsity sports will need to contact the coach of the specific sport. Athletic scholarship amounts are determined by the coaches and communicated to the Financial Aid Office. These scholarship amounts are awarded in addition to the student's academic merit award (determined at the time of admission to the College). Recipients of athletic awards are NOT eligible to receive additional institutional Need-based aid. Athletic awards may be adjusted/replaced with other federal/state/institutional funding sources at the discretion of the Financial Aid Office. Athletic awards are renewable, based upon the student's continued participation with the applicable athletic team. Discontinued participation (by student choice or due to dismissal from the team) in the specified athletic program in which the student is receiving an athletic award, will result in the student's athletic award being reduced by at least \$2,000, at the discretion of the coach of the specified sport team. Students unable to continue active participation in their designated sport due to injury during active participation will NOT encounter a reduction of their athletic scholarship award amount. The equivalent award amount will be provided in another form of institutional award, to be determined by the Financial Aid Office.

### **Endowment Scholarships**

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

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

### **Excessive Awards**

With exception to the federal Pell Grant (which is a federal entitlement), the total gift aid (scholarships/grants) issued to the student will not exceed the student's billed charges for each enrolled semester. In the

event the student's combined Institutional/Federal/State/Outside scholarships total exceeds the student's billed charges for the designated academic year, the Financial Aid Office will evaluate the individual components of the student's aid package to ensure all eligibility requirements are being maintained. For scholarships received from outside sources (not College-related), this includes reaching out to the issuing entity for any/all outside scholarships to confirm that the scholarship may be retained by the student (for example, if the scholarship is to apply toward tuition, but tuition charges have been met by other tuition-specific sources). If the issuing entity requests return of the funds, the request is honored. Should all combined gift aid exceed the student's institutional charges, AND the total combined gift aid includes institutional awards, Benedictine College reserves the right to adjust institutional awards down to the billed charges cap of the student. Benedictine College will not issue refunds to students from aid packages consisting solely of gift aid awards that include institutional awards.

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## **Satisfactory Academic Progress Requirements (SAP)**

### **General Requirements**

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

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

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

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

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

### **Qualitative Evaluation (Cumulative GPA)**

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

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

## **Quantitative Evaluation (Completion Rate/Pace)**

The Financial Aid Office evaluates the Quantitative Satisfactory Academic Progress (SAP) by reviewing the cumulative rate of credit hours successfully completed as a percentage of total hours attempted. A student receiving Federal Title IV program funds must be progressing toward a degree or certificate. Transfer credit hours that apply to any degree at Benedictine College will be included in the evaluation formula. Students must complete a minimum of 68% of the cumulative credit hours attempted. Grades that qualify toward successful cumulative completion are A, B, C, D, and P. Grades that do not qualify are F (failed), W (withdrawn), and I (incomplete). For courses with a grade of "I", consideration will be given in the evaluation of progress once the course is completed, and the Registrar has posted final grades.

## **Maximum Timeframe**

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

Examples of maximum timeframe:

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

**Transfer Hours:** All transfer students applying for financial aid must meet the minimum standards described above. Disbursement of financial aid will be held until transcripts from all schools attended by the student have been received and reviewed. Federal regulations require that all periods of enrollment be reviewed, regardless of whether aid was previously received by the student.

## **Financial Aid Warning**

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

## **Financial Aid Suspension**

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

## **SAP Appeal Process**

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

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

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

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

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

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

### **Re-establishing Eligibility**

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

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

**Appeals:** Students who have completed four (4) years of study (5 years for Engineering), but have not completed their initial undergraduate degree requirements, may appeal to have their academic merit scholarship extended for an additional semester/year to assist with their education costs. This appeal should be made to the Appeals Committee, c/o the Financial Aid Office, explaining the circumstances for which the student is requesting an extension. The Financial Aid Office will provide a response to the student no later than two weeks prior to the beginning of the requested academic term.

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## **Academic Regulations and Procedures**

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### **Academic Year**

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

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### **Degrees Conferred**

The college confers the following degrees:

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

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## **Undergraduate Programs**

### **Major and Minor Programs**

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

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

Students are expected to be able to complete undergraduate academic programs in eight semesters with the exception of the following: chemical engineering, civil engineering, electrical engineering, and mechanical engineering. It is expected that students can complete these four programs in nine semesters.

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

#### **Majors are offered in the following disciplines:**

Accounting	Economics	International Studies	Psychology
Architecture	Electrical Engineering	Journalism & Mass Communications	Secondary Education
Art	Elementary Education	Communications	Social Science
Art Education	Engineering Physics	Liberal Studies	Sociology
Astronomy	English	Management	Spanish
Athletic Health Care	Evangelization & Catechesis	Marketing	Special Education
Biochemistry	Exercise Science	Mathematics	Strength and Conditioning
Biology	Finance	Mechanical Engineering	Theatre Arts
Chemical Engineering	Foreign Languages	Music	Theatre Arts
Chemistry	French	Music Education	Management
Civil Engineering	Graphic Design	Nursing	Theology
Classics	History	Philosophy	
Computer Science	International Business	Physics	
Criminology		Political Science	

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

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

## **Interdisciplinary Majors**

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

## **Academic Minors**

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

## **Multiple Majors**

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

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## **Degree Requirements**

To earn a bachelor's degree from Benedictine College, a student is required to complete the following. These requirements are non-negotiable and may not be appealed:

1. Successfully complete the equivalent of 128 semester credit hours of courses numbered 1000 and above. These courses must include:
  - a. Those courses specified by the student's major department.
  - b. A total of at least 40 credit hours in courses numbered 3000 or above. Transfer students who transfer in 60 or more hours or have an associate's degree are required to complete a minimum of 30 credit hours in courses numbered 3000 or above.
2. Achieve a final grade point average of at least a 2.0 in *both* the major and overall coursework at Benedictine. Some departments require a higher GPA in the major and/or require that individual courses in the major must meet a certain minimum grade. If such requirements exist, they are specified in the section describing the major.
3. Successfully complete a comprehensive or standardized examination in his or her major at a level designated by the department (with "number" COMP), or, if the department so designates, successfully complete a senior project at a level designated by the department based on national standards in the field.
4. The **general education** requirements of the college (listed later in this section).

In addition, students are expected to complete the following requirements, although in exceptional circumstances these requirements can be modified through an appeal to the Associate Dean of the College, who will consult with the Dean of the College. These appeals can only be granted if it can be documented that the circumstances involved are truly exceptional; therefore, students should consult with the Associate Dean well in advance of their intended graduation if they believe that they are in a situation that would justify such a modification.

5. Finish a minimum of 16 of the last 30 credit hours with Benedictine College credit. Students who transfer in the last of their coursework are responsible for contacting the Office of Academic Records and Registration when they send in their final transcript to notify them that they believe they have completed all their degree requirements. Failure to do so may result in a lack of posting the student's degree in a timely manner.
6. 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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## **Application for Degree**

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

**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.

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

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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## **Classification of Courses and Students**

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

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

- Sophomore standing—30 credits
  - Junior standing—62 credits
  - Senior standing—94 credits
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## **Class Attendance**

It is presumed that students attend every session of courses in which they are registered in order that mastery of subject matter may be assisted by the instructor's leadership, class discussion and/or class projects, and so that they may contribute to the intellectual exchange that is appropriate to the class. The College's mission of education within a **community** of faith and scholarship makes class attendance a particular

priority. However, it is recognized that in some cases absence is unavoidable. Sickness excuses are received by the individual instructors. The Director of the Student Success Center will forward information to faculty about long-term absences or absences that may be considered unavoidable.

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

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## Grading

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

**W**—A student may drop a course up through the 20<sup>th</sup> day of classes and the course will not appear on the official transcript. If a student withdraws from the College through the 20<sup>th</sup> day of the semester, a grade of "W" is assigned to all the classes. This "W" grade serves as an official record of attendance at Benedictine College on the student's transcript.

A student may withdraw from a course from the 21<sup>st</sup> class day through the 54<sup>th</sup> class day. The Registrar will assign a 'W.' A student who wishes to withdraw from a course must use the Drop/Add form available online on Blackboard > Registrar's Office > class and secure the approval of the faculty advisor and instructor concerned. **A student is not officially withdrawn until this procedure is completed.** A student who does not complete the appropriate withdrawal process will receive an 'F' grade for the course.

An instructor may, after notice to the student, initiate the withdrawal of a student from a course because of non-attendance. The grade of 'W' will be recorded if this occurs on or before the 54<sup>th</sup> day of classes. After this date, an 'F' will be recorded.

**I**—Incomplete: the grade of 'I' is given only when a student whose record in a course is otherwise satisfactory has, for reasons acceptable to the instructor, been unable to complete the work of the course. A student who so requests an extension of time must request that his or her instructor file a contract for the Incomplete. The form for this procedure is available online. 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 following semester (e.g., the last day of final exams). An incomplete not removed as specified will be converted to a 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 courses required in the student's major(s) or minor(s). 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<sup>th</sup> day of classes) for a course to convert to the P/NP option. Forms are available online through Blackboard > Registrar's Office > class. Professors will submit a grade normally designated for the course on RavenZone and the grades will be automatically converted as follows: 'A' to 'D' as 'P,' or 'F' as 'NP.' Eligible students are limited to one pass/no pass course per semester.

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## GPA Calculation

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 count toward total credits completed for graduation requirements. 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. Courses taken for audit do not count toward credit for graduation requirements.

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. Some programs require a higher GPA and that is noted in the description of the individual program.

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## Examinations and Grade Reports

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

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

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

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## Course Load

The normal course load is 15 to 18 credit hours each semester. This semester hour load enables students to graduate after eight semesters. Any student who wishes to take more than 18 credit hours must secure the permission of the Registrar or the Assistant Registrar. Permission for more than 18 credit hours is given only if the student has obtained an academic average of at least 3.0 in the previous semester and a

cumulative average of at least 2.75. If the attainment of this average is uncertain, the student must file a request with the Associate Dean and the decision will be made after the semester grades are finalized. The credit hour limitation is to allow the student sufficient time to be adequately prepared for all classes. **There is an additional per credit hour tuition overload charge if a student is given permission to take more than 18 credit hours in a semester.**

Exceptions to this rule will be when the overload results from any of the following: ensemble, chorus, band, orchestra, theatre arts productions, applied music, yearbook and news practicums, athletic health practicums, *Loomings* practicum, Cray Entrepreneurship Lab, CAW Fund, varsity sport credit, science research, ART-4901, EDUC-3324, EDUC-3326, EDUC-4469, FINC-4991-4994, GNST-1000, GNST-1500, GNST-1800, GNST-3110, GNST-3333, GNST-3500, GNST-3600, HONR-4950, and military science.

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

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## Course Changes

Students (except for first semester freshmen) may register themselves and make changes to their schedule on RavenZone up until midnight on the third day of classes. Advisors may also make these same changes for their advisees.

After the first Friday of the semester, students may drop classes prior to the add deadline (end of the sixth day of the semester for full-semester classes or end of the fourth day of the appropriate quarter for quarter classes) without the instructor signature; on the online Drop form however, an advisor's signature is required to drop classes. Course additions after the calendar date for late registration may be made only with the permission of the Associate Dean.

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## Repeating a Course

A student may repeat a course at Benedictine for which a grade of C- or lower is received. The higher grade earned will be used in calculating the grade point average. Both the original grade and the repeat grade are recorded on the official transcript.

A course taken at Benedictine College may not be repeated at another college or university. The exception to this are approved courses that are taken offered from the Academe, the course-sharing consortium. The approved courses function just the same as do Benedictine College courses.

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

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

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## Auditing Courses

A student auditing a course has all the privileges of a student taking a course for credit except that he or she will not receive credit for the course. A course that is being audited will not count toward full-time status, credit toward athletic eligibility, financial aid SAP, credit for graduation, or toward academic honors. An auditor pays less than regular tuition during the fall and spring semesters. An auditor who decides to receive credit for a course may switch from audit to credit by the start of the tenth week of the semester or the first half of a summer session if the course instructor gives permission and the auditor pays the additional tuition at the Business Office.

A student may switch from credit to audit within the same time period if the student is passing the course at the time the change is requested and the course instructor and department chair approve. 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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## 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 a grade point 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 event. 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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## Reasonable Learning Accommodations

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

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

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## Academic Warning, Probation, and Dismissal

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

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

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

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

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

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## **Grade Appeals**

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

It is the responsibility of the student to prove that the grade is incorrect or unjustified. The grade appeal process is not appropriate for students who believe the course was poorly designed or the student received poor instruction. These may be legitimate concerns, but they are more appropriately addressed to 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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## **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 (2.0) in a minimum full load of 12 credit hours to continue enrollment.

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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 or make use of campus dining facilities.

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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 source, falsifying data and documents; or gaining or giving unauthorized access to assessment materials.

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

### ***Consequences***

A first offense of academic misconduct, whether intentional or unintentional, generally will result in an “F” or a zero grade for the assignment, examination, or project connected to the academic misconduct and will be reported by the instructor to the Associate Dean who then will report to the student’s advisor. In a particularly egregious case of misconduct the instructor may consult with the Associate Academic Dean to apply a penalty of “F” for the course, or a more severe penalty. If the penalty is the assignment of a final grade of “F,” the student will no longer be permitted to attend the class and will not be permitted to withdraw from the class, regardless of when the offense occurs. The “F” will then become part of the student’s permanent record.

A second offense for a given student — assuming that the student has been notified of the first offense — over his or her entire time as a student at Benedictine College, will result in a meeting with a review panel consisting of the Assistant Dean of Student Success, a member of the Student Affairs Committee, and another faculty member of the student’s choice. This panel will decide on a course of action based on all reported instances of the student’s academic misconduct, which generally results in a failing grade in the class. Additionally, depending upon the magnitude of the academic misconduct, the student may be suspended or be subject to dismissal from the college. A third or later offense will result in a meeting with a panel consisting of the Dean of the College, the Associate Dean, and a faculty member of the student’s choice. This panel will decide on a course of action based on all reported instances of the student’s academic misconduct with a maximum penalty of dismissal from the college.

### ***Due Process***

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

The student may appeal the decision of the Dean of the College to the President within five business days from the time of notification of the Dean’s decision. A detailed description of this process is available from the Associate Dean.

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

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### ***Study at Other Colleges and Universities***

Students are urged to consult with their advisor or major professors about courses to be taken at other colleges or universities. *Benedictine College usually will accept credits earned at other regionally accredited institutions but does not include these credits in the calculation of the student’s cumulative grade point average.* A grade of ‘C–’ or better is required in order to transfer a course into Benedictine College. Refer to transferology.com to see if and how courses will transfer to Benedictine College. The Registrar’s approval is sometimes a prerequisite for admission to programs at other colleges and universities.

An exception to this is courses taken through Acadeum, a course sharing consortium, in which case grades, as well as credits are transferred in to Benedictine College. A course taken at Benedictine College may not be repeated at another college or university for a higher grade or any other purpose unless it is through Acadeum. (See “Repeating a Course” above.)

Students who want/need to transfer in a course that will fulfill an upper-division credit, must take the course at a four-year college/university (not at a community college). The course must be comparable to an upper-division course at Benedictine College. Even though the course may be an upper-division course at

the college where you are taking it, if it is a lower-division course at Benedictine College, it will transfer to Benedictine College as lower-division.

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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. All requests for official transcripts must be processed through the Clearinghouse. Current students can print unofficial transcripts using their RavenZone account.

Current and former students can order transcripts using any major credit card. The card will only be charged after the order has been completed. To order an official transcript(s), login to the Clearinghouse secure site: <http://www.getmytranscript.com>. The site walks the student through placing an order, including delivery options and fees. (There is a \$7.50 Benedictine College fee plus a service charge.) A person can order as many transcripts as needed in a single session. A processing fee will be charged per recipient.

Credits taken at another institution are not added to a Benedictine College transcript unless they are applicable toward a degree in progress at Benedictine College.

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## **Obtaining Documents Originating From Another Agency or Institution**

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

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## **Study Abroad**

Benedictine College encourages students to engage in educational experiences abroad as part of their academic plan. The Study Abroad Office administers the College's study abroad programs. Applications and requests for program approval are processed by the Study Abroad Office 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 Study Abroad Office 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. 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 Study Abroad Office as well as the Department of World Languages and Cultures.

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

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

**Other Study Programs Abroad.** For programs not administered or sponsored by Benedictine College, the approval process must start at the beginning of the semester prior to the one the student plans to study abroad. Students are required to complete the college's online Study Abroad Application form, which provides notice to the college of the student's intent to study abroad. The student must then meet with relevant college offices, including the Business Office, the Office of Academic Records and Registration, and the Financial Aid Office. Meeting with these offices helps verify the student's enrollment status while abroad, helps ensure the courses taken abroad will transfer to Benedictine, and allows the student to understand how financial aid might be accessed to help pay for the study abroad program. Priority Deadlines to submit the study abroad online form are September 30 for the spring semester, February 28 for the summer term, and March 31 for the fall semester. A timely application along with required student meetings with college offices noted, will ensure all the relevant paperwork is taken care of well in advance of making final plans.

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

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## General Education

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

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

### The Core

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

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

Approved EXSC Fitness Courses:  
EXSC-1100, Physical Fitness  
EXSC-1101, Aerobics  
EXSC-1105, Beginning Gymnastics and Body Mechanics  
EXSC-1106, Beginning Swimming  
EXSC-1107, Beginning Weight and Circuit Training  
EXSC-1108, Intermediate Swimming  
EXSC-1109, Karate  
EXSC-1111, Varsity Sport  
EXSC-1114, Aikido  
EXSC-1116, Lifestyle FIT  
EXSC-1117, Brazilian Jiu-Jitsu  
EXSC-1126, Zumba Fitness  
EXSC-1128, Fitness Swimming  
MILS-1160, Foundations of Officership  
MILS-2160, Individual Leadership Studies  
MILS-3160, Leadership & Problem Solving

### 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 inquiry" and thus fulfill the foundation). Benedictine College believes that it is essential that students are exposed to a wide variety of perspectives, thus even though a course may be listed in two different Foundations, each course can only be applied to one Foundation.

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

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

\*\*\*PHIL-2310, Philosophy of Nature also satisfies the college's core requirement in philosophy.  
^ NURS-3200, Foundations of Nursing Practice, for Nursing Majors.

Students must take courses that meet the following foundations:

- Aesthetic Experience – 6 credit hours
- Faith – 6 credit hours
- Historical Inquiry – 6 credit hours
- Mathematical Reasoning—3 credit hours
- Person and Community in the Contemporary World – 3 credit hours
- Philosophical Inquiry – 6 credit hours
- Understanding the Natural World – 7 credit hours (including one lab) (must be taken in two different disciplines)

### **Skills and Perspectives**

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

The Skills and Perspectives are the following:

- |                               |                                   |
|-------------------------------|-----------------------------------|
| Global Perspective – 1 course | Visual Communication – 1 course   |
| Oral Communication – 1 course | Western Perspective – 1 course    |
| Scientific Method – 1 course  | Written Communication – 2 courses |

### **Transfer Students**

Transfer students who have an Associate of Arts degree, an Associate of Science degree, or who transfer in 60 or more hours when they begin their studies at Benedictine College can complete the general education requirements as follows.

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

#### ***General Education requirements for transfer students with Associate's degree (A.A. or A.S.) or who transfer in 60 or more hours***

##### **Core Requirements**

- ENGL-1010, English Composition (3 hours)
  - or ENGL-1000, English Composition With Review (4 hours)
  - or ENGL-1030, Honors English Research Seminar (3 hours)
- PHIL-1750, Principles of Nature (3 hours) or PHIL-2310, Philosophy of Nature (3 hours)
- THEO-1100, Introduction to Theology (3 hours)
- EXSC-1115, Wellness for Life (1 hour)

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

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

##### **Perspectives**

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

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

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## Courses Fulfilling General Education Requirements

### Foundation Courses

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

ARCH-2300	ENGL-1020	ENGL-3030	ENGL-4050	FREN-3630	LATN-3110	MCOM-3610	SPAN-3650
ARCH-2301	ENGL-1500	ENGL-3040	ENGL-4060	FREN-3640	LATN-3120	MUSC-1100	SPAN-3660
ART-1000	ENGL-1550	ENGL-3060	ENGL-4110	FREN-3650	LATN-4110	MUSC-1101	SPAN-4700
ART-1010	ENGL-1600	ENGL-3110	ENGL-4130	FREN-3700	LATN-4120	MUSC-1102	THEO-2144
ART-1030	ENGL-1650	ENGL-3120	ENGL-4140	GNST-1750	MCOM-1030	MUSC-4100	THEO-3133
ART-2410	ENGL-1700	ENGL-3140	ENGL-4200	GNST-2750	MCOM-1610	MUSC-4101	THTR-1010
ART-2600	ENGL-1750	ENGL-3150	FIAR-1100	HIST-3542	MCOM-2600	MUSC-4110	
ART-2800	ENGL-3010	ENGL-4010	FREN-3040	HIST-3660	MCOM-2610	MUSC-4120	
DANC-3800	ENGL-3020	ENGL-4020	FREN-3620	ITAL-3000	MCOM-3600	SPAN-3040	

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

ECON-3260	THEO-2144	THEO-3150	THEO-3260	THEO-3620	THEO-3820	THEO-3960
ENGL-4130	THEO-2150	THEO-3160	THEO-3280	THEO-3640	THEO-3840	THEO-4000
HIST-3544	THEO-3100	THEO-3200	THEO-3420	THEO-3660	THEO-3920	
THEO-2000	THEO-3110	THEO-3220	THEO-3430	THEO-3680	THEO-3940	
THEO-2100	THEO-3144	THEO-3240	THEO-3450	THEO-3690	THEO-3950	

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

ARCH-2300	FINC-4940	HIST-3140	HIST-3522	HIST-3681	MUSC-1102	THEO-3420
ARCH-2301	FREN-3610	HIST-3141	HIST-3540	HIST-3682	MUSC-4100	THEO-3430
ART-3411	GNST-3750	HIST-3301	HIST-3541	HIST-3684	MUSC-4101	THEO-3960
ART-3412	HIST-1100	HIST-3380	HIST-3542	HIST-3685	MUSC-4120	THTR-3810
ART-3413	HIST-1101	HIST-3381	HIST-3543	HIST-3686	POLS-1500	THTR-3820
ENGL-1550	HIST-1300	HIST-3383	HIST-3660	HIST-3687	POLS-3750	THTR-3830
ENGL-1700	HIST-1380	HIST-3520	HIST-3661	HIST-3720	SPAN-3710	
ENGL-1750	HIST-3100	HIST-3521	HIST-3680	ITAL-3000	SPAN-3720	

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

BUSI-2650	MATH-1120	MATH-1250	MATH-1350	PSYC-2010
MATH-1020	MATH-1220	MATH-1300	MATH-2550	

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

ARCH-3400	ECON-1000	GNST-2850	POLS-1500	POLS-3800	SOCI-1000
ART-4311	ECON-1010	MCOM-1000	POLS-2010	POLS-3850	SOCI-2250
BUSI-3710	ECON-2090	MGMT-2250	POLS-3250	POLS-4010	SOCI-2350
BUSI-4550	ECON-2100	NASC-2300	POLS-3700	POLS-4600	SOCI-3205
CRIM-1000	ENGR-3170	POLS-1000	POLS-3750	PSYC-1000	

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

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

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

ASTR-1300	BIOL-1121	CHEM-1200/1201	NASC-1400	PHYS-1100	PHYS-2100/2101
ASTR-1400	BIOL-1122	CHEM-1210/1211	NASC-1600	PHYS-1200	PHYS-2110/2111
BIOL-1105	BIOL-2243	ENGR-1001	NASC-2300	PHYS-1300	PSYC-4050
BIOL-1107	CHEM-1010/1011	NASC-1100	NASC-3100	PHYS-2000/2001	

## **Skills and Perspectives Courses**

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

ART-3411	HIST-1100	HIST-3684	MUSC-1101	SOCI-3305	THEO-3820
ECON-4010	HIST-1101	HIST-3686	MUSC-4120	SPAN-3500	
ENGL-1550	HIST-3140	HIST-3720	NASC-2300	THEO-2100	
FREN-3500	HIST-3280	ITAL-3000	POLS-2010	THEO-2150	
FREN-3650	HIST-3541	MGMT-3250	SOCI-2350	THEO-3150	

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

ARCH-4116	CENG-4610	EDUC-4496	EXSC-4457	MCOM-3310	PHYS-4910
ART-4900	CHEM-4903	EDUC-4497	GNST-1750	MENG-4700	POLS-4600
ASTR-4200	CIVL-4700	EENG-4600	GNST-1800	MKTG-3100	PSYC-4850
BIOL-3305	CSCI-4930	ENGL-4910	HIST-4000	MUSC-2214	SPCH-1100
BUSI-2230	EDUC-4492	ESLG-2930	MATH-4930	NURS-4300	THTR-1150

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

ASTR-1300	BIOL-1107	CHEM-1200/1201	NASC-3100	PHYS-2000	POLS-2500	SOCI-4175
ASTR-1400	BIOL-1121	NASC-1400	PHYS-1100	PHYS-2100	PSYC-2010	
BIOL-1105	CHEM-1010/1011	NASC-1600	PHYS-1200	PHYS-2110	SOCI-3155	

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

ART-1000	BUSI-2230	EENG-4600	HIST-3385	MCOM-3600	PSYC-4850	THTR-3520
ART-1010	BUSI-2650	ENGL-3150	MATH-4930	MCOM-3610	SPAN-3710	THTR-3560
ART-1030	CENG-4610	ENGR-1500	MCOM-1610	MUSC-3201	SPAN-3720	THTR-3580
ART-2410	CHEM-4903	EXSC-3380	MCOM-2500	NASC-3100	THEO-2144	THTR-4150
ART-2800	CRIM-3200	EXSC-4457	MCOM-2600	NURS-3350	THTR-1150	
BIOL-3305	CSCI-4930	FREN-3700	MCOM-2610	PHYS-4910	THTR-2150	

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

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

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

ARCH-2300	CHEM-3511	ENGL-1020	ENGL-3110	ENGL-4250	HIST-2000	PHYS-2101
ARCH-2301	CIVL-3010	ENGL-1500	ENGL-3120	ENGR-3400	HIST-4000	POLS-2500
ART-3411	CIVL-3020	ENGL-1550	ENGL-3140	ENGR-3410	JOUR-2620	POLS-2750
ART-3412	CRIM-3100	ENGL-1600	ENGL-3150	ESLG-2220	JOUR-3300	POLS-3700
ASTR-4100	CRIM-3300	ENGL-1650	ENGL-3250	EXSC-4457	MATH-4457	PSYC-2000
ASTR-4200	CSCI-4930	ENGL-1700	ENGL-3270	FREN-3510	MATH-4930	PSYC-2731
ASTR-4300	ECON-3000	ENGL-1750	ENGL-4010	FREN-3610	MGMT-2250	SPAN-3040
BUSI-1050	EDUC-4451	ENGL-3010	ENGL-4020	FREN-3700	MUSC-4100	SPAN-3400
BUSI-2230	EDUC-4470	ENGL-3020	ENGL-4060	GNST-1750	MUSC-4110	THTR-3810
BUSI-4850	EENG-4600	ENGL-3030	ENGL-4140	GNST-2750	PHIL-4920	
CENG-4600	EENG-4610	ENGL-3040	ENGL-4200	GNST-3750	PHYS-2001	

## **Graduate Programs**

While Benedictine College has a strong emphasis on undergraduate liberal arts education, the College has developed two graduate programs in accordance with the longstanding tradition of responding to the needs of the times.

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

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

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

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

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

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

Through this program, approved by the Kansas State Department of Education, certified teachers may complete a 33-hour M.A. to be eligible for certification for building-level administration. Information on the M.A. in educational administration, admission, and degree requirements, follow the School of Education section of this catalog.

### **Master of Arts in Teaching (MAT)**

This program, approved by the Kansas State Department of Education, is for students who are working full-time as K–12 teachers and whose undergraduate degree is not in the area of education. By enrolling in this program, students will take education licensure-required coursework. The courses in this program are the graduate version of the undergraduate courses in our B.A. in Elementary Education or B.A. in Secondary Education programs.

### **Grading for Graduate Programs**

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

### **Repeating a Course**

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

## **Withdrawal**

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

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## **Courses of Instruction**

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

### **Pilot Testing of New Courses**

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

### **Special Topics Courses**

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

### **Independent Studies**

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

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

### **Internships**

Departments may provide internships as work and learning experiences under the 4790 course number. Internships with the 4780 course number carry 0 credit hours.

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

### **Senior Comprehensive Examinations**

All academic departments administer a senior comprehensive examination for each major they offer, usually taken during a student’s eighth semester of enrollment, under the “COMP” course number, or, if the department so designates, students successfully complete a senior project at a level designated by the department based on national standards in the field. This exam or project is a requirement for graduation.

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## Architecture

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### Program Mission

The mission of the Architecture Program is to engage the millennia of classical architecture design traditions from ancient Egypt and the Middle East up to the present day through research and emulation, and promotes the Christian understanding of the True, the Good, and the Beautiful as necessary to train students to design all types of buildings, and their settings and ornaments, from concept to detail. This process prepares students to continue in formal studies to earn the Master of Architecture degree or to enter the profession or related fields as an intern or designer.

### Program Outcomes

1. Graduates will be able to read, comprehend, and explain classical facades and buildings.
2. Graduates will be able to design and render a public monumental classical facade and building, including plans, sections, elevations, perspectives, and detail drawings.
3. Graduates will have a comprehensive understanding of classical architecture from its archaic roots to its modern expressions, as well as defend its timeless applications.
4. Graduates will be able to use the history, theories, and canons of classical architecture to engage with diverse cultures in both domestic and international applications of the study of the art of building.

The Architecture major provides students a foundational education in the traditional arts by way of the art of building. To accomplish this, we look to the Renaissance traditions of the Accademia di San Luca in Rome, the Accademia del Disegno in Florence, and the later French academic tradition of the Académie des Beaux-Arts in Paris for inspiration and guidance to distinguish this program from merely utilitarian or technical pursuits.

Architecture studios represent the backbone of the major. Three parallel streams support the studios: development of skills in hand-drawing and painting; education in the theory and history of architecture; and, studies of traditional and time-tested techniques of building technology.

A rising sophomore may petition the architecture faculty to accept an extraordinary portfolio from an approved summer program as substitute for required freshman architecture and art courses.

Transfer students are accepted into the Architecture major at the discretion of the Architecture Department Chair and must complete a minimum of 60% of the ARCH courses required for the major at Benedictine College with course equivalencies and placements in the major determined by the Department Chair.

The course fees for the Sophomore, Junior, Senior, and Capstone studios provide studio materials, fund visiting professional critics and lecturers, and defray costs for field studies, workshops, and technology.

Sophomore architecture students purchase the Studio Kit comprising essential tools for the architecture program curriculum and for career use; see the Architecture Program website, under Studio Kit, for more information.

Admission to the major is competitive. The following are the minimum criteria to apply (They do not guarantee admission.)—as well as remain in the major in good standing:

- Submit a successful Petition for Acceptance to a Major Program
- Submit transcripts (including any transferred credit) with the completed Petition for Acceptance
- Submit a portfolio for review by architecture faculty at the end of March of freshman year
- Earn a minimum grade of C in each Architecture course (or a retake is required)
- Sustain a minimum cumulative 3.0 GPA by, and beyond, Midterm of the spring semester of sophomore year.

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

#### Architecture Courses

- ARCH-1200, Architectural Drawing (3)  
ARCH-1300, Introduction to Architecture (3)  
ARCH-1410, Freshman Studio (4)  
ARCH-2111, Sophomore Studio 1 (4)  
ARCH-2112, Sophomore Studio 2 (4)  
ARCH-2201, Architectural Watercolor & Wash Rendering (3)

ARCH-2300, Architectural History 1 (3)  
 ARCH-2301, Architectural History 2 (3)  
 ARCH-3113, Junior Studio 3 (5)  
 ARCH-3114, Junior Studio 4 (5)  
 ARCH-3200, Plein Air Drawing & Watercolor (2)  
 ARCH-3310, Theory & History: Field Study (2)  
 ARCH-3400, Architecture of Cities (3)  
 ARCH-4115, Senior Studio 5 (6)  
 ARCH-4116, Capstone Studio 6 (6)  
 ARCH-4400, Environmental Systems & Sustainability (4)  
 ARCH-COMP, Senior Comprehensive Exam (cr)

**Additional required courses**  
 ART-1000, Drawing 1 (3)  
 ART-1010, 2-D Design (3)  
 CIVL-3550, Building Component & System Design (3)  
 ENGR-2300, Statics (3)  
 ENGR-2320, Mechanics of Materials (3)  
 MATH-1300, Calculus 1 (4)  
 PHYS-2000, College Physics (3)  
     or PHYS-2100, Classical Physics I (3)  
 PHYS-2001, College Physics Lab (1)  
     or PHYS-2101, Classical Physics I Lab (1)

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

<b>Freshman Year</b>			
ARCH-1300, Intro. to Architecture [+ lab]	3	ARCH-1410, Freshman Studio	4
ART-1000, Drawing 1	3	ARCH-1200, Architectural Drawing	3
ART-1010, 2-D Design	3	ENGL-1010, English Composition	3
EXSC-1115, Wellness for Life	1	EXSC Fitness Course	1
GNST-1000, BC Experience	1	MATH-1300, Calculus 1	4
MATH-1250, Pre-Calculus, if required or Gen. Ed.	3-4	PHIL-1750, Principles of Nature	3
THEO-1100, Introduction to Theology	3		
		17-18	18
<b>Sophomore Year</b>			
ARCH-2111, Sophomore Studio 1	4	ARCH-2112, Sophomore Studio 2	4
ARCH-2201, Arch. Watercolor & Rendering	3	ARCH-2301, Architectural History 2	3
ARCH-2300, Architectural History 1	3	Global Perspective	3
PHYS-2100, Classical Physics I or PHYS-2000, College Physics I	3	Natural World Foundation Faith or Philosophical Inquiry	3
PHYS-2101, Classical Physics I Lab or PHYS-2001, College Physics I Lab	1		
Faith or Philosophical Inquiry	3		
		17	16
Summer Study Abroad:			
ARCH-3310, Theory & History: Field Study	2		
ARCH-3200, Plein Air Drawing & Watercolor	2		
		4	4
<b>Junior Year</b>			
ARCH-3113, Junior Studio 3	5	ARCH-3114, Junior Studio 4	5
ARCH-3400, Architecture of Cities	3	ENGR-2320, Mechanics of Materials	3
ENGR-2300, Statics	3	Elective	3
Foreign Language	4	Foreign Language	4
		15	15

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

<b>Senior Year</b>		
ARCH-4115, Senior Studio 5	6	ARCH-4116, Capstone Studio 6
ARCH-4400, Environ Sys & Sustain.	4	ARCH-COMP, Senior Comprehensive Exam
Elective	3	CIVL-3550, Bldg Component & Sys. Design
Faith or Philosophical Inquiry	3	Faith or Philosophical Inquiry
		Elective
	16	6 cr 3 3 3
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## **Art**

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### **Art Program Mission**

The mission of the Art Program is to develop students' aesthetic, conceptual, and technical abilities; to engage them in the histories, theories, and traditions of artmaking; and to prepare them for a successful studio practice, further education, or a career in the arts and related fields.

### **Program Outcomes**

1. Graduates will have multiple ways of solving visual and creative problems.
2. Graduates will a professional portfolio for review by faculty and educational partners that demonstrates both (i) technical proficiency in at least two media and (ii) command of the formal language necessary to communicate the content and concept of their work.
3. Graduates will write an artist/professional statement that illuminates their creative work and that interests others in it.
4. Graduates will understand the history of art and contemporary trends in art/art education/art therapy.
5. Graduates will gain experience in the role of art as a means to create, participate in, and serve diverse communities, locally and globally.

### **Art Education Program Mission**

The mission of the Art Education program is to develop students' abilities, not only to create art, but also to pass along their passion and interest to others. Through a broad curriculum including studios, seminars, in-classroom experiences, and real-world training, students are prepared to pass licensure examinations and to pursue classroom teaching, their own artistic practice, and graduate school.

### **Program Outcomes**

1. Graduates will have multiple ways of solving visual and creative problems.
2. Graduates will a professional portfolio for review by faculty and educational partners that demonstrates both (i) technical proficiency in at least two media and (ii) command of the formal language necessary to communicate the content and concept of their work.
3. Graduates will write an artist/professional statement that illuminates their creative work and that interests others in it.
4. Graduates will understand the history of art and contemporary trends in art/art education/art therapy.
5. Graduates will gain experience in the role of art as a means to create, participate in, and serve diverse communities, locally and globally.
6. Graduates will have the appropriate knowledge and ability to teach art.

Art majors go on to careers as practicing studio artists; art educators teaching PK–12; and work with arts organizations, museums, or non-profit groups. Students who have taken a number of classes in a specific area may also be qualified for jobs in the fields of graphic design, photography, and illustration, or to continue their studies in graduate school.

### **Basic information for all majors and minors in the department:**

Each major or minor will create a degree plan with his or her Art and Design Department academic advisor, based on interests, abilities, and projected career path. Students are encouraged to design the most intensive studio 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 or designers.

A “C–” or better must be earned in each required course to count toward completion of the degree.

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

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

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

ART-1000, Drawing I (3 hours)

ART-1010, Foundations of 2-D Design:  
Composition and Color (3 hours)

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

ART-2110, Painting (3 hours)

ART-2200, Sculpture I (3 hours)

ART-2300, Graphic Design I (3 hours)

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

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

Art History component (9 hours)

ART-3411, Art History I (3 hours)

ART-3412, Art History II (3 hours)

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

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

ART-3900, Junior Seminar (3 hours)

ART-4900, Professional Practices (2 hours)

ART-4901, Senior Exhibition Seminar (1 hour)

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

ART-1000, Drawing I

ART-1010, Foundations of 2-D Design:  
Composition and Color OR

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

ART-3411, Art History I

OR ART-3412, Art History II

*plus* five additional Studio Courses in Art

At least 50% of the credit hours for the minor must come from courses that are not fulfilling a student's major requirements.

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

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

ART-1000, Drawing I (3 hours)

ART-1010, Foundations of 2-D Design:  
Composition and Color (3 hours)

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

ART-2110, Painting I (3 hours)

ART-2200, Sculpture I (3 hours)

ART-2300, Graphic Design I (3 hours)

ART-2500, Printmaking I (3 hours)

ART-2600, Ceramics I (3 hours)

ART-2800, Basic Digital Photography (3 hours)

ART-3411, Art History I (3 hours)

ART-3412, Art History II (3 hours)

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

ART-3900, Junior Seminar (3 hours)

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

ART-4900, Professional Practices (2 hours)

ART-4901, Senior Exhibition Seminar (1 hour)

Students must also complete a major in Secondary Education.

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

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

ART-2600, Ceramics 1 (as part of Art major  
requirements)

ART-4460, Principles of Art Therapy (3 hours)

ART-4461, Clinical Methods in Art Therapy (3 hours)

ART-4462, Experience and Research in Art  
Therapy (3 hours)

EDUC-2222, Introduction to K-12 Special  
Education (3 hours)

PSYC-1000, General Psychology (3 hours)

PSYC-2731, Theories of Personality (3 hours)

PSYC-3901, Abnormal Psychology (3 hours)

One of these two options (6 hours):

- PSYC-2631, Developmental Psychology I AND  
PSYC-2641, Developmental Psychology II

- PSYC-2503, Lifespan Development AND one of  
the following:

PSYC-2401, Psychology of Learning

PSYC-3801, Cultural Psychology

PSYC-4820, Social Psychology

PSYC-4201, Psychology of Gender

PSYC-4012, Introduction to Counseling  
Psychology

**Recommended courses:**

MATH-1220, Introductory Statistics (4 hours)  
 PSYC-2401, Psychology of Learning (3 hours)

This specialization prepares students for admission into graduate school for Art Therapy. This

specialization also fulfills the requirements for a minor in Psychology. Students need to declare the minor in Psychology to have it appear on their transcript.

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

ENGL-1010, English Composition	3	ART-1030, Foundations of 3-D Design	3
THEO-1100, Introduction to Theology	3	ART-2110, Painting I	3
GNST-1000, BC Experience	1	PHIL-1750, Principles of Nature	3
Foreign Language	4	Foreign Language	4
ART-1000, Drawing I	3	Elective	3
ART-1010, Foundations of 2-D Design	3		

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16**Sophomore Year**

ART-2200, Sculpture I	3	Art Studios	6
ART-2300, Graphic Design I	3	Faith or Philosophical Inquiry Foundation	3
Art History	3	Natural World Foundation (with lab)	4
Mathematical Reasoning Foundation	4	Elective	3
Person and Community Foundation	3		

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16**Junior Year**

Art Studio	3	ART-3900, Junior Seminar	3
Art History	3	Art Studios	6
Faith or Philosophical Inquiry Foundation	3	Faith or Philosophical Inquiry Foundation	3
Physical Fitness activity course	1	Elective	3
Natural World Foundation (w/o lab)	3	EXSC-1115, Wellness for Life	1
Elective	3		

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16**Senior Year**

Art History	3	Art Studios	3
Art Studios	6	Electives	12
Faith or Philosophical Inquiry Foundation	3	ART-4901, Senior Exhibition Seminar	1
ART-4900, Professional Practices	2		
Elective	3		

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

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	EDUC-2222, Introduction to K-12 Special Ed.
THEO-1100, Introduction to Theology	3	PSYC-2503, Lifespan Development
GNST-1000, BC Experience	1	PHIL-1750, Principles of Nature
EXSC-1115, Wellness for Life	1	ART-2100, Painting I
ART-1000, Drawing I	3	ART-1030, Foundations of 3-D Design
ART-1010, Foundations of 2-D Design	3	EXSC Fitness course
PSYC-1000, General Psychology	3	
	<u>17</u>	16
<b>Sophomore Year</b>		
Faith Foundation	3	Natural World Foundation (with lab)
Art Studios	6	Art Studio
Art History	3	Art History
Foreign Language	4	Theories of Personality
		Foreign Language
	<u>16</u>	17
<b>Junior Year</b>		
Philosophical Inquiry Foundation	3	Philosophical Inquiry Foundation
PSYC-3901, Abnormal Psychology	3	ART-3900, Junior Seminar
Art Studios	3	Art Studio
ART-4460, Principles of Art Therapy	3	ART-4461, Art Therapy Clinical Methods
Natural World Foundation	4	PSYC-2401, Psychology of Learning
	<u>16</u>	15
<b>Senior Year</b>		
Art History	3	Art Studios
Art Studios	6	Electives
Faith Foundation	3	Senior Exhibition Seminar
ART-4900, Professional Practices	2	
ART-4462, Exper & Research in Art Therapy	3	
	<u>17</u>	16

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

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	ART-1030, Foundations of 3-D Design
GNST-1000, BC Experience	1	Foreign Language
EDUC-2200, Intro to Education	2	THEO-1100, Introduction to Theology
EDUC-2201, Intro to Education Research and Field Experience	1	ART-2110, Painting I
ART-1000, Drawing I	3	ART-2200, Sculpture I
Foreign Language	4	
ART-1010, Foundations of 2-D Design	3	
	<u>17</u>	16

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

<b>Sophomore Year</b>		
PHIL-1750, Principles of Nature	3	Natural World Foundation (with lab) 4
EDUC-2222, Introduction to K-12 Special Education	3	Faith Foundation 3
Art Studio (Printmaking)	3	Art Studio (Ceramics) 3
ART-2800, Basic Photography	3	EDUC-2220, Psychoed Development 3
Art History	3	HIST-1100 or HIST-1101, World Civ 3
NASC-2300, World Regional Geography	3	EXSC Fitness course 1
		EXSC-1115, Wellness for Life 1
	<hr/> 18	18
<b>Junior Year</b>		
Philosophical Inquiry Foundation	3	EDUC-3332, Reading in the Content Area 3
Art History	3	ART-3900, Junior Seminar 3
Art Studio (Graphic Design)	3	Art Studios 6
ART-4457, Methods of Teaching Art	2	EDUC-3357/3358, Gen Secondary Methods 4
EDUC-3312, School as Community	3	
EDUC-3313, School As Community	1	
Diversity Field Experience		
	<hr/> 15	16
<b>Senior Year</b>		
Twentieth Century Art History	3	EDUC-4455, Differentiated Instruction 3
Art Studio	3	EDUC-4462, Classroom Management 2
MATH-1220, Introductory Statistics	4	EDUC-4470, Student Teaching Seminar 1
ART-4900, Professional Practices	2	EDUC-4492, Supervised Student Teaching 5
EDUC-4451, Philosophy of Education	3	EDUC-4496, Supervised Student Teaching 5
Person and Community	3	EDUC-COMP, Senior Comprehensive cr
		ART-4901, Senior Exhibition Seminar 1
	<hr/> 18	17

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## **Astronomy**

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### **Program Mission**

The mission of the Astronomy Program is to advance understanding of and foster curiosity about the physical universe, to enlighten students in critical thinking, to instruct students in applying the scientific method, and to enrich the College's liberal arts curriculum. Graduates will have a strong foundation in observational and theoretical astronomy and astrophysics, which prepares them for graduate study and careers in astronomy and related fields; they also gain a strong set of analytical and technical skills that prepare them to pursue careers in a wide range of other fields.

### **Program Outcomes**

1. Graduates will have factual knowledge and conceptual understanding of advanced topics in astronomy, within the framework of a liberal arts education.
2. Graduates will be able to use physical data to solve quantitative problems in astronomy.
3. Graduates will be proficient in fundamental laboratory skills, including data analysis, and the use of instrumentation.
4. Graduates will be able to interpret and utilize the scientific literature and will be able to communicate scientific results clearly and concisely via oral and written reports.

5. Graduates will have the tools to succeed in graduate study or careers in astronomy and related fields, as well as the analytical and technical skills to succeed in a variety of other fields.
6. Graduates will have the interpersonal and professional skills to effectively work within teams and be project leader of teams of varied cultural and experiential backgrounds regardless of cultural differences.

Astronomers seek to understand the structure and evolution of planets, stars, galaxies, and the universe. Immediate employment opportunities for astronomy majors include public education related positions at planetariums and museums, data analyst positions in science and industry, and laboratory work.

Students also learn the fundamentals of astronomical observing, data collection, and analysis, including hands-on experience at Benedictine's Daglen Observatory.

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

#### **Guidelines for Acceptance to a Physics & Astronomy Department Major:**

In order to ensure that students are on a successful academic trajectory, it is recommended that students who have not earned at least a C average in both Classical Physics I and II should not declare a major in the Physics & Astronomy Department. Students who have not achieved this minimum grade guideline but who still seek acceptance to a major in one of the programs in the Physics & Astronomy Department must meet with and receive approval from the Department Chair.

#### **Requirements for a B.S. degree in Astronomy:**

(59–62 hours)

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

PHYS-3210, Nuclear and Elementary Particle Physics (2)

PHYS-3211, Modern Physics Laboratory II (1)

PHYS-4100, Mechanics I (3)

PHYS-4110, Mechanics II (3)

PHYS-4600, Electricity and Magnetism I (3)

PHYS-4610, Electricity and Magnetism II (3)

PHYS-4400, Thermodynamics (4)

PHYS-4800, Quantum Mechanics (3)

PHYS-4300, Optics (3)

PHYS-4301, Optics Laboratory (1)

ASTR-COMP, Senior Comprehensive (cr)

PHYS-4910, Physics and Astronomy Research plus four semesters of PHYS-4900–4903, Physics Colloquium (cr)

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

CHEM-1200, General Chemistry I (3)

CHEM-1210, General Chemistry II (3)

CHEM-1201, General Chemistry Laboratory I (1)

CHEM-1211, General Chemistry Laboratory II (1)

CSCI-2300, Programming for Scientists and Engineers (3) or CSCI-1140, Introduction to Computer Science I (4); or ENGR-2000, Computer Applications in Engineering (2)

MATH-1300, Calculus I (4)

MATH-1350, Calculus II (4)

MATH-2300, Calculus III (4)

MATH-3100, Differential Equations (3)

*Recommended supporting courses:*

MATH-2500, Linear Algebra (3)

MATH-2550, Discrete Mathematical Structures (3)

MATH-3200, Probability and Statistics (3)

MATH-3300, Numerical Computation (3)

#### **Requirements for a minor in Astronomy (22 hours)**

ASTR-1300, The Sun and Solar System (4)

ASTR-1400, Stars and Stellar Systems (4)

ASTR-3000, Observational Astronomy (3)

PHYS-2100/2101, Classical Physics I with lab (4)

PHYS-2110/2111, Classical Physics II with lab (4)

*plus ONE of the following:*

ASTR-4100, Introduction to Astrophysics (3)

ASTR-4200, Solar System Astrophysics (3)

ASTR-4300, Galaxies and Cosmology (3)

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

<b>Freshman Year</b>		
PHYS-2100, Classical Physics I	4	PHYS-2110, Classical Physics II
ASTR-1300, Sun & Solar System	4	ASTR-1400, Stars & Stellar Systems
MATH-1300, Calculus I	4	MATH-1350, Calculus II
CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II, Lab
GNST-1000, BC Experience	1	
		<hr/> 16
	17	
<b>Sophomore Year</b>		
ASTR-3000, Observational Astronomy	3	PHIL-1750, Principles of Nature
EXSC-1115, Wellness for Life	1	THEO-1100, Introduction to Theology
MATH-2300, Calculus III	4	MATH-3100, Differential Equations
Foreign Language	4	Foreign Language
PHYS-3200, Relativity & Atomic Physics	3	PHYS-3210, Nuclear & Elem. Particle Physics
PHYS-3201, Modern Physics Lab I	1	PHYS-3211, Modern Physics Lab II
EXSC Fitness course	1	
		<hr/> 16
	17	
<b>Junior Year</b>		
ASTR-4100, Introduction to Astrophysics	3	ASTR-4300, Galaxies & Cosmology
PHYS-4100, Mechanics I	3	CSCI-2300, Programming for Scientists & Engnrs
Person and Community	3	Aesthetic Experience
PHYS-4900, Physics Colloquium	cr	PHYS-4110, Mechanics II
Faith Foundation	3	PHYS-4300, Optics
ENGL-1010, English Composition	3	PHYS-4301, Optics Lab
Philosophical Inquiry	3	PHYS-4901, Physics Colloquium
		<hr/> 16
	18	
<b>Senior Year</b>		
ASTR-4200, Solar System Astrophysics	3	PHYS-4610, Electricity & Magnetism II
Historical Inquiry Foundation	3	Philosophical Inquiry
PHYS-4600, Electricity & Magnetism I	3	PHYS-4903, Physics Colloquium
PHYS-4800, Quantum Mechanics	3	Faith Foundation
PHYS-4400, Thermodynamics	4	Aesthetic Experience
PHYS-4902, Physics Colloquium	cr	Historical Inquiry Foundation
PHYS-4910, Physics and Astronomy Research	1	ASTR-COMP, Senior Comprehensive
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## Athletic Health Care

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### Program Mission

The mission of the Athletic Health Care Program is to provide a high-quality education in health, wellness, and exercise science within a community of faith and scholarship. We prepare our students in the clinical skills necessary to practice athletic health care or pursue postgraduate education.

### Program Outcomes

1. Graduates will have the ability to perform an injury assessment for an acute and chronic injury that involves the upper extremity and lower extremity.
2. Graduates will have the ability to select a modality to be used in the treatment of injuries and be able to apply that modality.
3. Graduates will have the ability to select exercises to be used in the rehabilitation of upper and lower extremity injuries and be able to demonstrate those exercises.
4. Graduates will have the ability to identify contemporary athletic health care professions and engage in service-learning opportunities in connection with some of them including the ability to interact with people of diverse backgrounds and experiences as colleagues, clients, and students.

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

Students must complete the courses necessary for general education requirements. Athletic Health Care majors must also complete an appropriate swimming course, or pass the proficiency test.

Students must be formally accepted into the Athletic Health Care (AHC) major. Applications and other supporting documents are available from the director of the Athletic Health Care major or Department Chair. Applicants must satisfy the following entrance requirements before the deadline (December 1 of the semester enrolled in ATHC-2212) to be accepted into the major. Only those students who have been accepted are allowed to enroll in the remaining practicum courses (ATHC-2213, ATHC-3312, ATHC-3313, ATHC-4412, ATHC-4413).

### Entrance Requirements:

1. Formal acceptance to Benedictine College; declare Athletic Health Care as an academic major.
2. Successful completion of prerequisites: EXSC-2210 and EXSC-2263.
3. Current CPR and First Aid certificate. Separate fee may be required.
4. A cumulative GPA of 2.75.
5. Completion of at least 30 hours of athletic health care observation and a written recommendation for admission to the AHC major from a current Benedictine College certified/licensed athletic trainer or other health care provider.  
Both of these requirements will be completed during the EXSC-2212, Beginning Clinical Practicum I.
6. Completed application to the AHC major.
7. A completed health history and physical exam must be on file with the school nurse.
8. Students are responsible for having malpractice insurance. Laboratory fees from the clinical practicum courses will be used to pay for this insurance.
9. Students with disabilities can request reasonable accommodations.
10. Students must have a reliable source of transportation to travel to off-campus clinical rotations. Students are also responsible for any travel expenses or insurance needs for their source of transportation.

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

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

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

#### **Freshman Year**

GNST-1000, BC Experience	1	EXSC-2209, Personal & Community Health	2
ENGL-1010, English Composition	3	Electives	2
EXSC-1115, Wellness for Life	1	Historical Foundation	3
EXSC-2210, First Aid & Personal Safety	2	Natural World Foundation	4
EXSC-2263, Care & Prev. of Athl. Injuries	3	Aesthetic Foundation	3
Person and Community Foundation	3	Oral Communication	3
Electives	2		
		15	17

#### **Sophomore Year**

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

#### **Junior Year**

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

#### **Senior Year**

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

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## Biochemistry

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### Program Mission

The mission of the Biochemistry Program is to train ethically grounded critically thinking students to apply knowledge of the chemistry of living organisms to solve real-world problems and to prepare them for employment in biochemistry and related fields, graduate studies in biochemistry, or professional studies in the health sciences through a community of faith and scholarship.

### Program Outcomes

1. Graduates will have above average comprehension (relative to their peers at other institutions) of cell biology, molecular biology, genetics, organismal biology, population biology, evolution, and ecology.
2. Graduates will be able to use good scientific practices to ask research questions and collect, organize, analyze, and interpret data.
3. Graduates will demonstrate proficiency in oral and written communication of scientific information.
4. Biology Education graduates will demonstrate knowledge of biology and the ability to teach it.
5. Graduates will be aware of major ethical issues at the forefront of their discipline and apply ethical principles of the discipline in regard to treatment of experimental data, use of sources, and in collaboration with colleagues in light of cultural differences present in a diverse and multicultural society.

The recommended course sequence for the baccalaureate degree in biochemistry fulfills all requirements for pre-professional preparation in medicine, dentistry, medical technology, pharmacy, veterinary medicine, and other health-related programs when electives are selected according to course recommendations for the chosen pre-professional track.

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

For biochemistry majors, a GPA of at least 2.00 must be maintained in all courses with a "CHEM" prefix taken to date. A grade of at least "C–" must be achieved in all required courses for the major with a

2.0 required in the major to graduate. A grade of "C" or better is required for all prerequisites. Courses required for the major may be repeated, but students must satisfactorily pass all required courses in their first or second attempt.

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

#### **Biochemistry:**

BIOL-1121, General Biology I

BIOL-1122, General Biology II

CHEM-1200/1201, General Chemistry I with lab

CHEM-1210/1211, General Chemistry II with lab

CHEM-2200/2201, Organic Chemistry I with lab

CHEM-2210/2211, Organic Chemistry II with lab

CHEM-3300/3301, Quantitative Analysis with lab

CHEM-3311, Instrumental Analysis Laboratory

CHEM-3500/3501, Biochemistry I with lab

CHEM-3510/3511, Biochemistry II with lab

CHEM-3800/3801, Physical Chemistry I with lab

CHEM-4450/4451, Topics in Biochemistry with lab

CHEM-4801/4811, Research (2 credits total)

CHEM-4900, 4901, 4902, 4903, Chemistry &

Biochemistry Colloquium

BIOC-COMP, Senior Comprehensive Exam

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

CHEM-3150, Computational Chemistry

CHEM-3250, Environmental Chemistry

CHEM-3400, Inorganic Chemistry

CHEM-3650, Polymer Chemistry

CHEM-4200, Physical Chemistry II

CHEM-3980/4980, Special Topics

CHEM-4350, Advanced Organic Chemistry

CHEM-4650, Organometallic Chemistry

### Required supporting courses are as follows:

MATH-1300, Calculus I

MATH-1350, Calculus II

PHYS-2100/2101, Classical Physics I with lab

PHYS-2110/2111, Classical Physics II with lab

### Recommended supporting courses are the following:

BIOL-3310, Mechanisms of Evolutionary Change

BIOL-3360, Microbiology

BIOL-3370, Genetics

BIOL-4475, Molecular & Cellular Biology

BIOL-4476, Immunology

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

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
CHEM-1200/1201, General Chemistry I with lab  
CHEM-1210/1211, General Chemistry II with lab  
CHEM-2200/2201, Organic Chemistry I with lab  
CHEM-2210/2211, Organic Chemistry II with lab  
CHEM-3300/3301, Quantitative Analysis with lab  
CHEM-3311, Instrumental Analysis Laboratory  
CHEM-3500/3501, Biochemistry I with lab  
CHEM-3510/3511, Biochemistry II with lab  
CHEM-4450/4451, Topics in Biochemistry with lab  
CHEM-4900, 4901, 4902, 4903, Chemistry & Biochemistry Colloquium  
BIOC-COMP, Senior Comprehensive Exam

plus one advanced course chosen from the list below:

CHEM-3150, Computational Chemistry  
CHEM-3250, Environmental Chemistry

CHEM-3400, Inorganic Chemistry  
CHEM-3650, Polymer Chemistry  
CHEM-3800, Physical Chemistry I  
CHEM-3980/4980, Special Topics  
CHEM-4350, Advanced Organic Chemistry  
CHEM-4650, Organometallic Chemistry

**Required supporting courses are as follows:**

MATH-1300, Calculus I  
MATH-1350, Calculus II  
PHYS-2100/2101, Classical Physics I with lab  
PHYS-2110/2111, Classical Physics II with lab

**Recommended supporting courses are the following:**

BIOL-3310, Mechanisms of Evolutionary Change  
BIOL-3360, Microbiology  
BIOL-3370, Genetics  
BIOL-4475, Molecular & Cellular Biology  
BIOL-4476, Immunology

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

**Freshman Year**

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

**Sophomore Year**

CHEM-2200, Organic Chemistry I	3	CHEM-2210, Organic Chemistry II	3
CHEM-2201, Organic Chemistry I Lab	1	CHEM-2211, Organic Chemistry II Lab	1
PHYS-2100, Classical Physics I	3	PHYS-2110, Classical Physics II	3
PHYS-2101, Classical Physics I Lab	1	PHYS-2111, Classical Physics II Lab	1
Historical Foundation	3	Historical Foundation	3
Person and Community Foundation	3	Aesthetic Foundation	3
Elective	3	PHIL-1750, Principles of Nature	3
	17		17

**Junior Year**

CHEM-3300, Quantitative Analysis	3	CHEM 3311, Instrumental Analysis Lab	1
CHEM-3301 Quantitative Analysis Lab	1	CHEM-3510, Biochemistry II	3
CHEM-3500, Biochemistry I	3	CHEM-3511, Biochemistry II Lab	1
CHEM-3501, Biochemistry I Lab	1	CHEM-Elective, Advanced Course	3
CHEM-4900, Chem/Biochem Colloq.	1	CHEM-4901, Chem/Biochem Colloq.	1
Philosophical Inquiry Foundation	3	Faith Foundation	3
Foreign Language	4	Foreign Language	4
	16		16

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

	<b>Senior Year</b>	
CHEM-4450, Topics in Biochemistry	3	CHEM-3800, Physical Chem I 3
CHEM-4451, Topics in Biochemistry Lab	1	CHEM-3801, Physical Chem Lab 1
CHEM-4801, Research	1	CHEM-4811, Research 1
CHEM-4902, Chem/Biochem Colloq.	1	CHEM-4903, Chem/Biochem Colloq. 1
Aesthetic Foundation	3	with Senior Seminar Presentation
Faith Foundation	3	BIOC-COMP, Senior Comprehensive cr
Electives	3	Electives 6
EXSC-1115, Wellness for Life	1	Philosophical Inquiry Foundation 3
	16	15

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## Biology

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### Program Mission

The mission of the Biology Program is to prepare majors to appreciate and understand biological diversity across levels of organization and apply biological principles and the scientific method to think critically and solve problems in an evidence-based manner. Majors will engage in collaborative and creative experimental- and literature-driven research, which involves measuring data, generating questions, using statistical tools, and drawing evidence-based inferences. Graduates will effectively communicate their work in both written and oral form. They will be prepared to enter graduate and professional schools, to teach at the secondary-school level, or to enter the work force.

### Program Outcomes

1. Majors will demonstrate above average comprehension (relative to their peers at other institutions) of cell biology, molecular biology, genetics, organismal biology, population biology, evolution, and ecology.
2. Majors will be able to use good scientific practices to ask research questions and collect, organize, analyze, and interpret data.
3. Majors will demonstrate proficiency in oral and written communication of scientific information.
4. Biology Education students will demonstrate knowledge of biology and the ability to teach it.
5. Majors will be able to present biological information to diverse audiences in relevant ways, taking into account differences in background and experience.

A grade of ‘C’ or better is required in all courses counting toward the Biology major. A.P. and dual credit biology taken in high school will transfer to Benedictine College as BIOL-1107, Principles of Biology (a course for non-biology majors) unless it is comparable to our BIOL-1121, General Biology I, course. If a student plans to major in Biology, Biochemistry, or Nursing, he or she needs to take BIOL-1121, General Biology I, here. All upper-division major and minor requirements for Biology must be completed at Benedictine College unless approved by the Department Chair.

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

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

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

*plus* five 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-3305 and BIOL-3310 prerequisite to all other 3300- and 4400-level courses.

BIOL-COMP, Senior Comprehensive.

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

CHEM-1200, General Chemistry I  
CHEM-1201, General Chemistry I Laboratory  
CHEM-1210, General Chemistry II  
CHEM-1211, General Chemistry II Laboratory  
CHEM-2200, Organic Chemistry I  
CHEM-2201, Organic Chemistry I Laboratory  
CHEM-2210, Organic Chemistry II  
CHEM-2211, Organic Chemistry II Laboratory  
MATH (one course from the following)  
    MATH-1300, Calculus I (recommended)  
    MATH-1250, Pre-Calculus  
PHYS-2000/2001, College Physics I (recommended)  
    or PHYS-2100/2101, Classical Physics I  
PHYS-2010/2011, College Physics II (recommended)  
    or PHYS-2110/2111, Classical Physics II

**Recommendations:**

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

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

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-3305, Biological Statistics  
BIOL-3310, Mechanisms of Evolutionary Change  
*plus* six 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-3305 and BIOL-3310 prerequisite to all other 3300- and 4400-level courses.  
BIOL-COMP, Senior Comprehensive.

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

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

MATH (one course from the following)  
    MATH-1300, Calculus I (recommended)  
    MATH-1250, Pre-Calculus  
PHYS-1100, Concepts in Physics (recommended), or  
    PHYS-2000/2001, College Physics I, or  
    PHYS-2100/2101, Classical Physics I

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

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-3305, Biological Statistics  
BIOL-3310, Mechanisms of Evolutionary Change  
BIOL-3355, Ecology  
BIOL-3370, Genetics  
BIOL-4457, Methods of Teaching Secondary Science  
BIOL-4482, Animal Physiology  
*plus* one 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-3305 and BIOL-3310 prerequisite to all other 3000- and 4000-level courses, and double major in Secondary Education.

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

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

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

BIOL-1121, General Biology I  
BIOL-1122, General Biology II  
BIOL-3305, Biological Statistics  
BIOL-3310, Mechanisms of Evolutionary Change  
*plus* two 4-credit-hour “BIOL” prefixed laboratory courses numbered above BIOL-3311, with BIOL-3305 and BIOL-3310 prerequisite to all other 3000- and 4000-level courses.

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

<b>Freshman Year</b>			
CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II Lab	1
BIOL-1121, General Biology I	5	BIOL-1122, General Biology II	4
ENGL-1010, English Composition	3	Aesthetic Foundation	3
MATH-1300, Calculus I	4	THEO-1100, Introduction to Theology	3
GNST-1000, BC Experience	1	EXSC-1115, Wellness for Life	1
		EXSC Fitness course	1
	<u>17</u>	<u>16</u>	
<b>Sophomore Year</b>			
CHEM-2200/2201, Organic Chemistry I	3	CHEM-2210/2211, Organic Chemistry II	3
PHYS-2000, College Physics I	4	PHYS-2010, College Physics II	4
PHIL-1750, Principles of Nature	3	Person and Community Foundation	3
BIOL-3310, Mech Evolutionary Change	3	BIOL-3305, Biological Statistics	4
Faith Foundation	3	*BIOL-4486, Biology Research	1
	<u>16</u>	<u>15</u>	
<b>Junior Year</b>			
Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Advanced Biology	4	Advanced Biology	4
Aesthetic Foundation	3	Faith Foundation	3
Elective	3	Philosophical Inquiry Foundation	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	1
	<u>18</u>	<u>18</u>	
<b>Senior Year</b>			
Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Global Perspective	3	Philosophical Inquiry Foundation	3
*CHEM-3500, Biochemistry I	4	Elective	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	2
BIOL-COMP, Senior Comp.	cr		
	<u>16</u>	<u>16</u>	

\*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

<b>Freshman Year</b>			
CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II	3
CHEM-1201, General Chemistry I Lab	1	CHEM-1211, General Chemistry II Lab	1
BIOL-1121, General Biology I	5	BIOL-1122, General Biology II	4
ENGL-1010, English Composition	3	Aesthetic Foundation	3
MATH-1250, Pre-Calculus or MATH-1300, Calculus I	4	THEO-1100, Introduction to Theology	3
GNST-1000, BC Experience	1		
	17		14
<b>Sophomore Year</b>			
CHEM-2200, Organic Chemistry I	3	*CHEM-2210, Organic Chemistry II	3
CHEM-2201, Organic Chemistry I Lab	1	*CHEM-2211, Organic Chemistry II Lab	1
PHYS-1100, Physical Concepts	4	Global Perspective	3
PHIL-1750, Principles of Nature	3	Faith Foundation	3
BIOL-3310, Mech of Evolutionary Change	3	BIOL-3305, Biological Statistics	4
		EXSC-1115, Wellness for Life	1
		EXSC Fitness course	1
		*BIOL-4486, Biology Research	1
	14		17
<b>Junior Year</b>			
Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Advanced Biology	4	Advanced Biology	4
Aesthetic Foundation	3	Faith Foundation	3
Elective	3	Philosophical Inquiry Foundation	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	1
	18		18
<b>Senior Year</b>			
Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Person and Community	3	Philosophical Inquiry Foundation	3
*CHEM-3500, Biochemistry I	4	Elective	3
*BIOL-4486, Biology Research	1	*BIOL-4486, Biology Research	2
BIOL-COMP, Senior Comp.	cr		
	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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### Accounting Program Mission

The mission of the Accounting Program is to develop graduates who add value to an enterprise by applying their knowledge of business and accounting theory and practice, communicating persuasively, and acting with character and compassion. Graduates of the Benedictine College Accounting Program will display an innovative mindset in their approach to analyzing, interpreting, and sharing financial information.

### Program Outcomes

1. Graduates will be able to use professional-quality business communication skills to persuade or inform a specific audience regarding a business issue, mindful of the cultures and values of diverse stakeholders.
2. Graduates will be able to act with consistency and integrity, while acknowledging the inherent dignity of all human persons, to influence others and contribute to the greater good by following the model of Jesus Christ.
3. Graduates will be able to understand, interpret, identify strengths and weaknesses, and plan for future improvement of an organization's performance (financial, operational, etc.) by gathering and analyzing relevant quantitative data.
4. Graduates will be able to identify internal and external problems and prospects relevant to an organization's existence (emphasizing social-societal, economic, technological, political-legal, and global issues), and plan for future improvement by persuading internal and external stakeholders to take and support appropriate and ethical action.
5. Graduates will be able to analyze complex and ambiguous accounting situations and take appropriate action, applying accounting theory and tools in accordance with contemporary professional accounting practice.

### Finance Program Mission

The mission of the Finance Program is to develop graduates who add value to an enterprise by applying their knowledge of business and finance theory and practice, communicating persuasively, and acting with character and compassion. Graduates of the Benedictine College Finance Program will be able to conduct financial modeling and analysis to assess

financial health and need, and to efficiently allocate resources.

### Program Outcomes

1. Graduates will be able to use professional-quality business communication skills to persuade or inform a specific audience regarding a business issue, mindful of the cultures and values of diverse stakeholders.
2. Graduates will be able to act with consistency and integrity, while acknowledging the inherent dignity of all human persons, to influence others and contribute to the greater good by following the model of Jesus Christ.
3. Graduates will be able to understand, interpret, identify strengths and weaknesses, and plan for future improvement of an organization's performance (financial, operational, etc.) by gathering and analyzing relevant quantitative data.
4. Graduates will be able to identify internal and external problems and prospects relevant to an organization's existence (emphasizing social-societal, economic, technological, political-legal, and global issues), and plan for future improvement by persuading internal and external stakeholders to take and support appropriate and ethical action.
5. Graduates will be able to analyze complex and ambiguous finance situations and take appropriate action, applying finance theory and tools in accordance with contemporary professional finance practice.

### International Business Program Mission

The mission of the International Business Program is to develop graduates who add value to an enterprise by applying their knowledge of business and international business theory and practice, communicating persuasively, and acting with character and compassion. Graduates of the International Business program will be able to understand, respect, and work effectively in international and intercultural interactions with people whose thoughts and values differ from their own; will know geopolitical forces, events, and trends, both historic and current; and will be able to navigate the ambiguity and uncertainty that characterize international and intercultural interactions.

### **Program Outcomes**

1. Graduates will be able to use professional-quality business communication skills to persuade or inform a specific audience regarding a business issue, mindful of the cultures and values of diverse stakeholders.
2. Graduates will be able to act with consistency and integrity, while acknowledging the inherent dignity of all human persons, to influence others and contribute to the greater good by following the model of Jesus Christ.
3. Graduates will be able to understand, interpret, identify strengths and weaknesses, and plan for future improvement of an organization's performance (financial, operational, etc.) by gathering and analyzing relevant quantitative data.
4. Graduates will be able to identify internal and external problems and prospects relevant to an organization's existence (emphasizing social-societal, economic, technological, political-legal, and global issues), and plan for future improvement by persuading internal and external stakeholders to take and support appropriate and ethical action.
5. Graduates will be able to analyze complex and ambiguous international business situations and take appropriate action, applying international business theory and tools in accordance with contemporary professional international business practice.

### **Management Program Mission**

The mission of the Management Program is to develop graduates who add value to an enterprise by applying their knowledge of business and management theory and practice, communicating persuasively, and acting with character and compassion. Graduates of the management program will be able to plan and control organizational activities in ways that achieve ethical outcomes for diverse individuals, for organizations and their diverse stakeholders, and for the broader community; and to collaborate and lead in ways that foster human flourishing as a servant leader, i.e., build healthy professional relationships that enable development of the human person in humanity's various states (as an individual, in a team, in organizations, and in communities).

### **Program Outcomes**

1. Graduates will be able to use professional-quality business communication skills to persuade or inform a specific audience regarding a business issue, mindful of the cultures and values of diverse stakeholders.
2. Graduates will be able to act with consistency and integrity, while acknowledging the inherent dignity of all human persons, to influence others and contribute to the greater good by following the model of Jesus Christ.
3. Graduates will be able to understand, interpret, identify strengths and weaknesses, and plan for future improvement of an organization's performance (financial, operational, etc.) by gathering and analyzing relevant quantitative data.
4. Graduates will be able to identify internal and external problems and prospects relevant to an organization's existence (emphasizing social-societal, economic, technological, political-legal, and global issues), and plan for future improvement by persuading internal and external stakeholders to take and support appropriate and ethical action.
5. Graduates will be able to analyze complex and ambiguous management situations and take appropriate action, applying management theory and tools in accordance with contemporary professional management practice.

### **Marketing Program Mission**

The mission of the Marketing Program is to develop graduates who add value to an enterprise by applying their knowledge of business and marketing theory and practice, communicating persuasively, and acting with character and compassion. Graduates of the Benedictine College Marketing Program will display the ability to analyze and understand diverse customer needs and create strategic marketing plans to satisfy those customer needs in a competitive business environment.

### **Program Outcomes**

1. Graduates will be able to use professional-quality business communication skills to persuade or inform a specific audience regarding a business issue, mindful of the cultures and values of diverse stakeholders.
2. Graduates will be able to act with consistency and integrity, while acknowledging the inherent

dignity of all human persons, to influence others and contribute to the greater good by following the model of Jesus Christ.

3. Graduates will be able to understand, interpret, identify strengths and weaknesses, and plan for future improvement of an organization's performance (financial, operational, etc.) by gathering and analyzing relevant quantitative data.
4. Graduates will be able to identify internal and external problems and prospects relevant to an organization's existence (emphasizing social-societal, economic, technological, political-legal, and global issues), and plan for future improvement by persuading internal and external stakeholders to take and support appropriate and ethical action.
5. Graduates will be able to analyze complex and ambiguous marketing situations and take appropriate action, applying marketing theory and tools in accordance with contemporary professional marketing practice.

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

The School of Business offers five majors (all Bachelor of Arts degrees): Accounting, Finance, International Business, Management, and Marketing.

A student may declare a major in the School of Business at any time. Students should confer as early as possible with the department chair or program chair to establish a program of study. Students preparing for graduate school are encouraged to include as many courses in mathematics as their schedules allow.

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

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

Transfer students pursuing a minor offered by the School of Business must take a minimum of

25% of the coursework required for the minor at Benedictine College.

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

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

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

1. The candidate must complete the General Education requirements of the College. (See Academic Regulations and Procedures in the Course Catalog.)
2. The candidate must complete all courses required for the degree from the School of Business with a grade of C- or better in each course with an overall GPA of 2.0 or higher. Courses required for the degree are grouped in three categories known as the Common Body of Knowledge (common to all Business majors), the Major Requirements (specific to each degree), and the Capstone Curriculum (common to all Business majors). The list of courses in each category is as follows:
  - a. The ten Common Body of Knowledge courses:
    - BUSI-1650, Quantitative Methods for Business  
(A course waiver is allowed for students who have previously taken College Algebra with a grade of C- or better. Additionally, students who have a 24 or higher on the Math portion of the ACT or 580 or higher on the SAT may waive this requirement.)
    - BUSI-2650, Business Statistics (or MATH-1220, Introductory Statistics)
    - MGMT-2250, Principles of Business Management
    - ACCT-2090, Principles of Financial Accounting
    - ACCT-2100, Principles of Managerial Accounting
    - ECON-2090, Principles of Macroeconomics
    - ECON-2100, Principles of Microeconomics
    - BUSI-3710, Legal Environment of Business
    - MKTG-3100, Principles of Marketing
    - FINC-3100, Principles of Finance
  - b. The Major Requirements for Accounting, Finance, International Business, Management, or Marketing. (See below.)
  - c. The four components of the Capstone Curriculum:
    - BUSI-4900, Strategic Management

Experiential Learning Activity, ACCT-, FINC-, MGMT- or MKTG-4780

(The Experiential Learning Activity (ELA) is required of all School of Business majors. Students must consult with their advisor and the Director of the Experiential Learning Program to determine activities and conditions that will satisfy this requirement.)

or

Internship, ACCT-, FINC-, MGMT- or MKTG-4790

BUSI-4850, Seminar on Executive Writing and Communication, 1 credit

BUSI-4860, Seminar on Ethics and Morality for Business Professionals, 1 credit

(It is important for students and advisors to note that THEO-2000 and PHIL-3250 are prerequisites for this Seminar.)

### 3. Policy Statements:

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

### Major Requirements in Accounting

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

Students who plan to take the Certified Public Accountant examination should be aware that the completion of at least 150 semester hours is required to take the CPA exam. An accounting faculty advisor should be consulted before making final decisions relative to this degree program.

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

ACCT-3270, Intermediate Financial Accounting Theory I

ACCT-3280, Intermediate Financial Accounting Theory II

ACCT-3630, Federal Income Tax Accounting

ACCT-3730, Cost Accounting I

ACCT-4010, Advanced Financial Accounting Theory I

ACCT-4020, Advanced Financial Accounting Theory II

ACCT-4200, Financial Statement Analysis & Business Valuation

ACCT-4930, Auditing Theory

ACCT-COMP Comprehensive Senior Examination

ACCT Elective (3-credit-hour, upper-division)

ECON-3060, Money and Banking

### Major Requirements in Finance

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

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

ACCT-4200, Financial Statement Analysis & Business Valuation

FINC-4100, Corporate Finance

FINC-4650, Financial Spreadsheet Modeling

FINC-4900, International Finance

FINC-4910, Investment & Portfolio Management

FINC-4950, Advanced Corporate Finance

ECON-3060, Money and Banking

ECON or ACCT elective (3-credit-hour, upper-division)  
FINC elective (3-credit-hour, upper-division)  
FINC-COMP, Senior Comprehensive Examination

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

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

MGMT-3250, International Management & Culture  
MGMT-4250, The International and Global

Environment of Business

MGMT-4660, Operations & Logistics Management

FINC-4900, International Finance

MKTG-4810, International Marketing

BUSI-3901 and BUSI-3902, Student International Business Council (SIBC)

One international related elective for 3 credits, selected from upper courses in business, economics, modern foreign language, political science, or another allied field approved by the department chair.

INTB-COMP, Senior Comprehensive Examination

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

The student must gain exposure to the culture of another country through completion of a for-credit study abroad program of at least 60 days or a similar immersion experience in another country approved by the Director of the School of Business, or attain proficiency in a Foreign Language to include three courses (or 12 hours) beyond 2040. Proficiency requires a C- or better grade in each course. For French, these courses should include FREN-3040 and two additional upper-level courses. For Spanish, these courses should include SPAN-3040, SPAN-3400, and one additional upper-level course. For ESLG, these courses should include ESLG-2220, ESLG-2930, and one additional course above 2040. International students who seek the major already fluent in two or more

languages (including English) may obtain approval from the Director of the School of Business for waiver of all or part of the language proficiency requirement.

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

### **Major Requirements in Management**

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

MGMT-3250, International Management and Culture

MGMT-3500, Organizational Behavior and Theory

MGMT-3660, Information and Decision Management

MGMT-4500, Human Resource Management

MGMT-4560, Ethics, Compliance, and Social

Responsibility

MGMT-4660, Operations & Logistics Management

ECON-3200, Managerial Econ & Pricing Theory

Two upper-division 3-credit-hour electives

(including 3980 or 4980) from ACCT, FINC,

ECON, MGMT, MKTG

MGMT-COMP, Senior Comprehensive Examination

### **Major Requirements in Marketing**

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

MGMT-3250, International Management and Culture

MKTG-3880, Integrated Marketing Communication

MKTG-4850, Marketing Strategy

MKTG-3810, Consumer Behavior

MKTG-4830, Marketing Research

MKTG-4810, International Marketing  
ECON-3100, Intermediate Microeconomic Theory,  
or ECON-3200, Managerial Economics and  
Pricing Theory  
Two upper-division 3-credit-hour electives  
(including 3980 or 4980) from ACCT, FINC,  
ECON, MGMT, MTKG  
MKTG-COMP, Senior Comprehensive Examination

### **Minor in Accounting**

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

The courses required to satisfy the minor are as follows:

ACCT-2090, Principles of Financial Accounting  
ACCT-2100, Principles of Managerial Accounting  
ACCT-3270, Intermediate Financial Accounting  
Theory I  
ACCT-3280, Intermediate Financial Accounting  
Theory II  
ACCT-3730, Cost Accounting I  
ACCT-3630, Federal Income Tax Accounting  
or ACCT-3820, Accounting Information Systems

### **Minor in Business Administration**

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

The courses required to satisfy the minor are as follows:

ACCT-2090, Principles of Financial Accounting  
ACCT-2100, Principles of Managerial Accounting

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

### **Minor in Entrepreneurship**

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.

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:

ENTR-2100, Entrepreneurial Principles  
ENTR-3100, Entrepreneurial Venture Planning  
ENTR-3110, Entrepreneurial Accounting & Finance  
ENTR-3120, Entrepreneurial Management &  
Marketing  
ENTR-4100, Entrepreneurial Social Ventures  
ENTR-4900, Entrepreneurial Practicum

### **Minor in Finance**

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

The courses required to satisfy the minor are as follows:

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

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

<b>Freshman Year</b>		
Liberal Arts Core (e.g. ENGL-1010)	3	Liberal Arts Core (e.g. PHIL-1750) <span style="float: right;">3</span>
Liberal Arts Core (e.g. THEO-1100)	3	Liberal Arts Foundation (e.g. Nat. World w/ Lab) <span style="float: right;">4</span>
Liberal Arts Core (e.g. Foreign Language)	4	Liberal Arts Core (e.g. Foreign Language 2) <span style="float: right;">4</span>
GNST-1000, BC Experience	1	BUSI-2650, Business Statistics <span style="float: right;">3</span>
BUSI-1650, Quantitative Methods in Business	3	ACCT-2100, Principles of Managerial Accounting <span style="float: right;">3</span>
ACCT-2090, Principles of Financial Accounting	3	
	17	17

<b>Sophomore Year</b>		
Liberal Arts Core (e.g. EXSC-1115, Wellness)	1	Liberal Arts Foundation (e.g. Philosophy) <span style="float: right;">3</span>
Liberal Arts Foundation (e.g. History)	3	Liberal Arts Foundation (e.g. Aesthetic) <span style="float: right;">3</span>
ACCT-3270, Intermediate Financial Accounting I	3	ACCT-3280, Intermediate Finan. Accounting II <span style="float: right;">3</span>
ACCT-3730, Cost Accounting	3	ACCT-3630, Federal Income Tax Accounting <span style="float: right;">3</span>
ECON-2100, Microeconomics	3	MGMT-2250, Principles of Management <span style="float: right;">3</span>
FINC-3100, Principles of Finance	3	ECON-2090, Macroeconomics <span style="float: right;">3</span>
	16	18

<b>Junior Year</b>		
Liberal Arts Foundation (e.g. Natural World)	3	Liberal Arts Foundation (e.g. History) <span style="float: right;">3</span>
ACCT-4020, Adv. Financial Accounting II	3	Liberal Arts Foundation (e.g. THEO-2000) * <span style="float: right;">3</span>
BUSI-3710, Legal Environment of Business	3	ACCT-4010, Adv. Financial Accounting I <span style="float: right;">3</span>
MKTG-3100, Principles of Marketing	3	ACCT-3xxx, Accounting Elective <span style="float: right;">3</span>
General Elective (or second major class)	3	ECON-3060, Money and Banking <span style="float: right;">3</span>
	15	15

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

<b>Senior Year</b>		
Liberal Arts Foundation (e.g. Aesthetic)	3	Liberal Arts Core (e.g. EXSC Activity) <span style="float: right;">1</span>
Liberal Arts Foundation (e.g. PHIL-3250) *	3	Liberal Arts Foundation (e.g. Faith) <span style="float: right;">3</span>
ACCT-4200, Finan. Statement Analysis & Bus. Valuation	3	ACCT-COMP, Senior Comp Exam <span style="float: right;">cr</span>
ACCT-4930, Auditing Theory	3	BUSI-4900, Strategic Management <span style="float: right;">3</span>
BUSI-4850, Executive Writing Seminar	1	BUSI-4860, Ethics Seminar <span style="float: right;">1</span>
General Elective (or second major class)	3	General Elective (or second major class) <span style="float: right;">4</span>
	16	15

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

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

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

17	<hr/> 17
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<b>Sophomore Year</b>		
Liberal Arts Core (EXSC-1115, Wellness)	1	Liberal Arts Foundation (e.g., Philosophy) 3
Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (e.g., Aesthetic) 3
Liberal Arts Foundation (e.g., Natural World)	3	General Elective 3
General Elective	3	General Elective 3
ECON-2090, Macroeconomics	3	ECON-2100, Principles of Microeconomics 3
MGMT-2250, Principles of Business Management	3	FINC-3100, Principles of Finance 3

16	<hr/> 18
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<b>Junior Year</b>		
Liberal Arts Foundation (THEO-2000)*	3	Liberal Arts Foundation (e.g., History) 3
General Elective	3	General Elective 3
MKTG-3100, Principles of Marketing	3	ECON-3060, Money and Banking 3
BUSI-3710, Legal Environment of Business	3	FINC-4650, Finan Spreadsheet Modeling 3
FINC-4100, Corporate Finance	3	FINC-4910, Investments 3

15	<hr/> 15
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### Experiential Learning Requirement (FINC-4780): Junior–Senior Year

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

17	<hr/> 14
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\*A Liberal Arts Foundation course that is required for all majors in the School of Business as a prerequisite for the Capstone Curriculum BUSI-4860, Seminar on Ethics and Morality for Business Professionals.

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

<b>Freshman Year</b>		
Liberal Arts Core (e.g., THEO-1100)	3	Liberal Arts Core (PHIL-1750) 3
Liberal Arts Core (e.g., ENGL-1010)	3	Liberal Arts Foundation (e.g., Aesthetic) 3
Liberal Arts Core (EXSC-1115, Wellness)	1	General Elective 3
GNST-1000, BC Experience	1	BUSI-2650, Business Statistics 3
General Elective	3	ACCT-2100, Prin. of Managerial Accounting 3
BUSI-1650, Quant Methods for Business	3	Liberal Arts Core (e.g. EXSC Fitness course) 1
ACCT-2090, Prin. of Financial Accounting	3	
	17	16
<b>Sophomore Year</b>		
Liberal Arts Foundation (e.g., History)	3	Liberal Arts Foundation (e.g., Philosophy) 3
Liberal Arts Foundation (e.g., Nat. World)	4	Liberal Arts Foundation (e.g., History) 3
ECON-2100, Principles of Microeconomics	3	ECON-2090, Macroeconomics 3
MGMT-2250, Principles of Business Management	3	MKTG-3100, Principles of Marketing 3
BUSI-3710, Legal Environment of Business	3	FINC-3100, Principles of Finance 3
		BUSI-3850, Executive Writing Seminar 1
	16	16
<b>Junior Year</b>		
Study Abroad Immersion		Liberal Arts Foundation (PHIL-3250)* 3
Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Foundation (THEO-2000) 3
Liberal Arts Foundation (Faith)	3	Liberal Arts Foundation (e.g., Nat. World) 3
Liberal Arts Core (Foreign Language)	4	MGMT-3250, International Management 3
Liberal Arts Core (Foreign Language)	4	Co-Major Required Course 3
GNST-3000, International Study Reflection	1	POLS-4010, International Relations 3
	15	18
Experiential Learning Requirement (INTB-4780): Junior–Senior Year		
<b>Senior Year</b>		
Co-Major Required Course	3	Co-Major Required Course 3
Co-Major Required Course	3	Co-Major Required Course 3
Co-Major Required Course	3	BUSI-4900, Strategic Management 3
MKTG-4810, International Marketing	3	BUSI-4860, Ethics Seminar 1
FINC-4900, International Finance	3	MGMT-4710, International Business Law 3
MGMT-4660, Operations & Logistics Management	3	ECON-3150, International Economics 3
		INTB-COMP, Senior Comprehensive cr
	18	16

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

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

<b>Freshman Year</b>		
Liberal Arts Core (e.g., ENGL-1010)	3	Liberal Arts Core (e.g., PHIL-1750) 3
Liberal Arts Core (e.g., THEO-1100)	3	Liberal Arts Foundation (e.g., Natural World) 4
Liberal Arts Foundation (History)	3	ACCT-2100, Principles of Managerial Accounting 3
GNST-1000, BC Experience	1	BUSI-2650, Business Statistics 3
ACCT-2090, Principles of Financial Accounting	3	MGMT-2250, Principles of Business Management 3
BUSI-1650, Quantitative Methods for Business	3	
EXSC-1115, Wellness for Life	1	
	<hr/> 17	<hr/> 16
<b>Sophomore Year</b>		
Liberal Arts Core (EXSC Fitness course)	1	MGMT-3500, Organizational Behavior & Theory 3
MGMT-3250, International Management & Culture	3	Liberal Arts Foundation (e.g., Natural World) 4
Liberal Arts Foundation (e.g., History)	3	MGMT-3660, Information & Decision Management 3
BUSI-3710, Legal Environment of Business	3	ECON-2090, Principles of Macroeconomics 3
ECON-2010, Principles of Microeconomics	3	FINC-3100, Principles of Finance 3
MKTG-3100, Principles of Marketing	3	
	<hr/> 16	<hr/> 16
<b>Junior Year</b>		
Liberal Arts Foundation (e.g., Aesthetic)	3	Liberal Arts Foundation (PHIL-3250)* 3
Liberal Arts Foundation (THEO-2000)*	3	MGMT-4500, Human Resource Management 3
General Elective	3	Liberal Arts Foundation (e.g., Aesthetics) 3
Foreign Language	4	Foreign Language 4
BUSI-4850, Seminar on Executive Writing & Comm.	1	Elective (ACCT, FINC, MGMT, MKTG) 3
MGMT-4660, Operations & Logistics Management	3	
	<hr/> 17	<hr/> 16

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

<b>Senior Year</b>		
Liberal Arts Foundation (e.g., PHIL)	3	General Electives 9
Liberal Arts Foundation (THEO)	3	BUSI-4900, Strategic Management 3
ECON-3200, Managerial Economics & Pricing Theory	3	BUSI-4860, Ethics Seminar 1
MGMT-4560, Ethics, Compliance & Social Respon.	3	Elective (ACCT, FINC, MGMT, MKTG) 3
General Elective	3	MGMT-COMP, Senior Comprehensive cr
	<hr/> 15	<hr/> 16

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

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

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

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

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

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

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

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

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## Master of Business Administration (MBA)

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### **Program Mission**

The Master of Business Administration (MBA) Program prepares postgraduate students for a general management role in a business enterprise.

### **Program Outcomes**

1. Graduates will have an MBA degree with an ethically sound foundation from which to contribute and lead a 21st century enterprise.
2. Graduates will have a spirit of, eye for, and understanding of the benefits of innovation and creativity and how to contribute, organize, and help sustain business excellence into the future.
3. Graduates will have an appreciation for, and a working knowledge of, the global marketplace and how to further contribute toward expanding the scope of an enterprise in today's global marketplace.
4. Graduates will have the ability to move immediately into a general management role with the requisite competencies to effectively collaborate with and influence diverse people, manage operations, analyze financial statements, prepare budgets, comply with the law, and properly advise executives on courses of action that will improve enterprise results.

### **Admission Process**

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

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

### **Admission to the MBA Program**

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

1. A bachelor's degree in any major from an accredited institution.
2. An indication of the capability to perform graduate course work based on the following criteria:

- A.) No GMAT is required of applicants who meet any one of the following:
  - a.) those who earned an undergraduate GPA of 3.25 or higher.
  - b.) those who have already earned a postgraduate degree in another discipline,
  - c.) those who scored 480 or higher on the GRE, or
  - d.) those who have at least three years of professional work experience that demonstrates either advancement within a particular competency or management responsibilities for budgets, projects, or personnel.
- B.) If the GMAT is required, the applicant must achieve a minimum score of 440 to earn regular admission status.
3. A demonstration of ability to communicate effectively in writing, evidenced by an essay in which the applicant communicates his/her motivation for pursuing the MBA.
4. A meeting or phone interview with the Director or Assistant Director of Graduate Business Programs.
5. Successful completion of undergraduate courses (or their equivalent) in the following subjects:
  - a. Financial Accounting
  - b. Economics
  - c. FinanceApplicants who have not successfully completed the above courses will be required to do so prior to full admission to the program. The Director or Assistant Director of Graduate Business Programs will advise applicants as to the courses needed and the opportunity to complete them.
6. Applicants classified as permanent residents of the United States holding a resident alien card must submit a completed copy (both sides) of the card with the completed application form.
7. International applicants, or applicants whose first language is not English, must submit official scores for the Test of English as a Foreign Language (TOEFL) exam or the Pearson Test of English Academic (PTE-A), unless the bachelor's degree was earned in a residence at an accredited US institution of higher education. Scores of 550/80 for TOEFL or 53 for PTE-A are acceptable.

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

### **Provisional Admission in Lieu of Regular Admission**

Applicants with scores of less than 440 on the GMAT or 480 on the GRE may be admitted on a provisional basis. The status of provisional students will be assessed after the student has completed four courses in the program. Those provisional students who achieve a minimum overall GPA of 3.0 in the first four courses will be granted regular admission. Those provisional students who do not achieve a minimum GPA of 3.0 in the first four courses will receive notice from the Director of Graduate Business Programs that they have been dismissed from the program.

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

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

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

D. An undergraduate student who has enrolled in any graduate course must complete his/her undergraduate degree within nine months of starting graduate classes.

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

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

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

### **Degree requirements**

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

### **Probation**

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

### **Dismissal from the Program**

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

### **Reinstatement Following Dismissal**

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

appeal is denied, the student can submit an appeal to the Committee on Graduate Studies through the Director of Graduate Business Programs. If denied reinstatement by the Graduate Studies Committee, the student may submit a final appeal to the Dean of the College whose decision is final.

### **Transfer of Credit**

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

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

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## **Chemistry**

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### **Program Mission**

The mission of the Chemistry Program is to train ethically grounded critically thinking students to apply broad chemical knowledge to solve real-world problems and to prepare them for employment in chemistry-related fields, graduate studies in chemistry, or professional studies through a community of faith and scholarship.

### **Program Outcomes**

1. Graduates will be able to explain fundamental concepts and solve problems in quantitative, biological, inorganic, organic and physical chemistry.
2. Graduates will be proficient in fundamental laboratory skills, including safety and use of instrumentation and computers and in the application of the scientific method.

3. Graduates will be able to communicate scientific results via oral and written reports, with effective use of scientific literature.
4. Graduates will be aware of major ethical issues at the forefront of their discipline and apply ethical principles of the discipline in regard to treatment of experimental data, use of sources, and in collaboration with colleagues in light of cultural differences present in a diverse and multicultural society.
5. Graduates in Chemistry-Secondary education will be competent in the content of chemistry and be able to teach it.

Students are strongly advised to consult with faculty members of the department, not only for assistance in formulating their programs of study, but also for information relative to the many career opportunities afforded a chemistry major.

Benedictine College offers majors leading to the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degrees in chemistry.

For chemistry majors, a GPA of at least 2.00 must be maintained in all courses with a "CHEM" course number taken to date. A grade of at least "C–" must be achieved in all required courses for the major with a 2.0 required in the major to graduate. A grade of "C" or better is required for all prerequisites. Courses required for the major may be repeated, but students must satisfactorily pass all required courses in their first or second attempt.

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

CHEM-1200/1201, General Chemistry I with lab  
 CHEM-1210/1211, General Chemistry II with lab  
 CHEM-2200/2201, Organic Chemistry I with lab  
 CHEM-2210/2211, Organic Chemistry II with lab  
 CHEM-3300/3301, Quantitative Analysis with lab  
 CHEM-3311, Instrumental Analysis Laboratory  
 CHEM-3400/3401, Inorganic Chemistry with lab  
 CHEM-3500/3501, Biochemistry I with lab  
 CHEM-3800/3801, Physical Chemistry I with lab  
 CHEM-4200/4201, Physical Chemistry II with lab  
 CHEM-4801/4811, Research (2 credits total)  
 CHEM-4900, 4901, 4902, 4903, Chemistry & Biochemistry Colloquium

CHEM-COMP, Senior Comprehensive Exam

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

CHEM-3150, Computational Chemistry  
 CHEM-3250, Environmental Chemistry  
 CHEM-3510, Biochemistry II  
 CHEM-3650, Polymer Chemistry  
 CHEM-3980, Special Topics  
 CHEM-4350, Advanced Organic Chemistry  
 CHEM-4450, Topics in Biochemistry  
 CHEM-4650, Organometallic Chemistry

#### **Required supporting courses:**

MATH-1300, Calculus I  
 MATH-1350, Calculus II  
 PHYS-2100/2101, Classical Physics I with lab  
 PHYS-2110/2111, Classical Physics II with lab

#### **Recommended supporting courses:**

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

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

CHEM-1200/1201, General Chemistry I with lab  
 CHEM-1210/1211, General Chemistry II with lab  
 CHEM-2200/2201, Organic Chemistry I with lab  
 CHEM-2210/2211, Organic Chemistry II with lab  
 CHEM-3300/3301, Quantitative Analysis with lab  
 CHEM-3311, Instrumental Analysis Laboratory  
 CHEM-3400/3401, Inorganic Chemistry with lab  
 CHEM-3500/3501, Biochemistry I with lab  
 CHEM-3800/3801, Physical Chemistry I with lab  
 CHEM-4900, 4901, 4902, 4903, Chemistry & Biochemistry Colloquium

CHEM-COMP, Senior Comprehensive Exam

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

CHEM-3150, Computational Chemistry  
 CHEM-3250, Environmental Chemistry  
 CHEM-3510, Biochemistry II  
 CHEM-3650, Polymer Chemistry  
 CHEM-3980/4980, Special Topics  
 CHEM-4350, Advanced Organic Chemistry  
 CHEM-4450, Topics in Biochemistry  
 CHEM-4650, Organometallic Chemistry  
 CHEM-4200, Physical Chemistry II

#### **Required supporting courses:**

MATH-1300, Calculus I  
 MATH-1350, Calculus II

PHYS-2100/2101, Classical Physics I with lab  
PHYS-2110/2111, Classical Physics II with lab

**Recommended supporting courses:**

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

**Requirements for a minor in Chemistry:**

CHEM-1200/1201, General Chemistry I with lab  
CHEM-1210/1211, General Chemistry II with lab  
CHEM-2200/2201, Organic Chemistry I with lab  
*plus* two additional chemistry lecture courses and two chemistry laboratory courses beyond CHEM-2200/2201.

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

CHEM-1200/1201, General Chemistry I with lab  
CHEM-1210/1211, General Chemistry II with lab

CHEM-2200/2201, Organic Chemistry I with lab  
CHEM-2210/2211, Organic Chemistry II with lab  
CHEM-3300/3301, Quantitative Analysis with lab  
CHEM-3311, Instrumental Analysis Laboratory  
CHEM-3400/3401, Inorganic Chemistry with lab  
CHEM-3500/3501, Biochemistry I with lab  
CHEM-3800/3801, Physical Chemistry I with lab  
CHEM-4457, Methods of Teaching Secondary Science

CHEM-4900, 4901, 4902, Chemistry/ Biochemistry Colloquium  
CHEM-COMP, Senior Comprehensive Exam

**Required supporting courses are as follows:**

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

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

<b>Freshman Year</b>		
3	CHEM-1210, General Chemistry II	3
1	CHEM-1211, General Chemistry II Lab	1
4	MATH-1350, Calculus II	4
3	THEO-1100, Introduction to Theology	3
1	Foreign Language	4
4	EXSC-1115, Wellness for Life	1
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16		16

<b>Sophomore Year</b>		
3	CHEM-2210, Organic Chemistry II	3
1	CHEM-2211, Organic Chemistry II Lab	1
3	PHYS-2110, Classical Physics II	3
1	PHYS-2111, Classical Physics II Lab	1
3	Aesthetic Foundation	3
3	Historical Foundation	3
3	PHIL-1750, Principles of Nature	3
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17		17

<b>Junior Year</b>		
3	CHEM 3311, Instrumental Analysis Lab	1
1	CHEM-3400, Inorganic Chemistry	3
3	CHEM-3401, Inorganic Chemistry Lab	1
1	CHEM-3800, Physical Chemistry I	3
1	CHEM-3801, Physical Chemistry I Lab	1
3	CHEM-4901, Chem/Biochem Colloq.	1
3	Electives	6
<hr/>		<hr/>
15		16

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

	Senior Year	
Advanced Chemistry Elective	3	CHEM-COMP, Senior Comprehensive
CHEM-4801, Research	1	CHEM-4811, Research
CHEM-4200, Physical Chemistry II	3	CHEM-4903, Chem/Biochem Colloquium
CHEM-4201, Physical Chemistry II Lab	1	with Senior Seminar Presentation
CHEM-4902, Chem/Biochem Colloq.	1	Electives
Aesthetic Foundation	3	Faith Foundation
Elective	3	Philosophical Inquiry Foundation
EXSC Fitness course	1	
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	16	
		17

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## Classics

### Program Mission

The mission of the Classics program is to develop proficient readers and translators of Latin and/or Greek. Learners will also demonstrate their knowledge and understanding of the history, culture, and literature of the ancient world and their contribution to our world today.

### Program Outcomes

1. Graduates will have mastered enough Latin and Greek grammar to read and appreciate Latin and Greek texts.
2. Graduates will be able to translate passages accurately and thus, by analyzing different nuances of expression, improve their own power of thought and expression.
3. Students will appreciate Greek and Roman life, philosophy and political institutions, from the time of small city-states to a larger, culturally and ethnically diverse empire, and evaluate the Classical contribution to the development of Western Civilization, helping students become better equipped to live in the diverse society of their own day.

Benedictine College offers a major in Classics, and minors in Latin and Classics. The Classics major is an interdisciplinary major with two components: Language study and the study of related disciplines.

**A. Language courses:** (First-year sequences in Greek and Latin plus 18 credits at 3000 level or above)

1. *Latin Concentration:* LATN-1000, LATN-1020, GREK-1000, GREK-1020, plus any six Latin classes 3000-level or above.

2. *Latin and Greek Concentration:* LATN-1000, LATN-10120, plus any three Latin courses 3000-level or above, as well as GREK-1000, GREK-1020, plus any three Greek courses 3000-level or above.

3. *Latin, Greek, and Hebrew:* LATN-1000, 1020; GREK-1000, 1020; THEO-2010 (Hebrew I), THEO-2020 (Hebrew II) plus any four Latin or Greek classes 3000 level or above.

**B. Interdisciplinary component:** (12 hours) Students must complete 12 hours from the following courses:

GNST-1750 (Great Books, Ancient World)  
HIST-3520 or HIST-3521

and six additional hours chosen from the following:

ARCH-2300, Theory and History of Architecture I

ART-3411, Art History I

ENGL-3060, Classical Mythology

GNST-2750, Great Books, Medieval World

HIST-3520, Ancient Greece

HIST-3521, Ancient Rome

HIST-3522, Greek and Roman History

HIST-3541, Byzantine History

PHIL-4010, Ancient Philosophy

PHIL-4020, Medieval Philosophy

THEO-3420, History of the Catholic Church I

THTR-3810, Theatre History and Literature to 1640

### Requirements for a minor in Latin:

LATN-1000, Beginning Latin I

LATN-1020, Beginning Latin II

Plus any four Latin classes 3000-level or above

**Requirements for a minor in Classics:**

LATN-1000, Beginning Latin I  
 LATN-1020, Beginning Latin II  
 GREK-1000, Beginning Greek I  
 GREK-1020, Beginning Greek II  
 Plus any two Latin or Greek classes 3000-level or above

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Note: 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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**Suggested sequence of courses for a Bachelor of Arts degree in Classics**  
**[The requirements for a major in Classics: Latin concentration]**
**Freshman Year**

ENGL-1000, English Composition	3	PHIL-1750, Principles of Nature	3
LATIN-1000, Latin I	4	LATIN-1020, Latin II	4
THEO-1100, Introduction to Theology	3	EXSC-1115, Wellness for Life	1
GNST-1750, Great Books: Ancient World	3	EXSC Fitness course	1
One Foundations course (see below)	3–4	Two Foundations courses (see below)	6–7
GNST-1000, BC Experience	1	Elective or Foundation	3

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Student should select courses from the following Foundations during the freshman and sophomore years:

- Historical Inquiry (1 course)
- Natural World (1 course with or without lab)
- Person and Community (1 course; recommended freshman year)
- Faith (1 course; recommended sophomore or junior year)
- Mathematical Reasoning (1 course)

**Sophomore Year\***

LATN-3110 or LATN-3120, Latin Prose	3	LATN-4110 or LATN-4120, Latin Poetry	3
GREK-1000 or Natural World Foundation	3–4	GREK-1020 or elective	3–4
Philosophical Inquiry Foundation	3	Faith Foundation	3
(can also serve as elective for Classics Major, see below)		(can also serve as elective for Classics Major, see below)	
Electives or Foundation	6	Electives or Foundation	6

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15-16

15-16

**Junior Year**

LATN-3110 or LATN-3120, Latin Prose I or II	3	LATN-4110 or LATN-4120, Latin Poets I or II	3
GREK-1000 or Natural World Foundation	3–4	GREK-1020 or elective	3–4
Philosophical Inquiry Foundation	3	Faith Foundation	3
(can also serve as elective for Classics Major, see below)		(can also serve as elective for Classics Major, see below)	
Electives or Foundation	6	Electives or Foundation	6

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15-16

**Senior Year**

LATN-4590, Directed Readings 1	3	LATN-4600, Directed Readings II	3
Mathematical reasoning course	3	CLSC-COMP, Senior Comprehensive	cr
Electives	12	Electives	15

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\* Latin Prose and Latin Poets are offered in a rotation and can be taken in either order, one is not a prerequisite of the other. Also, GREK-1000 and GREK-1020 may be offered every other year, which explains why the suggested sequences for Sophomore and Junior years are similar.

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**Suggested sequence of courses for a Bachelor of Arts degree in Classics**  
**[The requirements for a major in Classics: Latin and Greek Concentration]**

<b>Freshman Year</b>		
ENGL-1000, English Composition	3	PHIL-1750, Principles of Nature
LATIN-1000, Latin I	4	LATIN-1020, Latin II
THEO-1100, Introduction to Theology	3	EXSC-1115, Wellness for Life
GNST-1750, Great Books: Ancient World	3	EXSC Fitness course
One Foundations course (see below)	3–4	Two Foundations courses (see below)
GNST-1000, BC Experience	1	Elective or Foundation
		17–18
		18–19

Student should select courses from the following Foundations during the freshman and sophomore years:

- Historical Inquiry (1 course)
- Natural World (1 course with or without lab)
- Person and Community (1 course; recommended freshman year)
- Faith (1 course; recommended sophomore or junior year)
- Mathematical Reasoning (1 course)

<b>Sophomore Year*</b>		
LATN-3110 or 3120, Latin Prose	3	LATN-4110 or 4120, Latin Poetry
GREK-1000 or Natural World Foundation	3–4	GREK-1020 or elective
Philosophical Inquiry Foundation (some serve as electives for Classics Major, see list)	3	Faith Foundation (some serve as electives for Classics Major, see list)
Electives or Foundation	6	Electives or Foundation
		15–16
		15–16

<b>Junior Year</b>		
LATN-3110 or 3120, Latin Prose I or II	3	LATN-4110 or 4120, Latin Poets I or II
GREK-1000 or Natural World Foundation	3–4	GREK-1020 or elective
Philosophical Inquiry Foundation (some serve as electives for Classics Major, see list)	3	Faith Foundation (some serve as electives for Classics Major, see list)
Electives or Foundation	6	Electives or Foundation
		15–16
		15–16

<b>Senior Year</b>		
GREK-3110, Greek Prose I	3	GREK-3120, Greek Prose II
Mathematical reasoning course	3	GREK-41XX, Greek Poetry
Electives	12	CLSC-COMP, Senior Comprehensive Electives
		18
		18

\* Latin Prose and Latin Poets are offered in a rotation and can be taken in either order, one is not a pre-req of the other. Also, GREK-1000 and GREK-1020 may be offered every other year, which explains why the suggested sequences for Sophomore and Junior years are similar.

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**Suggested sequence of courses for a Bachelor of Arts degree in Classics**  
**[The requirements for a major in Classics: Latin, Greek, and Hebrew Concentration]**

Follow the above model, and substitute THEO-2010, Hebrew I, and THEO-2020, Hebrew II, for any two Latin or Greek classes 3000 level or above. Hebrew is not offered every year, so consult with your advisor for planning.

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## Computer Science

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### Program Mission

The mission of the Computer Science Program is to provide students with the necessary tools to enter a career in their field with a broad, robust knowledge of computer science. In addition, our students acquire the conceptual knowledge and procedural skills needed to analyze and solve problems as computer scientists in our world.

### Program Outcomes

1. Graduates will have a solid understanding of the concepts fundamental to the discipline of computer science within the framework of a liberal arts education.
2. Graduates will have teamwork skills, including collaboration and oral and written communication.
3. Graduates will have good analytical, design, and implementation skills necessary to formulate and solve computing problems.
4. Graduates will be prepared for graduate study or employment in the computer industry by demonstrating the need to take multiple perspectives, backgrounds, and traits into account for success in this inherently diverse industry.

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 graduates obtain jobs in computer programming or software engineering. Benedictine College offers majors leading to the Bachelor of Science (B.S.) and the Bachelor of Arts (B.A.) degrees in computer science. The B.S. provides additional depth in the field, while the B.A. provides more flexibility, including opportunities for double majors with a wide variety of other disciplines. The computer science minor provides a useful addition to many areas of study, including mathematics, science, business, and mass communications.

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

CSCI-1140, Introduction to Computer Science I  
CSCI-2150, Introduction to Computer Science II  
MATH-2550, Discrete Mathematical Structures I  
CSCI-2560, Discrete Mathematical Structures II  
CSCI-3100, Database Systems  
CSCI-3500, Algorithm Design and Analysis  
CSCI-3570, Theory of Automata  
CSCI-3600, Concepts of Programming Languages  
CSCI-4200, Computer Architecture  
CSCI-4400, Operating Systems and Networking  
CSCI-4920, Software Engineering  
CSCI-4930, Senior Capstone  
CSCI-COMP, Senior Comprehensive Exam  
6 hours of CSCI electives at or above CSCI-2000  
(3 or more hours of which must be at or above  
CSCI-3000)  
MATH-1220, Introductory Statistics  
MATH-3400, Cryptography

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

CSCI-1140, Introduction to Computer Science I  
CSCI-2150, Introduction to Computer Science II  
MATH-2550, Discrete Mathematical Structures I  
CSCI-2560, Discrete Mathematical Structures II  
CSCI-3100, Database Systems  
CSCI-3500, Algorithm Design and Analysis  
CSCI-4200, Computer Architecture  
CSCI-4400, Operating Systems and Networking  
CSCI-4920, Software Engineering  
CSCI-4930, Senior Capstone  
CSCI-COMP, Senior Comprehensive Exam  
And one course in mathematics selected from MATH-1220 or MATH-1300.

### The requirements for a minor in Computer Science:

CSCI-1140, Introduction to Computer Science I  
CSCI-2150, Introduction to Computer Science II  
MATH-2550, Discrete Mathematical Structures I  
and two courses selected from CSCI-2560, CSCI-3100, CSCI-3500, CSCI-3570, CSCI-3600, CSCI-3800, CSCI-4200, or CSCI-4400.

Transfer students majoring in Computer Science must take a minimum of 40% of the coursework required for the major at Benedictine College.

Transfer students pursuing a minor in Computer Science must take a minimum of 25% of the coursework required for the minor at Benedictine College.

**Recommendations:** A student should not attempt a computer science course unless he or she received at least a ‘C’ in its prerequisite.

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

#### Freshman Year

CSCI-1010, Comp Sci Fund (suggested)	3	CSCI-1050, Web Programming (option)	3
Natural World Foundation (with lab)	4	MATH-1220, Introductory Statistics	4
Foreign Language	4	Foreign Language	4
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology	3
EXSC-1115, Wellness for Life	1	PHIL-1750, Principles of Nature	3
EXSC Fitness course	1		
GNST-1000, BC Experience	1		

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#### Sophomore Year

CSCI-1140, Intro to Computer Science I	4	CSCI-2150, Intro to Computer Science II	4
MATH-2550, Discrete Math. Structures I	3	CSCI-2560, Discrete Math. Structures II	3
Historical Foundation	3	Aesthetic Foundation	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
Natural World Foundation	4	Historical Foundation	3

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#### Junior Year

CSCI-3100, Database Systems	4	CSCI-3500, Algorithm Design & Analysis	4
CSCI-3570, Theory of Automata or CSCI-3600, Concepts of Prog. Lang.	3-4	MATH-3400, Cryptography or Philosophical Inquiry Foundation	3
Aesthetic Foundation	3	CSCI Elective	3
Faith Foundation	3	Person and Community Foundation Elective	3
Elective	3	Elective	3

16-17

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#### Senior Year

CSCI-3570, Theory of Automata or CSCI-3600, Concepts of Prog. Lang.	3-4	CSCI-4400, Operating Syst. & Networking	4
CSCI-4200, Computer Architecture	4	CSCI-4930, Senior Capstone	2
CSCI-4920, Software Engineering	3	MATH-3400, Cryptography or Philosophical Inquiry Foundation	3
CSCI elective	3	CSCI-COMP, Senior Comprehensive	cr
Electives	3	Electives	3

16-17

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## Suggested sequence of courses for a Bachelor of Arts degree in Computer Science

<b>Freshman Year</b>		
CSCI-1010, Comp Sci Fund (suggested)	3	CSCI-1050, Web Programming (optional) 3
MATH-1300, Calculus I (optional) or Natural World Foundation (with lab)	4	MATH-1220, Intro. Statistics (optional) or Natural World Foundation (with lab) 4
Foreign Language	4	Foreign Language 4
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology 3
EXSC-1115, Wellness for Life	1	PHIL 1750, Principles of Nature 3
EXSC Fitness course	1	
GNST-1000, BC Experience	1	
	17	17
<b>Sophomore Year</b>		
CSCI-1140, Intro to Computer Science I	4	CSCI-2150, Intro to Computer Science II 4
MATH-2550, Discrete Math. Structures I	3	CSCI-2560, Discrete Math. Structures II 3
Historical Foundation	3	Aesthetic Foundation 3
Philosophical Inquiry Foundation	3	Faith Foundation 3
Natural World Foundation	4	Historical Foundation 3
	17	16
<b>Junior Year</b>		
CSCI-3100, Database Systems or CSCI-4200, Computer Architecture	4	CSCI-3500, Algorithm Design & Analysis or CSCI-4400, Op Syst. & Networking 4
Elective	3	Person and Community Foundation 3
Aesthetic Foundation	3	Electives 9
Faith Foundation	3	
Philosophical Inquiry Foundation	3	
	16	16
<b>Senior Year</b>		
CSCI-4200, Computer Architecture or CSCI-3100, Database Systems	4	CSCI-4400, Op. Systems & Networking or CSCI-3500, Algorithm Design & Anal. 4
CSCI-4920, Software Engineering	3	CSCI-4930, Senior Capstone 2
Electives	9	CSCI-COMP, Senior Comprehensive Electives 9
	16	15

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## Criminology

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### Program Mission

The mission of the Criminology Program is to provide students, within a community of faith and scholarship, with the theoretical and practical tools necessary to engage in and investigate the social world, to develop a working knowledge of criminological concepts, and to evaluate programs and resolve social problems by applying a criminological perspective

### Program Outcomes

1. Graduates will have familiarity with classical and contemporary criminological theory.
2. Graduates will possess the ability to use and interpret qualitative and quantitative data and conduct social scientific research.
3. Graduates will exhibit awareness of major social issues in modern life and the ability to view these issues from a criminological perspective.

4. Graduates will know the institutional context surrounding the lived experiences of diverse populations included, but not limited to, how these experiences differ in contemporary societies by class, race, and gender.

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, housed in the Department of Sociology and Criminology, provides students with a rigorous introduction to the methods and materials of contemporary criminological inquiry, including classical and contemporary theories of crime and criminality, methods of theory testing and data analysis, and public policy issues related to crime prevention, control, and punishment. Students who successfully complete the program requirements will be well prepared for graduate and professional school, and will have the critical thinking and communication skills necessary for postbaccalaureate training as criminal justice practitioners.

Although the criminology program at Benedictine College is more aligned with the liberal arts pillar of the college than it is with training students for careers in criminal justice, direct contact and experience with criminal justice agencies is available through internship placements.

### **Requirements for a major in Criminology**

#### **Core Requirements**

CRIM-1000, Introduction to Crime and Justice

CRIM-3100, Theories of Crime and Deviance

SOCI-3155, Research Design for Sociology and Criminology

CRIM-4790, Internship (minimum of 3 credit hours)\*

CRIM-COMP, Senior Comprehensive Exam

MATH-1220, Introductory Statistics

THEO-2000, Christian Moral Life or PHIL-3250, Ethics

*Students must select ONE of the following courses in applied research methods:*

CRIM-3200, Crime Analysis (if not used as a criminology elective)

SOCI-4175, Seminar in Social Research  
or another course approved by the department chair.

#### **Criminology Electives** (15 credit hours are required)

*CRIM-prefix courses outside of the core requirements, including pilot and test courses (i.e., CRIM-3770 and CRIM-4770) and:*

CRIM-3000, Criminal Law

CRIM-3220, Religion and Crime

CRIM-3200, Crime Analysis (if not used as a core requirement; see options above)

CRIM-3225, Criminal Investigations

CRIM-3250, Policing in America

CRIM-3300, Juvenile Delinquency

CRIM-3400, The Corrections System

CRIM-4200, Crime and Place

#### **Allied and Skills Electives** (15 Credit Hours)

Allied and skills electives are defined as (1) selected upper-division courses from sociology, psychology, political science, and other allied fields and (2) skills-related coursework in modern foreign language, business, mass communication, and the sciences. Course substitutions (Option 1 only) are at the discretion of the department chair.

Students majoring in Criminology must select ONE of the following options:

#### **OPTION 1: Complete five courses from the following list:**

MGMT-3500, Organizational Behavior

PHIL-3550, Political Philosophy

PHIL-4410, Social Ethics

PHIL-4550, Advanced Logic

PHIL-4860, Philosophy of Law

PSYC-3901, Abnormal Psychology

PSYC-4502, Psychology and the Law

PSYC-4820, Social Psychology

POLS-3750, American Constitutional Development

POLS-3760, Fundamental Freedoms: The First Amendment

POLS-3765, Civil Rights: The Fourteenth Amendment

POLS-4600, Public Administration

SOCI-3205, Marriage and the Family

SOCI-3250, Race and Ethnicity

SOCI-3270, Social Stratification

SOCI-3305, Population and Society

SOCI-4305, Urban Sociology

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\* CRIM-4780, a not-for-credit option is available as an alternative to the for-credit version.

**OPTION 2: Complete one of the following****minors:**

Accounting  
 Computer Science  
 Journalism and Mass Communications  
 Mathematics  
 Philosophy  
 Political Science  
 Psychology  
 Spanish

**Requirements for a Minor in Criminology**

CRIM-1000, Introduction to Crime and Justice  
 CRIM-3100, Theories of Crime and Deviance  
*and* 12 additional credit hours of CRIM-prefix courses.

**Additional Requirements:**

1. No grade lower than C– in a core requirement or criminology elective 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.

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

This eight-semester plan includes only the broad outlines within which programming can be arranged and adapted to the student's individualized needs and plans. It is expected that a major program will be planned by the student with his or her advisor and/or the department chair and that of the electives; several will be in the field of sociology.

**Freshman Year**

ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature	3
Foreign Language	4	Foreign Language	4
THEO-1100, Introduction to Theology	3	Aesthetic Foundation	3
GNST-1000, BC Experience	1	Understanding Natural World Foundation	4
EXSC-1115, Wellness for Life	1	Historical Foundation	3
CRIM-1000, Intro to Crime and Justice	3		
Historical Inquiry Foundation	3		
	18		17

**Sophomore Year**

CRIM Elective	3	CRIM-3100, Theories of Crime & Deviance	3
Aesthetic Experience	3	NASC-2300, World Regional Geography	3
Faith Foundation	3	Skills and Perspectives or Electives	6
Skills and Perspectives or Electives	6	MATH-1220, Introductory Statistics	4
EXSC Fitness course	1		
	16		16

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### Suggested sequence of courses for a Bachelor of Arts degree in Criminology (Continued)

Junior Year		
Faith Foundation	3	PHIL-3250, Ethics
Philosophical Inquiry Foundation	3	CRIM Elective
SOCI-3155, Research Design	3	CRIM Allied and Skills Electives
CRIM Elective	3	Skills and Perspectives or Electives
CRIM Allied and Skills Electives	3	
Skills and Perspectives or Electives	3	
	18	15
Senior Year		
CRIM-COMP, Senior Comp. Exam	cr	CRIM Elective
CRIM-4790, Criminology Internship	3	CRIM Allied and Skills Electives
CRIM Elective	6	Skills and Perspectives or Electives
CRIM Allied and Skills Electives	3	Second Course in Research Methods
Skills and Perspectives or Electives	3	
	15	15

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## Dance

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Dance is offered as a minor through the Department of Theatre & Dance. Individuals pursuing a dance minor are required to complete a minimum of eighteen hours of designated courses.

Some dance courses are offered on an alternating semester schedule. The student who wishes to minor in dance is advised to check with the department chair regarding the scheduled course offering.

Transfer students pursuing a minor in Dance must take a minimum of 25% of the coursework required for the minor at Benedictine College.

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

**(18–21 hours)**

DANC-1010, Introduction to Dance

*(Note: Students with significant dance experience may schedule an audition with the Dance program coordinator to test out of this requirement.)*

DANC-1500, Dance Wellness

DANC-2040/2050, Ballet I/II

DANC-2055/2065, Jazz I/II  
DANC-2080/2085, Tap I/II  
DANC-3800, History of Dance  
DANC-3500, Dance Pedagogy  
THTR-2250, Movement for the Performing Artist

*Suggested Electives:*

THTR-1010, Introduction to Theatre  
THTR-1150, Fundamentals of Acting  
DANC-2020, Music Theatre Dance  
DANC-2030, Modern Dance  
DANC-2070, Lyrical Dance  
THTR-4790, Internship or Practicum  
DANC-3010, Advanced Tap/Jazz/Ballet/Modern  
MUSC-1000, Fundamentals of Music Theory  
MUSC-1003, Functional Keyboard I  
Independent Studies in special Dance topics may also be counted towards Minor credits.

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## Economics

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### Program Mission

The mission of the Economics Program is to provide students with a fundamental understanding of our present-day economic system including markets and how they work to 1) facilitate their immediate entry into professional careers in banking and finance, business, and government; 2) prepare them for graduate studies, especially in economics, law, and business and public administration; as well as 3) prepare them to teach social sciences in secondary schools.

### Program Outcomes

1. Graduates will have an overall understanding of economics.
2. Graduates will be able to critically analyze various types of economic systems around the world and how those systems are embedded in diverse cultural and historical perspectives that affect decision-making and economic outcomes.
3. Graduates will be able to apply statistical analysis to the study of economics.
4. Graduates teaching U.S. history, U.S. government, and world history will have knowledge and understanding of major economic concepts, issues, and systems in the United States and other nations.

The major in economics provides a program of study for the liberal arts student that allows for an investigation of the essential area of economics and introduces the student specializing in economics to problem solving and analytical research. As an outgrowth of the dialogue between the faculty and students, both inside and outside the classroom, we encourage economic research.

#### Requirements for a major in Economics:

- ACCT-2090, Principles of Financial Accounting  
ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
ECON-3000, Contemporary Economic Thinking  
ECON-3090, Macroeconomic Activity  
ECON-3100, Intermediate Microeconomic Theory  
ECON-4130, Introduction to Econometrics  
ECON-4110, History of Economic Thought  
ECON-COMP, Senior Comprehensive Exam  
MATH-1220, Introductory Statistics

*plus* any three additional courses chosen from the following: (substitutions are possible for special needs and interests)

- ECON-3060, Money and Banking  
ECON-3120, Public Finance and Fiscal Policy  
ECON-3150, International Economics  
ECON-3200, Managerial Economics and Pricing Theory  
ECON-3260, Catholic Social Teaching  
ECON-3980, Special Topics  
ECON-4000, Seminar In Economic Growth  
ECON-4010, Seminar In Economic Development  
ECON-4030, Seminar In Economic Policy  
ECON-4160, Labor Economics  
ECON-4990, Independent Study In Economics

For those going on to graduate school in economics, we recommend further courses in mathematics including:

- MATH-1300, Calculus I  
MATH-1350, Calculus II  
MATH-2300, Calculus III  
MATH-2500, Linear Algebra  
MATH-3200, Probability and Statistics

#### Requirements for a minor in Economics:

- ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
ECON-3100, Intermediate Microeconomic Theory  
*plus* one of the following:  
ECON-3090, Macroeconomic Activity or  
ECON-3060, Money and Banking  
*and* one of the following:  
ECON-3120, Public Finance and Fiscal Policy  
ECON-4130, Introduction to Econometrics  
ECON-3150, International Economics  
ECON-4160, Labor Economics  
*plus* any economics elective numbered ECON-3000 or higher

In addition, the department strongly recommends MATH-1220, Introductory Statistics. (Substitutions are possible for special needs and interests.)

#### Requirements for a minor in Economics and Politics:

- ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics  
ECON-3000, Contemporary Economic Thinking

- POLS-1000, American Government
- or POLS-1500, American 20th Century Political History
- POLS-2750, Public Policy Analysis
- POLS-4010, International Relations
- or POLS-2010, Comparative World Government & Politics

The Department of Economics considers essential that a student maintain a minimum grade of 'C' in the introductory and intermediate courses in the major. Exceptions may be made on a case-by-case basis and will be evaluated based in part on student performance on the ECON-COMP, the economics senior exam.

Transfer students majoring in Economics must take a minimum of 60% of the coursework required for the major at Benedictine College including ECON-3090, ECON-3100, and ECON-4110.

Transfer students pursuing a minor in Economics must take a minimum of 50% of the coursework required for the minor at Benedictine College including ECON-3100.

In addition to the major and minor programs outlined above, the Department of Economics offers its

students the opportunity to pursue specialized topics of study. These may include professions in the business community, the area of banking or finance, or simply better preparation for graduate studies in such diverse areas as law, political science, history, business administration, or economics itself. Specialized topic areas may include:

1. Macroeconomic orientation with forecasting and model building, as well as other areas of income determination;
  2. Microeconomic orientation with emphasis on the firm with its maximizing/optimizing procedures and factor strength and rewards through income distribution;
  3. Finance and banking orientation wherein the effective roles and use of financial resources are analyzed.

The course offerings for these topic areas are offered through independent studies, seminars, and special topic courses.

For further information contact the chair of the Economics Department.

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

Freshman Year			
ACCT-2090, Principles of Financial Accounting	3	EXSC-1115, Wellness for Life	1
ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature	3
GNST-1000, BC Experience	1	Aesthetic Foundation	3
THEO-1100, Introduction to Theology	3	Historical Foundation	3
Aesthetic Foundation	3	Natural World Foundation (with lab)	4

<b>Sophomore Year</b>	
ECON-2100, Principles of Microeconomics	3 ECON-2090, Principles of Macroeconomics 3
Faith Foundation	3 Foreign Language 4
Foreign Language	4 Natural World Foundation 4
Elective	3 Philosophical Inquiry Foundation 3
Elective	3 Elective 3

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

<b>Junior Year</b>			
ECON-3000, Contemp Economic Thinking	3	ECON-3090, Macroeconomic Activity	3
ECON-3100, Intermediate Microeconomic Theory	3	ECON elective (ECON-3260 recommended –	3
MATH-1220, Introductory Statistics (Satisfies Mathematical Reasoning Foundation)	4	Catholic Social Teaching satisfies Faith Foundation) EXSC Fitness course	1
Philosophical Inquiry Foundation	3	Elective	3
Elective	3	Elective	3
		Elective	3
	<hr/> 16		<hr/> 16
<b>Senior Year</b>			
ECON-4130, Introduction to Econometrics	3	ECON-4110, History of Economic Thought	3
ECON elective (ECON-3150, 3200 or 4000)	3	ECON-COMP, Senior Comprehensive	cr
Elective	3	ECON elective (ECON-3060 or 4010)	3
Elective	3	Elective	3
Elective	3	Elective	3
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## **School of Education**

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The School of Education 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 School of Education 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. Demonstrates knowledge of learner development and learner needs through the use of effective instruction and assessment to meet the needs of all learners.
2. Create a safe and productive learning environment in which to deliver content that promotes critical thinking, is informed by student needs, and respects and promotes diversity.
3. Create a learning environment that promotes collaboration, ownership of learning, engagement, and self-motivation.
4. Uses research-based practices, strategies, and tools in one’s discipline to plan and teach learners in the manner appropriate to the discipline.
5. Engages learners in critical thinking, inquiry, collaborative problem solving, and cross-curricular learning.

6. Utilizes various forms of assessment to monitor learner progress, engage students in their learning, and guide instructional decisions.
7. Plans instruction that includes high academic goals, cross-disciplinary connections, and knowledge of learner needs to promote learning.
8. Understands and uses a variety of instructional strategies (including technology tools) that support authentic student learning.
9. Participates in ongoing professional development, engages in reflective practices, and approaches constructive feedback as further opportunities for professional growth.
10. Establishes collegial and collaborative relationships with peers and stakeholders in order to best advocate and promote the needs of learners.

### **Elementary Education Program Outcomes**

1. Graduates will apply content and pedagogical knowledge to effectively work with diverse P–12 students and their families.
2. Graduates will engage in high-quality and diverse clinical partnerships as a means to apply knowledge, skills, and dispositions that positively impact student learning and development.
3. Graduates will have met program quality expectations and will have received support in any areas that were deficient in order to be effective and professional teachers of P–12 students.
4. Graduates will effectively teach P–12 classes and impact the learning of all their students due to relevant and effective preparation by the teacher preparation program.
5. Graduates will have the ability to adapt to and succeed in different settings as well as with diverse P–12 students, schools, and communities as evidenced by the continuous improvement efforts of the teacher preparation program.

### **Secondary Education Program Outcomes**

1. Graduates will apply content and pedagogical knowledge to effectively work with diverse P–12 students and their families.
2. Graduates will engage in high-quality and diverse clinical partnerships as a means to apply knowledge, skills, and dispositions that positively impact student learning and development.
3. Graduates will have met program quality expectations and will have received support in any areas that were deficient in order to be effective and professional teachers of P–12 students.

4. Graduates will effectively teach P–12 classes and impact the learning of all their students due to relevant and effective preparation by the teacher preparation program.
5. Graduates will have the ability to adapt to and succeed in different settings as well as with diverse P–12 students, schools, and communities as evidenced by the continuous improvement efforts of the teacher preparation program.

### **Special Education Program Outcomes**

1. Graduates will apply content and pedagogical knowledge to effectively work with diverse P–12 students and their families.
2. Graduates will engage in high-quality and diverse clinical partnerships as a means to apply knowledge, skills, and dispositions that positively impact student learning and development.
3. Graduates will have met program quality expectations and will have received support in any areas that were deficient in order to be effective and professional teachers of P–12 students.
4. Graduates will effectively teach P–12 classes and impact the learning of all their students due to relevant and effective preparation by the teacher preparation program.
5. Graduates will have the ability to adapt to and succeed in different settings as well as with diverse P–12 students, schools, and communities as evidenced by the continuous improvement efforts of the teacher preparation program.

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 School of Education 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 social science. PK–12 licensure in programs in health, physical education, French, Spanish, art, and music are available to students by completing the secondary education major and a major in Health and Physical Education, French, Spanish, Art Education, or a Bachelor of Music Education degree, respectively. Students who wish to teach middle or high school Theology can double major in Secondary Education and Theology, for which there is not a state-issued license. Once an initial license is earned by program completers, additional content endorsements can be added by passing the required content area test.

A minor in education is offered to students majoring in another field and interested in working with children and youth. An education minor is not part of any approved teacher education program, and as such, does not lead to admittance into the Teacher Education Program or to licensure. Students must declare education as a minor, develop a program plan for the minor in collaboration with their major and minor advisors, and have approval from their education advisor to enroll in courses higher than EDUC-2226.

The Kansas State Department of Education (KSDE) has approved the education programs leading to licensure in Kansas. Students should understand that recommendation for teacher licensure is separate from awarding a degree. Consequently, the mere declaration of education as a major or minor does not guarantee a student admission to a teacher licensure program, or eventual recommendation for state licensure. Such admissions and recommendations are a part of the responsibility of the School of Education 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. The licensure officer in the School of Education maintains a database of licensure requirements in other states.

Kansas State Department of Education (KSDE) has adopted new program accreditation standards for all licensure areas. All licensure areas previously listed are accredited through KSDE as of February 2021. *Changes in KSDE licensure requirements preclude requirements established by Benedictine's School 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 an electronic professional portfolio. Detailed descriptions of the requirements for the professional portfolio are available in the *Teacher Education Handbook*, *Application to the School of Education Handbook*, and website. 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, the School of Education 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 Teaching Program, and to change, without notice, the arrangement and contents of courses in said program.

### **Admission to Teacher Education and Student Teaching**

Students must be formally accepted into the Teacher Education Program, which is required for enrollment in education courses higher than EDUC-2226. This application process is typically initiated

in the sophomore year and includes the following requirements:

1. Complete the "Candidate Information Sheet" and begin creating their electronic portfolio.
2. Submit all required artifacts for the portfolio, including: Educational Autobiography, Virtus certificate, Apple Teacher and Google Educator 1 certificates, and current transcript.
3. Satisfactory recommendations from three faculty members outside the School of Education indicating a belief that the applicant possesses the knowledge, skills, and dispositions to do well as a member of the teaching profession. Transfer students may request two recommendations from faculty members at the institution from which they have transferred.
4. Satisfactory group interview led by members of the Committee on Teacher Education.
5. Have and maintain at all times during their time in the program a minimum cumulative GPA of 2.75.

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 education major. This requires the same curriculum as an elementary education, special education, or secondary education major with the exception of the final practicum, which is a modified teaching experience. Students in this situation enroll in EDUC-4497, Modified Teaching Experience for EDUC-4492, Elementary Student Teaching, EDUC-4496, Secondary Student Teaching, or EDUC-4491, Student Teaching of Individuals With Exceptionalities, provided that a majority of School of Education faculty votes in favor of the substitution. Students who complete the modified teaching experience are not eligible for teacher licensure.

Candidates apply to student teach in the semester prior to their planned student teaching experience. Application is made by updating the candidate's electronic portfolio with the required documents obtained since the initial application. Student teaching candidates must also have a 2.75 GPA for acceptance. 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. (GPA 2.75, meeting the minimum scores on field experience evaluations, and updating candidate portfolio with required documentation).
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 School of Education 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. All program-required courses for the major(s) or the general education curriculum and any required proficiencies must be completed and denoted on the student's transcript prior to the beginning of the student teaching semester. Failure to complete program requirements will result in delaying student teaching until the next semester.

Application forms and materials may be obtained from the education advisor or the School of Education 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 are also responsible for transportation to and from education field experiences for the duration of their time in the program. The School of Education at Benedictine College does not assume any liability for cost or safety in the completion of course requirements.

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(s) 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 *School of Education Policies and Procedures*. These include termination of field experience/student teaching decisions and general complaints.

### **Area of Concentration**

Elementary education majors must complete a concentration in one of the following areas: Classical Education, fine arts, foreign language, English, mathematics, health/physical education, psychology, special education, science, social science, or theology. A concentration consists of either a minimum of 15 hours in that area (including up to three credits of an EDUC-labeled methods course), as specified by the School of Education, or a minor in that area, if it is offered.

### **Technology Proficiency**

Education majors must demonstrate proficiency in educational technology. Candidates applying to the School of Education must complete the *Apple Teacher* and *Google Educator Level 1* certifications

for acceptance. These proficiencies form the basis for instruction in future methods courses. Fees associated with these trainings are the responsibility of the candidate.

### **Diversity Proficiency and Diverse Field Experiences**

The School of Education maintains a commitment to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations. Education majors must also demonstrate proficiency in understanding, accepting and supporting students from diverse backgrounds. Although all education courses emphasize this, one particular course, EDUC-3312/3313, is specifically devoted to the development of this competency. Student teaching candidates also engage in a two-day diversity placement during the student teaching semester to learn from the diverse academic, personal, emotional, and cultural experiences of students in designated settings.

### **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 *School of Education Policies and Procedures Handbook* for a full description of these dispositions.)

### **Governance Including Committee on Teacher Education**

The chair (or co-chairs, if so appointed) of the School of Education is a member of the faculty appointed by the Dean of the College to administer the affairs of the department. An important responsibility of the chair is maintaining program and unit accreditation with the Kansas State Department of Education (KSDE). Primary responsibility for maintaining accreditation with KSDE resides with the chair; appropriate delegation to other faculty members is acceptable.

The School of Education is the governing unit that has primary responsibility for the Teacher Education Program (TEP), the Master of Arts in School Leadership (MASL) program, and the Master of Arts in Teaching (MAT) program at Benedictine College. The department operates within the governance structure of the college that includes the Board of Directors, Dean's Council, Faculty Committees (undergraduate programs), and the Graduate Studies Committee (graduate programs).

### **Educational Advisory Committee**

The School of Education solicits guidance for program improvement from its Education Advisory Committee, comprised of undergraduate and graduate candidates and program completers, 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 to review data and make recommendations for program improvement. EAC members may act as a pilot in helping test out initial change endeavors in the program.

### **Assessment System**

The School of Education’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 School of Education 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 School of Education 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 co-chairs.

### **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. All KSDE program-required general education, education, and secondary education content coursework must be completed and passed prior to beginning the student teaching semester. Enrollment in other academic courses is not permitted during student teaching. Students preparing for special education enroll in a second semester block in the form of an advanced special education practicum to meet program standards for special education licensure. 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 School of Education 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 a School of Education 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 School of Education 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 2021–2022 academic year, 99 students had been formally accepted into the Benedictine College teacher preparation program; 46 of these students completed program requirements in 2021–2022. Ninety-seven percent of these graduates who took all tests required for Kansas licensure passed all assessments, including professional knowledge tests. In 2021–2022, the statewide aggregate pass rate on various professional knowledge exams was 79% 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 School of Education.

### **Requirements for a B.A. Degree in Elementary Education:**

Changes in Kansas State Department licensure requirements will preclude requirements established by Benedictine's School of Education. Students will complete the college's general education requirements in addition to the following courses:

#### **General Education\*:**

Scientific Method <sup>^</sup>	7–8 hours
Mathematical Reasoning <sup>^^</sup>	3–4 hours
World Civilization <sup>**</sup>	3 hours
American History <sup>**</sup>	3 hours
Diversity (SOCI-1000, NASC-2300, SOCI-2350, or SOCI-3250)	3 hours
General Psychology	3 hours

#### **An area of concentration:**

Classical Education, fine arts, foreign language, health and physical education, English, mathematics, natural

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

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

<b>Professional Education Core</b>	22 hours
EDUC-2200, Introduction to Education	
EDUC-2220, Psychoeducational Development	
EDUC-2222, Introduction to K–12 Special Education	
EDUC-3312, School as Community	
EDUC-4451, Philosophy of Education***	
EDUC-4455, Differentiated Instruction	
EDUC-4462, Classroom Management	
EDUC-4470, Student Teaching Seminar	

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

EDUC-2214, Integrated Art & Music Methods	
EXSC-3302, Elementary PE Curriculum	
EDUC-3301, Social Studies Methods	
EDUC-3303, Science and Health Methods	
EDUC-3314, Mathematics Methods and Assessment	
EDUC-3319, Integrated Language Arts Methods	

#### **Research and Field Experience Core** ..... 16 hours

EDUC-2201, Introduction to Education Field Experience	
EDUC-3313, School as Community Diversity Field Experiences	
EDUC-3307, Building Community through Integrated Social Studies and Science	
EDUC-3317, Integrated Language Arts Practicum	
EDUC-4492, Supervised Student Teaching, Elementary	

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<sup>^</sup> Must be taken in two different disciplines including one lab course. Both Natural World courses are program requirements for Elementary and Special Education majors and must be taken and passed prior to student teaching.

<sup>^^</sup> Elementary Education majors must take MATH-1110 and MATH-1120, Mathematics for Elementary Teachers I & II, and pass with a grade of 'C-' or higher to fulfill the College's Mathematical Reasoning requirement.

\* A grade of 'D' will not be accepted in Education courses or the General Education courses that are specifically required for Elementary and Special Education majors.

\*\* Elementary and Special Education majors satisfy the college six credit hour requirement in the Historical Foundation by taking one American History course and one World Civilization course.

\*\*\* One general education Philosophical Inquiry requirement is met by EDUC-4451, Philosophy of Education.

Changes in Kansas State Department of Education licensure requirements will preclude requirements established by Benedictine's School of Education.

## **Requirements for a B.A. Degree in Special Education:**

Changes in Kansas State Department licensure requirements will *preclude* requirements established by Benedictine's School of Education.

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  
EDUC-2222, Introduction to K-12 Special Education  
EDUC-3322, Building School, Family and  
Community Partnerships for Individuals  
With Exceptionalities  
EDUC-3326, Assessment of Individuals With  
Exceptionalities

## **Special Competencies for Teachers:**

**Adaptive ..... 15 hours**

EDUC-2226, Characteristics of Individuals With Exceptionalities

EDUC-3321, Functional Behavior Assessment, Positive Behavior Support, and Classroom Management

EDUC-3324, Methods and Strategies for Individuals with Exceptionalities

EDUC-4493, Supervised Elementary K–6 SPED Practicum

EDUC-4494, Supervised Secondary 6–12 SPED Practicum

### **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. (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 School of Education. Students will

complete the College's general education requirements in addition to the following courses:

## **General Education:**

## **Teacher Education Program:**

<b>Professional Education Core</b>	.....	22 hours
EDUC-2200, Introduction to Education		
EDUC-2220, Psychoeducational Development		
EDUC-2222, Introduction to K-12 Special Education		
EDUC-3312, School as Community		
EDUC-4451, Philosophy of Education**		
EDUC-4455, Differentiated Instruction		
EDUC-4462, Classroom Management		
EDUC-4470, Student Teaching Seminar		

**Methods Core** ..... 7 hours  
EDUC-3332, Teaching Reading in the Content Areas  
EDUC-3357, General Secondary Methods and Media  
\_4457, Content Area Methods (offered in major  
department)

### **Research and Field Experience**

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

EDUC-2201, Introduction to Education Field Experience

EDUC-3313, School as Community Diversity Field Experiences

EDUC-3332, Teaching Reading in the Content Areas Field Experience

EDUC-3358, Gen Secondary Methods Field Experience

\_\_\_\_ 4457, Content Area Methods Field Experience

EDUC-4496 and/or EDUC-4492, Supervised Student Teaching

## **Requirements for a Minor in Education\*\*\*:**

An education minor is offered to students interested in working with children and youth, but does not lead to licensure. Students must declare education as a minor, develop a program plan for the 18-credit minor in collaboration with their major and minor

\* Secondary majors satisfy one Historical Foundation by taking a World Civilization course.

\*\* One general education Philosophical Inquiry requirement may be met by EDUC-4451, Philosophy of Education.

\*\*\* A grade of 'D' will not be accepted in any Education courses counting toward an Education minor.

advisors, and have approval from their education advisor to enroll in courses higher than EDUC-2226.

**Required Core** ..... 9 hours  
 EDUC-2200, Introduction to Education  
 EDUC-2201, Introduction to Education Field Experience

EDUC-2220, Psychoeducational Development  
 EDUC-2222, Introduction to K-12 Special Education

**Electives** ..... 9 hours  
 Selected and approved in collaboration with education advisor and major advisor.

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

#### Freshman Year

ENGL-1010, English Composition	3	Aesthetic Foundation	3
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature	3
Foreign Language	4	Foreign Language	4
PSYC-1000, General Psychology (Person and Community)	3	EDUC-2222, Introduction to K-12 Special Education	3
EDUC-2200, Introduction to Education	2	Faith Foundation	3
EDUC-2201, Introduction to Ed. Field Experience	1	EXSC Fitness course (Health)	1
GNST-1000, BC Experience	1		
	<u>17</u>		<u>17</u>

#### Sophomore Year

EDUC-2214, Integrated Art & Music Methods	3	Natural World Foundation	4
HIST-1100, World Civilization to 1500 (Historical Foundation)	3	Area of Concentration	3
EDUC-2220, Psychoed. Development	3	Philosophical Inquiry Foundation	3
Natural World Foundation	4	HIST-1300 or HIST-1380 U.S. History to or since 1865 (Historical Foundation)	3
Aesthetic Foundation	3	Area of Concentration	3
		EXSC-1115, Wellness for Life (Health)	1
	<u>16</u>		<u>17</u>

#### Junior Year

MATH-1110, Math for Elem Teachers I	4	Area of Concentration	3
Diversity/SOCI-Area of Concentration	3	EDUC-3314, Math Methods & Assessment	3
EXSC-3302, Physical Education Curriculum	3	EDUC-3303, Science & Health Methods/Media	2
Area of Concentration	2	MATH-1120, Math for Elem Teachers II	3
Faith Foundation	3	(Mathematical Reasoning)	
	3	EDUC-3312, School as Community	3
		EDUC-3313, School as Community	1
		Diversity Field Experience	
	<u>18</u>		<u>15</u>

#### Senior Year

EDUC-3301, Social Studies Methods/Media	2	EDUC-4470, Seminar for Student Teaching	2
EDUC-3307, Building Community Through Integrated Social Studies & Sciences	1	EDUC-4492, Supervised Student Teaching	12
EDUC-4451, Philosophy of Education	3	EDUC-COMP, Senior Comprehensive Exam	cr
EDUC-3317, Integ. Language Arts Practicum	1		
EDUC-3319, Integrated Language Arts Methods	5		
EDUC-4455, Differentiated Instruction	3		
EDUC-4462, Classroom Management	2		
	<u>17</u>		<u>14</u>

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**Suggested sequence of courses for a Bachelor of Arts degree in Elementary Education and Special Education**

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	Aesthetic Foundation
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature
Foreign Language	4	Foreign Language
PSYC-1000 Gen. Psychology (Person and Comm)	3	Natural World Foundation
EDUC-2200, Introduction to Education	2	EDUC-2222, Introduction to K-12 Special Education
EDUC-2201, Intro to Ed Field Experience	1	EXSC-1115, Wellness for Life
GNST-1000, BC Experience	1	

17

18

**Sophomore Year**

EXSC-3302, Elementary Physical Ed. Curriculum	2	Faith Foundation	3
EDUC-2220, Psychoed. Development	3	Aesthetic Foundation	3
HIST-1100, World Civilization to 1500 (Historical Foundation)	3	HIST-1300 or HIST-1380, U.S. History to or since 1865 (Historical Foundation)	3
EDUC-2214, Integrated Art & Music Methods	3	MATH-1110, Math for Elementary Teachers I	4
SOCI-Faith Foundation	3	EXSC Fitness course (Health)	1
	3	EDUC-2226, Characteristics of Indv. With Excep.	3

17

17

**Junior Year**

Philosophical Inquiry Foundation	3	EDUC-3319, Integrated Language Arts Methods	5
MATH-1120, Math for Elem. Teachers II (Mathematical Reasoning)	3	EDUC-3317, Integrated Language Arts Practicum	1
EDUC-3303, Science & Health Methods/Media	2	EDUC-4451, Philosophy of Education	3
EDUC-3312, School as Community	3	EDUC-3301, Social Studies Methods	2
EDUC-3313, School as Community Diversity Field Experience	1	EDUC-3307, Building Community Through Integrated Social Studies & Sciences	1
Natural World Foundation	3	EDUC-3321, Functional Behavioral Assessment, Classroom Management	3
EDUC-3314, Math Methods & Assessment	3		

18

15

**Senior Year**

EDUC-4455, Differentiated Instruction	3	EDUC-4470, Seminar for Student Teaching	2
EDUC-4462, Classroom Management	2	EDUC-4492, Supervised Student Teaching	12
EDUC-3322, Building School, Family & Community Partnerships for Individuals With Exceptionalities	2	EDUC-4493, Elementary SPED Practicum	2
EDUC-3324, Methods/Strategies for Individuals With Exceptionalities	3	EDUC-COMP, Senior Comprehensive cr	
EDUC-3326, Assessment of Individuals With Excep.	3		
EDUC-4494, Secondary SPED Practicum	2		

15

16

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

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	Aesthetic Foundation
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature
Foreign Language	4	Foreign Language
PSYC-1000, General Psychology (Person and Community)	3	EDUC-2200, Introduction to Education
GNST-1000, BC Experience	1	EDUC-2201, Intro to Ed Field Experience
HIST-1100, World Civilization to 1500 (Historical Foundation)	3	Aesthetic Foundation
	3	EXSC Fitness course (Health)
	17	17
<b>Sophomore Year</b>		
Major/Licensure Program Requirement	6	Major/Licensure Prog Requirement
EDUC-2220, Psychoed. Development	3	Philosophical Inquiry Foundation
EDUC-2222, Introduction to K-12 Special Education	3	Historical Foundation
Natural World Foundation	3-4	EXSC-1115, Wellness for Life (Health)
		EDUC-3332, Teaching Reading in the Content Areas
	15-16	18
<b>Junior Year</b>		
Major/Licensure Program Requirement	6	Major/Licensure Prog Requirement
Mathematical Reasoning (Preferred: MATH-1220, Intro. Statistics)	4	EDUC-4451, Philosophy of Education
Natural World Foundation with lab	4	Faith Foundation
EDUC-3312, School as Community	3	4457, Content Area Methods (MATH-4457)
EDUC-3313, School as Community Diversity Field Experience	1	fall only)
		Diversity/SOCI-
	18	17
<b>Senior Year</b>		
Major/Licensure Prog Requirement	6	EDUC-4470, Seminar for Student Teaching
Faith Foundation	3	EDUC-4496, Supervised Student Teaching
EDUC-3357, General Secondary Methods and Media	3	EDUC-COMP, Senior Comp
EDUC-3358, General Secondary Methods Field Exp.	1	
EDUC-4462, Classroom Management	2	
EDUC-4455, Differentiated Instruction	3	
	18	12

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## Graduate Programs in Education

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

### Master of Arts in Teaching (MAT)

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All School of Education programs at Benedictine College are built upon the framework of educators as builders of community. In preparing educational administrators and developing teacher leaders, this framework is served by three overarching goals and six program outcomes:

#### **Goals:**

1. Graduates will be “teachers of teachers” who lead instructors in creating communities in each individual learning environment.
2. Graduates will be ethical teachers and leaders who build their respective schools into unified learning communities.
3. Graduates will actively involve members of the community outside their school (families, business, outside agencies, and other stakeholders).

#### **Outcomes:**

- A) Ensure successful communication between administrators, teachers and parents to help nurture the whole child.
- B) Demonstrate leadership by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.
- C) Promote the success of all students by acting with integrity, fairness, and in an ethical manner that demonstrates respect for all cultures, ethnicities, gender, socioeconomic status, and exceptionalities.
- D) Create a community of caring relationships that unify all educational participants (students, teachers, families, community members, other stakeholders) in the education process.
- E) Incorporate sound research and information (including action research generated by the school community) into the perpetual process of educational improvement.
- F) Promote the success of all students by understanding and influencing the larger political, social, economic, and legal institutions which impact education.

These goals and outcomes of the programs foster professional competence in educational leadership and effective instruction by requiring students to complete a curriculum of study, a comprehensive

examination over the core curriculum, a practicum in educational leadership (MASL), and a practicum in teaching (MAT).

#### **Cohort Structure**

The notion of “Educators as Builders of Community” is embodied in the cohort structure of the program. Students are admitted to a group that progresses through the program as a community rather than as individuals. The sense of community—with peers, professors, and college personnel—intensifies as students move forward in the program. By the time the degree is completed, students have developed powerful relationships that become a support network throughout their educational career.

#### **Accreditation and Approval**

Accreditation from the Higher Learning Commission has been granted for the awarding of the Master of Arts in School Leadership and the Master of Arts in Teaching. Approval for a graduate program leading to endorsement as a building level administrator has been granted by the Kansas State Board of Education (KSBE) for the MASL program. Approval for a graduate program leading to either an elementary K–6 or secondary PreK–12 or 6–12 license in a given subject area has been granted by KSBE. The state-approved program is included within the degree program.

#### **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 School of Education.

#### **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 Program Director(s) in consultation with the Dean

of the College. 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 year.

### **Dual Credit Policy for Education Graduate Courses**

Students who are currently enrolled at Benedictine College and have been accepted into the School of Education may take coursework for graduate credit under the following criteria:

- Students in their last three semesters of undergraduate work with at least 96 credit hours
- A minimum 3.0 cumulative GPA
- A maximum of two graduate courses may be taken by an undergraduate student
- Permission of Program Director(s) (Undergraduate students must meet with the Program Director(s) 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 maintained each semester.
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 dismissed from the program.
4. Any grade below 'C' will not be accepted and will result in exclusion from further study.
5. Degree candidates must pass a written comprehensive examination.
6. Degree candidates must complete the online graduation application by the appropriate date.

### **Academic Misconduct**

#### *Policy Statement on Academic Misconduct:*

Benedictine College endorses the principle of academic honesty. Any academic misconduct is contradictory to the purpose and welfare of both the student and the College. Verified instances of academic misconduct will result in an "F" or a zero grade for the academically dishonest exam or plagiarized paper and will be submitted to the Associate Dean of the College and 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 even be suspended or dismissed from the College.

### **Due Processes Procedures**

#### *In Cases of Academic Misconduct*

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 Associate Dean of the College. A copy of the written notice and the student's material in question will be sent to the Associate Dean of the College. The Associate 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 Associate 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 Associate 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 School of Education and Graduate Studies Committee explaining his or her complaint. 4) At its next meeting, the School of Education 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 Associate Dean of the College. The appeal must be made in writing within three months of the date the grade was officially recorded.

## **Graduation Application**

During the semester preceding the final semester before anticipated graduation, students must make application for graduation by completing the online graduation application.

## **Withdrawal**

A student may withdraw from a course before completion of the first half of the course and the course will not appear on the official transcript. Withdrawal after that time will be recorded as a "W" on the student's permanent record. In either case, the withdrawal is processed through a written notification to the Registrar.

## **Admission Requirements for the Programs**

The admissions policy for the MASL and MAT at Benedictine College are designed to select students who have demonstrated the ability to be successful in academic, teaching, and leadership vocations. The School of Education 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 program will notify the applicant of the admission decision in writing. The applicant may appeal any adverse decision by submitting a written petition. Unless formal approval is received from the Director, a maximum of two courses taken as a special graduate student may be applied to degree requirements.

The requirements for formal admission are as follows:

### ***Regular Admission – MASL***

Applicants to the MASL program must have a minimum 3.0 grade point average in their last two years (60 hours) of college course work from accredited institutions.

In addition to the completed application form, applicants must submit:

1. Official transcripts of all applicable college-level work completed and indication of a bachelor's degree from an accredited college or university.
2. Evidence of certification for a role in the public/private schools and at least one year of professional experience.
3. Professional Disposition evaluation completed by two supervisors as a recommendation of the candidate's potential abilities as a school leader.
4. A résumé or curriculum vitae of educational and professional experience.

### ***Probational Admission – MASL***

Applicants with less than the required GPA 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.

### ***Regular Admission- MAT***

In addition to the completed application form, applicants for each program must meet admission criteria.

**Elementary:** Applicants to the MAT elementary program must meet the following requirements:

1. Bachelor's degree from an accredited institution
2. Minimum 2.5 grade point average in their most recent 60 credit hours of undergraduate work.
3. Verification of employment in an accredited school
4. Agreement with a school-based mentor with at least 3+ years of teaching experience
5. Ability to complete initial coursework prior to the first day of teaching

6. Successful fingerprinting and background check to earn a L.E.A.P. license from KSDE (for candidates teaching in Kansas)

**Secondary:** Applicants to the MAT secondary program must meet the following requirements:

1. Undergraduate degree or graduate degree in the content area for which the license is sought
2. Minimum 2.75 grade point average in their most recent 60 credit hours of undergraduate work.
3. Passing score on the Praxis content test
4. Verification of employment in an accredited school
5. Agreement with a school-based mentor with at least 3+ years of teaching experience
6. Ability to complete initial coursework prior to the first day of teaching
7. Successful fingerprinting and background check to earn a Restricted license from KSDE (for candidates teaching in Kansas)

#### ***Probational Admission – MAT***

Applicants with less than the required GPA or secondary candidates who have not passed the Praxis content test may be admitted on a probationary status. Students admitted provisionally due to GPA will have their status 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.

Secondary students admitted provisionally who have not passed the Praxis content exam may have until the end of the 2<sup>nd</sup> semester of coursework to do so. Failure to pass this exam by this point will lead to dismissal 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 Program Director and the chair of the School of Education. Students seeking approval of transfer credit shall contact the Program

Director. The Director shall consider the request and make a recommendation to the chair of the School of Education. Authority for acceptance/rejection of such requests resides within the unit, which is the School of Education. Official Transcripts are necessary for final approval of transfer credits.

#### **School Leadership Practicum for the MASL Program**

The program includes a 200-hour practicum in educational leadership and administration during specific courses, with activities aligned to standards addressed by the course. Practicum requirements include a 20-hour visitation to a school of a different cultural setting than their "home school" with a subsequent reflection paper based on this experience. Practicum experiences are designed in collaboration between the Program Director, the student, and the supervisor at the proposed practicum location.

#### **Comprehensive Examination**

All graduate students must successfully complete a comprehensive exam over the course of study for the degree. The comprehensive exam for the MASL is the Praxis School Leadership Assessment (test 6990). The comprehensive exam for the elementary program is the K–6 Principles of Learning and Teaching exam (test 5622). The comprehensive exam for the secondary program is the 7–12 Principles of Learning and Teaching Exam (test 5624).

#### **Dispositions**

To complete the MAT and MASL programs at Benedictine College, all candidates must demonstrate appropriate "dispositions" for teachers and school leadership, respectively. This term means the values and professional ethics the graduate student brings to becoming a teacher and principal. We are required by the State of Kansas to evaluate candidates on their dispositions. The dispositions we expect candidates to demonstrate may be summarized in the phrase, "Professionally Responsible Builders of Community." These are divided into two areas: 1) "Professional Responsibilities" and 2) "Building Community." Dispositions are reviewed each semester and are scored at each of the three (3) benchmark points in the program. If a supervising mentor, teacher, principal, or faculty member has serious concerns about a candidate's

professional dispositions, a meeting will be held with the candidate, Program Director, and Chair. A plan for improvement will be made and a timeline for re-evaluation will be set. Failure to meet the tenets of the plan in a timely and professional manner may lead to the dismissal from the program.

### **Program of Study for the MASL**

#### **(35 credit hours)**

- EDUC-5512, Introduction to Educational Research (3)  
EDUC-5515, Models and Strategies in Instructional Leadership (3)  
EDUC-5516, Practicum in Instructional Leadership (1)  
EDUC-5532, Foundations of Curriculum Development (3)

- EDUC-5534, Assessment and School Improvement (3)  
EDUC-6606, School Leadership, Management, and Finance (4)  
EDUC-6612, Supervision in Education (3)  
EDUC-6613, Practicum in Supervision (1)  
EDUC-6622, Educational Law (3)  
EDUC-6623, Practicum in Legal Ethical and Community Issues (1)  
EDUC-6640, Partnering with Parents and the Community (3)  
EDUC-6642, Educational Leadership (3)  
EDUC-6643, Practicum in the Principalship (1)  
EDUC-6680, Special Education Administration (3)  
EDUC-6688, Master's Comprehensive Exams (cr)

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## **School of Engineering**

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The School of Engineering (SoE) offers Bachelor of Science degrees in Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering.

### **Chemical Engineering Program Mission**

The mission of Chemical Engineering Program 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 good of society.

### **Program Outcomes**

The following are the program educational objectives used by the program for ABET accreditation, and thus are styled as broad statements describing the career and professional accomplishments that the program is preparing graduates to achieve.

1. Graduates will maintain a balanced lifestyle pursuing what is good, true, and beautiful. As they live out their vocation, they will contribute significantly to personal, family, workplace, community, and church endeavors.
2. Graduates will demonstrate technical knowledge and expertise in their profession and will innovate beyond the state of the art.

3. Graduates will demonstrate interpersonal and professional skills to effectively lead teams and projects of substantial size.

### **Civil Engineering Program Mission**

The mission of Civil Engineering Program 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 good of society.

### **Program Outcomes**

The following are the program educational objectives used by the program for ABET accreditation, and thus are styled as broad statements describing the career and professional accomplishments that the program is preparing graduates to achieve.

1. Graduates will maintain a balanced lifestyle pursuing what is good, true, and beautiful. As they live out their vocation, they will contribute significantly to personal, family, workplace, community, and church endeavors.
2. Graduates will demonstrate technical knowledge and expertise in their profession and will innovate beyond the state of the art.

3. Graduates will demonstrate interpersonal and professional skills to effectively lead teams and projects of substantial size.

### **Electrical Engineering Program Mission**

The mission of Electrical Engineering Program 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 good of society.

### **Program Outcomes**

The following are the program educational objectives used by the program for ABET accreditation, and thus are styled as broad statements describing the career and professional accomplishments that the program is preparing graduates to achieve.

1. Graduates will maintain a balanced lifestyle pursuing what is good, true, and beautiful. As they live out their vocation, they will contribute significantly to personal, family, workplace, community, and church endeavors.
2. Graduates will demonstrate technical knowledge and expertise in their profession and will innovate beyond the state of the art.
3. Graduates will demonstrate interpersonal and professional skills to effectively lead teams and projects of substantial size.

### **Mechanical Engineering Program Mission**

The mission of Mechanical Engineering Program 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 good of society.

### **Program Outcomes**

The following are the program educational objectives used by the program for ABET accreditation, and thus are styled as broad statements describing the career and professional accomplishments that the program is preparing graduates to achieve.

1. Graduates will maintain a balanced lifestyle pursuing what is good, true, and beautiful. As they live out their vocation, they will contribute significantly to personal, family, workplace, community, and church endeavors.
2. Graduates will demonstrate technical knowledge and expertise in their profession and will innovate beyond the state of the art.
3. Graduates will demonstrate interpersonal and professional skills to effectively lead teams and projects of substantial size.

A fee of \$150 per semester is charged to each student to help support the continued improvement of the Engineering program.

Transfer students pursuing a major in any of these areas must take a minimum of 40% of the coursework for their major at Benedictine College.

Before enrolling in any junior level (or above) CENG, CIVL, EENG, ENGR, and MENG course, students must receive approval from the School of Engineering.

### **Review Process**

During the spring semester, a SoE faculty committee that consists of the chair and the faculty members in an engineering discipline conducts a review of all sophomore students in its major.

- The process for this review is found in the School of Engineering Code of Student Conduct.
- The committee conducts its review within seven days of the posting of spring-semester midterm grades.
- The committee informs students of the results before fall registration begins. Only students who receive approval will be able to enroll in junior- and senior-level engineering courses.
- A student may request a reconsideration of the decision after final grades have been posted for the spring semester.

### **Continuation in an Engineering Degree Program**

- All students must maintain a GPA of at least 2.1 (2.0 for freshman) in all engineering courses taken to date.
- If a student falls below the minimum engineering GPA, the SoE will issue a warning via email and/or Navigate.

- A second semester below the minimum engineering GPA will result in the SoE removing the student from the engineering degree program and notifying the student via email.
- Students may also be removed from an engineering degree program after a particularly egregious instance of academic misconduct.

### **Due Process Procedures**

- A student who was removed from continuation in an engineering degree program may appeal that decision by submitting a letter to the SoE Chair (via email) of appeal no later than seven calendar days after the notification was issued.
- An engineering faculty committee reviews the appeal and communicates its final decision via an email to the student.
- If still unsatisfied, the student may appeal to the Dean of the College.

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

#### *Required General Education Courses*

PHIL-3250, Ethics  
THEO-2000, Christian Moral Life

#### *Science and Mathematics*

CHEM-1200/1201, General Chemistry I/Lab\*  
CHEM-1210/1211, General Chemistry II/Lab\*  
CHEM-2200/2201, Organic Chemistry I/Lab\*  
CHEM-2210, Organic Chemistry II\*  
Advanced Chemistry Elective (3 credits)  
MATH-1300, Calculus I\*  
MATH-1350, Calculus II\*  
MATH-2300, Calculus III\*  
MATH-3100, Differential Equations  
PHYS-2100/2101, Classical Physics I/Lab  
PHYS-2110/2111, Classical Physics II/Lab

#### *Engineering Courses*

CENG-2010, Chemical Engineering Fundamentals^  
CENG-3050, Separations  
CENG-3250, Chemical Engineering  
Thermodynamics  
CENG-3300, Unit Operations  
CENG-3350, Chemical Engineering Laboratory I  
CENG-4080, Chemical Process Dynamics and Control  
CENG-4210, Reactor Design  
CENG-4350, Chemical Engineering Laboratory II  
CENG-4600, Plant Design I  
CENG-4610, Plant Design II

CENG-4820, Bioprocess Engineering  
CENG-COMP, Senior Comprehensive Exam  
EENG-2060, Circuit Analysis  
ENGR-1200, Introduction to Engineering  
ENGR-3150, Statistical Analysis of Data  
ENGR-3170, Engineering Economy and Society  
ENGR 3250, Thermodynamics  
ENGR-3410, Thermofluids Laboratory  
ENGR-3500, Materials Science  
ENGR-3600, Heat and Mass Transfer  
ENGR 4840, Quality Engineering  
Chemical Engineering Electives (6 credits)

Courses required for the major may be repeated but students must pass all required courses on their first or second attempt.

#### **Chemical Engineering Electives**

CENG-3000+ courses not already utilized for the chemical engineering major

#### **Advanced Chemistry Electives**

Any CHEM-3000+ course not already utilized for the chemical engineering major

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

#### *Required General Education Courses*

PHIL-3250, Ethics  
THEO-2000, Christian Moral Life

#### *Science and Mathematics*

CHEM-1200/1201, General Chemistry I/Lab  
CHEM-1210/1211, General Chemistry II/Lab  
Basic Science Elective  
MATH-1300, Calculus I  
MATH-1350, Calculus II  
MATH-2300, Calculus III  
MATH-3100, Differential Equations  
PHYS-2100/2101, Classical Physics I/Lab  
PHYS-2110/2111, Classical Physics II/Lab

#### *Engineering Courses*

CIVL-2000, Computing in Civil Engineering  
CIVL-2150, Geomatics Laboratory  
CIVL-3010, Soil Mechanics and Civil Materials Laboratory  
CIVL-3020, Environmental and Hydraulic Engineering Laboratory  
CIVL-3510, Structural Mechanics

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\* These courses must be completed with a “C-” or better.

^ These courses must be completed with a “C+” or better to proceed to the next class in Chemical Engineering.

CIVL-3120, Soil Mechanics  
CIVL-3230, Hydraulic Engineering  
CIVL-3310, Environmental Engineering  
CIVL-4600, Civil Engineering Design  
CIVL-4700, Civil Engineering Seminar  
CIVL-COMP, Senior Comprehensive Exam  
ENGR-1200, Introduction to Engineering  
ENGR-1500, Technical Drawing  
ENGR-2300, Statics\*  
ENGR-2310, Dynamics  
ENGR-2320, Mechanics of Materials\*  
ENGR-3150, Statistical Analysis of Data  
ENGR-3170, Engineering Economy and Society  
ENGR-3300, Fluid Mechanics  
Engineering Elective (3 credits)  
Civil Engineering Technical Electives (18 credits)  
Basic Science Elective (3–5 credits): Choose from:  
ASTR-3000, Observational Astronomy  
ASTR-4200 Solar System Astrophysics  
BIOL-1107, Principles of Biology  
BIOL-1121, General Biology I  
BIOL-3355, Ecology  
CHEM-2200/2201 Organic Chemistry I/Lab  
NASC-1100, Environmental Science  
NASC-1400, Earth Science  
NASC-1500, Physical Geography  
or other basic science course as approved by the school  
  
Engineering Elective: Choose from CENG-2010, EENG-2060/3060, any ENGR-3000+, or any MENG-3000+ course not already utilized for the civil engineering major.  
  
Civil Engineering Technical Electives (18 credits). Choose from:  
CIVL-3550, Building Component and System Design  
CIVL-4140, Foundation Engineering  
CIVL-4160, Transportation Engineering  
CIVL-4210, Hydrology  
CIVL-4320, Environmental Engineering II  
CIVL-4440, Contracts and Specifications  
CIVL-4510, Steel Design  
CIVL-4530, Reinforced Concrete or any CIVL-3000+ course  
  
Courses required for the major may be repeated but students must pass all required courses on their first or second attempt.

## B.S. Degree in Electrical Engineering

### *Required General Education Courses*

PHIL-3250, Ethics  
THEO-2000, Christian Moral Life

### *Science and Mathematics*

CHEM-1200/1201, General Chemistry I/Lab\*\*  
Mathematics or Science Elective (3 credits)  
CSCI-2300 Programming for Scientists and Engineers  
MATH-1300, Calculus I\*\*  
MATH-1350, Calculus II\*\*  
MATH-2300, Calculus III  
MATH-2500, Linear Algebra  
MATH-3100, Differential Equations  
PHYS-2100/2101, Classical Physics I/Lab\*\*  
PHYS-2110/2111, Classical Physics II/Lab\*\*

### *Engineering Courses*

EENG-2010, Introduction to Digital Electronics^\*\*  
EENG-2020, Introduction to Digital Electronics Laboratory  
EENG-2060, Linear Circuit Analysis I\*\*^  
EENG-3060, Circuits Laboratory I  
EENG-3070, Circuits Laboratory II  
EENG-3080, Electronics Laboratory I  
EENG-3090, Electronics Laboratory II  
EENG-3130, Linear Circuit Analysis II  
EENG-3140, Signals and Systems ^\*\*  
EENG-3160, Electric and Magnetic Fields^\*\*  
EENG-3210, Electronics I\*\*^  
EENG-4050, Control Systems I\*\*^  
EENG-4060, Control Systems Laboratory  
EENG-4090, Applied Electromagnetics  
EENG-4210, Electronics II\*\*^  
EENG-4010 and EENG-4020, Electric Drives and Electric Drives Laboratory or EENG-4510, Computer Hardware Organization  
EENG-4520, Embedded Systems  
EENG-4530, Embedded Systems Laboratory  
EENG-4600, Electrical Engineering Design I  
EENG-4610, Electrical Engineering Design II  
ENGR-1200, Introduction to Engineering^\*\*  
ENGR-3150, Statistical Analysis of Data  
ENGR-3170, Engineering Economy & Society  
ENGR-COMP, Senior Comprehensive Exam  
Technical Electives (12 credits)

\* These courses must be completed with a “C” or better to proceed to the next class in Civil Engineering

\*\* These courses must be completed with a “C” or better.

^ These courses must be completed with a “C” or better to proceed to the next class in Electrical Engineering.

The following courses will count as Technical Electives (other courses may be approved by the School of Engineering):

Any CSCI-3000+ course

Any EENG-3000+ course not already required for the degree.

CSCI-2150, Introduction to Computer Sci II

CSCI 2560, Discrete Mathematical Structures II

ENGR-2300, Statics

ENGR 2310, Dynamics

ENGR-2320, Mechanics of Materials

ENGR-3250, Thermodynamics

ENGR-3300, Fluid Mechanics

ENGR-3400, Materials Laboratory

MENG-4730, Mechanical Measurements Lab

The following courses will count as a

Mathematics or Science Elective:

CHEM-1210/1211, General Chemistry II/Lab

CSCI-1140, Intro Comp Sci I

MATH-2550, Discrete Mathematical Structures I

Any PHYS 3000+ course not already utilized for other degree requirements

Courses required for the major may be repeated but students must pass all required courses on their first or second attempt.

## B.S. Degree in Mechanical Engineering

### *Required General Education Courses*

PHIL-3250, Ethics

THEO-2000, Christian Moral Life

### *Science and Mathematics Courses*

CHEM-1200/1201, General Chemistry I/Lab

MATH-1300, Calculus I

MATH-1350, Calculus II

MATH-2300, Calculus III

MATH-3100, Differential Equations

PHYS-2100/2101, Classical Physics I/Lab

PHYS-2110/2111, Classical Physics II/Lab

### *Engineering Courses*

EENG-2060, Circuit Analysis and

EENG-3060, Circuits Laboratory I or

PHYS-3500, Electronics

ENGR-1200, Introduction to Engineering

ENGR-1500, Technical Drawing

ENGR-1520, Introduction to Engineering Design Laboratory

ENGR-2000, Computer Applications in Engineering or CSCI-2300, Programming for Scientists and Engineers

ENGR-2300, Statics

ENGR-2310, Dynamics

ENGR-2320, Mechanics of Materials

ENGR-3150, Statistical Analysis of Data

ENGR-3170, Engineering Economy and Society

ENGR-3250, Thermodynamics

ENGR-3300, Fluid Mechanics

ENGR-3400, Materials Laboratory

ENGR-3410, Thermofluids Laboratory

ENGR-3500, Materials Science

ENGR-3600, Heat and Mass Transfer

MENG-3180, Manufacturing Processes Lab

MENG-3220, Design of Machinery

MENG-3240, Junior Design

MENG-4240, System Dynamics & Control

MENG-4600, Mechanical Engineering Design I

MENG-4610, Mechanical Engineering Design II

MENG-4700, Senior Seminar

MENG-4730, Mechanical Measurements Laboratory

Mechanical Engineering (ME) Electives (15 credits)

MENG-COMP, Senior Comprehensive Exam

At least 9 credits of ME electives must be primary ME electives, which are generally MENG courses numbered 3000 or above (that are not MENG degree requirements).

### **Primary ME Electives:**

MENG-3820, Ergonomics

MENG-4810, Vibration and Structural Dynamics

MENG-4820, Introduction to Finite Element Analysis

MENG-4830, Environmental Stewardship

MENG-4840, Introduction to Robotics

MENG-4850, Heating, Air Conditioning, and Ventilation

MENG-4860, Intermediate Thermodynamics

MENG-4910, Intermediate Fluid Dynamics

MENG-4920, Nonlinear Dynamics and Chaos

Up to six hours of ME electives can come from an approved list of secondary ME electives, which includes specific courses from other engineering disciplines.

### **Secondary ME Electives:**

CIVL-3120, Soil Mechanics

CIVL-3310, Environmental Engineering

CIVL-4140, Foundation Engineering

EENG-3130, Linear Electric Circuits

ENGR-3901 and ENGR-3902, Engineering for Human Development I/II

ENGR-4150, Design of Engineering Experiments

ENGR-4830, Project Engineering  
 ENGR-4840, Quality Engineering  
 MATH-3300, Numerical Computation  
 PHYS-4300, Optics

Courses required for the major may be repeated but students must pass all required courses on their first or second attempt.

### **Suggested sequence of courses for a Bachelor of Science degree in Chemical Engineering**

<b>Freshman Year</b>		
ENGR-1200, Introduction to Engineering	2	CHEM-1210, General Chemistry II
CHEM-1200, General Chemistry I	3	CHEM-1211, General Chemistry II Lab
CHEM-1201, General Chemistry I Lab	1	MATH-1350, Calculus II
MATH-1300, Calculus I	4	PHYS-2110, Classical Physics II
PHYS-2100, Classical Physics I	3	PHYS-2111, Classical Physics II Lab
PHYS-2101, Classical Physics I Lab	1	ENGL-1010, English Composition
EXSC-1115, Wellness for Life	1	THEO-1100, Introduction to Theology
GNST-1000, BC Experience	1	
	<u>16</u>	<u>18</u>
<b>Sophomore Year</b>		
CENG-2010, ChE Fundamentals	3	THEO-2000, Christian Moral Life
CHEM-2200, Organic Chemistry I	3	CENG-3300, Unit Operations
CHEM-2201, Organic Chemistry I Lab	1	ENGR-3150, Statistical Data Analysis
MATH-2300, Calculus III	4	ENGR-3250, Thermodynamics
Historical Foundation	3	CHEM-2210, Organic Chemistry II
PHIL-1750, Principles of Nature	3	MATH-3100, Differential Equations
	<u>17</u>	<u>18</u>
<b>Junior Year</b>		
CENG-3250, Thermodynamics	3	CENG-3050, Separations
Advanced Chemistry Elective	3	CENG-4820, Bioprocess Engineering
ENGR-3500, Materials Science	3	ENGR-3410, Thermofluids Lab
THEO-2000, Christian Moral Life	3	ENGR-3600, Heat and Mass Transfer
ENGR-3170, Engineering Economy & Society	3	Aesthetic Foundation
CENG-3350, Chemical Engineering Lab I	2	PHIL-3250, Ethics
	<u>17</u>	<u>17</u>
<b>Senior Year</b>		
CENG-4600, Plant Design I	3	CENG-4610, Plant Design II
CENG-4080, Chem Process Dynam. & Control	3	Faith Foundation
CENG-4210, Reactor Design	3	Chemical Engineering Elective
Foreign Language	4	Foreign Language
Historical Foundation	3	Aesthetic Foundation
	<u>16</u>	<u>16</u>
<b>Ninth Semester</b>		
CENG-COMP, Senior Comprehensive Exam	cr	
CENG-4350, Chemical Engineering Lab II	3	
ENGR-4840 Quality Engineering	3	
Chemical Engineering Elective	3	
EENG-2060, Circuit Analysis	3	
Philosophical Inquiry	3	
EXSC Fitness Course	1	
	<u>16</u>	

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## Suggested sequence of courses for a Bachelor of Science degree in Civil Engineering

<b>Freshman Year</b>		
ENGR-1200, Introduction to Engineering	2	ENGR-1500, Technical Drawing
PHYS-2100/2101, Classical Physics I/Lab	4	PHYS-2110/2111, Classical Physics II/Lab
CHEM-1200, General Chemistry I	3	CHEM-1210, General Chemistry II
CHEM-1201, General Chemistry Lab	1	CHEM-1211, General Chemistry Lab
MATH-1300, Calculus I	4	MATH-1350, Calculus II
EXSC-1115, Wellness for Life	1	ENGL-1010, English Composition
GNST-1000, BC Experience	1	
	16	17
<b>Sophomore Year</b>		
CIVL-2000, Computing in Civil Engineering	1	ENGR-2310, Dynamics
ENGR-2300, Statics	3	ENGR-2320, Mechanics of Materials
CIVL-2150, Geomatics Laboratory	2	MATH-3100, Differential Equations
MATH-2300, Calculus III	4	Aesthetic Experience
PHIL-1750, Principles of Nature	3	Basic Science Elective
THEO-1100, Introduction to Theology	3	
	16	16
<b>Junior Year</b>		
CIVL-3120, Soil Mechanics	3	CIVL-3010, Soil Mech. & Civil Materials Lab
CIVL-3510, Structural Analysis	3	CIVL-3230, Hydraulic Engineering
ENGR-3150, Statistical Data Analysis	3	CIVL-3310, Environmental Engineering
ENGR-3300, Fluid Mechanics	3	CIVL Technical Elective I
THEO-2000, Christian Moral Life	3	EXSC Activity Course
	3	PHIL-3250, Ethics
	15	15
<b>Senior Year</b>		
CIVL-3020, Env. & Hyd. Engineering Lab	2	CIVL-4600, Civil Engineering Design
CIVL Technical Elective II	3	CIVL Technical Elective IV
CIVL Technical Elective III	3	CIVL Technical Elective V
ENGR-3170, Engineering Econ. & Society	3	Foreign Language
Faith	3	Historical Inquiry
Foreign Language	4	
	18	16
<b>Ninth Semester</b>		
CIVL-4700, Civil Engineering Seminar	1	
CIVL Technical Elective VI	3	
CIVL-COMP, Senior Comp. Examination	cr	
Engineering Elective	3	
Philosophical Inquiry	3	
Historical Inquiry	3	
Aesthetic Experience	3	
	16	

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## Suggested sequence of courses for a Bachelor of Science degree in Electrical Engineering

<b>Freshman Year</b>		
ENGR-1200, Introduction to Engineering	2	MATH-1350, Calculus II
CHEM-1200, General Chemistry I	3	PHYS-2110, Classical Physics II
CHEM-1201, General Chemistry Lab	1	PHYS-2111, Classical Physics II Lab
MATH-1300, Calculus I	4	THEO-1100, Introduction to Theology
PHYS-2100, Classical Physics I	3	PHIL-1750, Principles of Nature
PHYS-2101, Classical Physics I Lab	1	EENG-2010, Introduction to Digital Electronics
ENGL-1010, English Composition	3	EENG-2020, Digital Electronics Laboratory
GNST-1000, BC Experience	1	
	18	17
<b>Sophomore Year</b>		
EENG-2060, Linear Circuit Analysis I	3	EENG-3130, Linear Circuit Analysis II
EENG-3060, Circuits Laboratory I	1	CSCI-2300, Progr. for Engrs & Scientists
ENGR-3150, Statistical Data Analysis	4	MATH-3100, Differential Equations
MATH-2300, Calculus III	4	MATH-2500, Linear Algebra
THEO-2000, Christian Moral Life	3	EENG-4520, Embedded Systems
EXSC-1115, Wellness for Life	1	EENG-4530, Embedded Systems Laboratory
	16	15
<b>Junior Year</b>		
EENG-3140, Signals and Systems	3	EENG-4090, Applied Electromagnetics
EENG-3160, Electric & Magnetic Fields	3	EENG-4210, Electronics II
EENG-3210, Electronics I	3	EENG-3090, Electronics Laboratory II
EENG-3080, Electronics Laboratory I	1	EENG 4050, Control Systems I
PHIL-3250, Ethics	3	Faith Foundation
Technical Elective	3	EENG-4060, Control Systems Laboratory
		Math/Science Elective
	16	17
<b>Senior Year</b>		
EENG-4600, Senior Design I	3	EENG-4610, Senior Design II
Technical Elective	3	EENG-4010, Electric Drives
ENGR-3170, Engineering Economy & Society	3	Technical Elective
Historical Foundation	3	Aesthetic Foundation
EXSC Fitness course	1	Foreign Language
Foreign Language	4	EENG- 4020 Electric Drives Laboratory
	17	16
<b>Ninth Semester</b>		
Technical Elective	3	
Senior Comp. Examination	cr	
Historical Foundation	3	
Philosophical Inquiry	3	
Aesthetic Experience	3	

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## Suggested sequence of courses for a Bachelor of Science degree in Mechanical Engineering

<b>Freshman Year</b>		
ENGR-1200, Introduction to Engineering	2	ENGR-1500, Technical Drawing
PHYS-2100, Classical Physics I	3	ENGR-1520, Intro. to Engr. Design Lab
PHYS-2101, Classical Physics I Lab	1	PHYS-2110, Classical Physics II
CHEM-1200, General Chemistry I	3	PHYS-2111, Classical Physics II Lab
CHEM-1201, General Chemistry Lab	1	MATH-1350, Calculus II
MATH-1300, Calculus I	4	ENGL-1010, English Composition
GNST-1000, BC Experience	1	THEO-1100, Introduction to Theology
EXSC Fitness Course	1	
	16	17
<b>Sophomore Year</b>		
ENGR-2000, Computer Applications in Engr.	2	ENGR-2310, Dynamics
ENGR-2300, Statics	3	ENGR-2320, Mechanics of Materials
ENGR-3500, Materials Science	3	MATH-3100, Differential Equations
MATH-2300, Calculus III	4	ENGR-3250, Thermodynamics
PHIL-1750, Principles of Nature	3	MENG-3180, Manufacturing Processes Lab
EXSC-1115, Wellness for Life	1	THEO-2000, Christian Moral Life
	16	16
<b>Junior Year</b>		
MENG-3220, Design of Machinery	3	MENG-3240, Junior Design
ENGR-3150, Statistical Data Analysis	3	MENG-4240, System Dynamics & Control
ENGR-3300, Fluid Mechanics	3	ENGR-3600, Heat and Mass Transfer
ENGR-3400, Materials Lab	2	ENGR-3410, Thermofluids Lab
ENGR-3170, Engr. Economy & Society	3	ME Elective
PHIL-3250, Ethics	3	EENG-2060, Circuit Analysis
		EENG-3060, Circuits Laboratory I
	17	17
<b>Senior Year</b>		
MENG-4600, Mechanical Engr. Design I	3	MENG-4610, Mechanical Engr. Design II
ME Elective	3	ME Elective
MENG-4730, Mechanical Measurements Lab	2	ME Elective
MENG-4700, Senior Seminar	1	Aesthetic Experience
Foreign Language	4	Foreign Language
Historical Inquiry	3	
	16	16
<b>Ninth Semester</b>		
ME Elective	3	
MENG-COMP, Senior Comp. Examination	cr	
Aesthetic Experience	3	
Philosophical Inquiry	3	
Historical Inquiry	3	
Faith	3	
	15	

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## Engineering Physics

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### Program Mission

The mission of the Engineering Physics Program is to combine the fundamental principles of physics with the engineering disciplines to enable students to solve real-world problems for the benefit of society, thereby allowing students to engage in a wide range of pursuits and professional advancements especially in academics or industry.

### Program Outcomes

1. Graduates will have knowledge of physics and its role within the liberal arts.
2. Graduates will be able to function as both a physicist and an engineer.
3. Graduates will be competent in laboratory skills and in the theory and application of data analysis, economic analysis, and design.
4. Graduates will have the tools to achieve personal and careers goals in a spectrum of pursuits, such as academics, education, industry, and health science.
5. Graduates will have the interpersonal and professional skills to solve technically complex problems working individually, or as a member or leader of teams of varied cultural and experiential backgrounds regardless of cultural differences.

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.

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

### Guidelines for Acceptance to a Physics & Astronomy Department Major:

In order to ensure that students are on a successful academic trajectory, it is recommended that students who have not earned at least a C average in both Classical Physics I and II should not declare a major in the Physics & Astronomy Department. Students who have not achieved this minimum grade guideline but who still seek acceptance to a major in one of the programs in the Physics & Astronomy Department must meet with and receive approval from the Department Chair.

### Requirements for a B.S. degree in Engineering Physics:

(65 hours)

ENGR-1500, Technical Drawing (2)  
ENGR-1200, Introduction to Engineering (2)  
ENGR-2300, Statics (3)  
ENGR-2310, Dynamics (3) OR PHYS-4100, Mechanics I (3)  
ENGR-3170, Engineering Economy and Society (3)  
ENGR-2320, Mechanics of Materials (3)  
ENGR-3300, Fluid Mechanics (3)  
ENGR-3410, Thermofluids Laboratory (2)  
ENGR-3500, Materials Science (3) OR [PHYS-4700, Condensed Matter Physics (3) and ENGR-3400, Materials Laboratory (2)]  
ENGR-3600, Heat and Mass Transfer (3)  
PHYS-2100/2101, Classical Physics I & Lab and PHYS-2110/2111, Classical Physics II & Lab (8)  
PHYS-3200, Relativity and Atomic Physics (3)  
PHYS-3201, Modern Physics Laboratory I (1)  
PHYS-3210, Nuclear and Elementary Particle Physics (2) and PHYS-3211, Modern Physics Laboratory II (1) OR Technical Elective  
PHYS-3500, Electronics (4) OR [EENG-2060, Circuit Analysis (3) and EENG-3060, Circuits Laboratory (1)]  
PHYS-4400, Thermodynamics (4) OR ENGR-3250, Thermodynamics (3)  
PHYS-4600, Electricity and Magnetism I (3)  
PHYS-COMP, Senior Comprehensive (cr)  
PHYS-4900–4903, Physics Colloquium (4 semesters, cr)  
PHYS-4910, Physics & Astronomy Research (1)

### Required supporting courses:

(25 hours)

MATH-1300, Calculus I (4)  
MATH-1350, Calculus II (4)  
MATH-2300, Calculus III (4)  
MATH-3100, Differential Equations (3)  
CHEM-1200, General Chemistry I (3) and CHEM-1201, General Chemistry Laboratory I (1)  
CHEM-1210, General Chemistry II (3) and CHEM-1211, General Chemistry Laboratory II (1) OR Technical Elective  
ENGR-2000, Computer Applications in Engineering (2) OR CSCI-2300, Programming for Scientists & Engineers (3)

*Technical Electives:* 9 credits, chosen from the following

- PHYS-4300, Optics (3)
- PHYS-4301, Optics Laboratory (1)
- PHYS-4610, Electricity and Magnetism II (3)
- PHYS-4110, Mechanics II (3)
- MENG-4240, System Dynamics & Control (3)
- MENG-3180, Manufacturing Processes Lab (1)
- MENG-3220, Design of Machinery (3)
- MENG-4700, Senior Seminar (1)
- MENG-4730, Mechanical Measurements Laboratory (2)

- ENGR-3150, Statistical Analysis of Data (3)
- MATH-2500, Linear Algebra (3)
- MATH-3300, Numerical Computation (3)

*Design Elective:* one course, chosen from the following

- MENG-3240, Junior Design (2)
- MENG-4600, Mechanical Engineering Design I (3)
- MENG-4610, Mechanical Engineering Design II (3)
- CIVL-4600, Civil Engineering Design (3)

*Instrumentation Elective:* MENG-4730, Mechanical Measurements Laboratory (2)

### Suggested sequence of courses for a Bachelor of Science degree in Engineering Physics

#### Freshman Year

ENGR-1200, Introduction to Engineering	2	ENGR-1500, Technical Drawing	2
GNST-1000, BC Experience	1	MATH-1350, Calculus II	4
MATH-1300, Calculus I	4	PHYS-2110, Classical Physics II	3
PHYS-2100, Classical Physics I	3	PHYS-2111, Classical Physics II Lab	1
PHYS-2101, Classical Physics I Lab	1	ENGL-1010, English Composition	3
PHIL-1750, Principles of Nature	3	CHEM-1210/1211, General Chemistry II and Lab	4
CHEM-1200, General Chemistry I	3	OR Technical Elective	
CHEM-1201, General Chemistry I Lab	1		

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#### Sophomore Year

PHYS-3200, Relativity & Atomic Physics	3	PHYS-3210/3211, Nuclear & Elemen. Part. Phys.	2
PHYS-3201, Modern Physics Lab I	1	AND PHYS-3201, Modern Physics Lab II	1
ENGR-2300, Statics	3	OR Technical Elective	
MATH-2300, Calculus III	4	MATH-3100, Differential Equations	3
THEO-1100, Introduction to Theology	3	PHYS-3500, Electronics	4
ENGR-3500, Materials Science	3	OR [EENG-2060, Circuit Analysis and	3
OR [PHYS-4700, Condensed Matter Physics and ENGR-3400, Materials Laboratory]	3	EENG-3060, Circuits Laboratory	1
	2	PHYS-4400, Thermodynamics	3
		ENGR-2000, Comp. Application in Engr.	2
		OR CSCI-2300, Programming for Sci. & Engrs.	3
		Faith Foundation	3

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#### Junior Year

PHYS-4100, Mechanics OR ENGR-2310, Dynamics	3	ENGR-3600, Heat and Mass Transfer	3
ENGR-3170, Engineering Economy & Society	3	ENGR-3410, Thermofluids Laboratory	2
ENGR-3300, Fluid Mechanics	3	Technical Elective	3
PHYS-4900, Physics Colloquium	cr	PHYS-4901, Physics Colloquium	cr
EXSC-1115, Wellness for Life	1	PHYS-4910, Physics & Astronomy Research	1
Philosophical Inquiry	3	Foreign Language	3
Foreign Language	3	EXSC Fitness Course	1
		Aesthetic Experience	3

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

	Senior Year	
PHYS-4600, Electricity & Magnetism I	3	PHYS-4800, Quantum Mechanics
Instrumentation Elective	3	Faith Foundation
PHYS-4902, Physics Colloquium	cr	Historical Inquiry
Philosophical Inquiry	3	Technical Elective
Technical Elective	3	PHYS-COMP, Senior Comprehensive
Aesthetic Experience	3	PHYS-4903, Physics Colloquium
Historical Inquiry	3	Design Elective

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## English

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### Program Mission

The mission of the English Program is to guide students, within a robustly Catholic liberal arts college setting, toward a greater understanding of themselves, others, and the world through the wisdom of excellent writing. Intensive reading and writing, critical evaluation of ideas and arguments, and engagement in scholarly communities prepare our students for careers that require superior writing, reading, speaking, and thinking skills.

### Program Outcomes

1. Graduates will be familiar with literature in English and with the British and American literary tradition.
2. Graduates will have the ability to analyze and interpret literary works.
3. Graduates will be competent writers.
4. Graduates will understand of the nature, structure, and uses of language.
5. Graduates of English Education will be competent in the content of literature and writing and be able to teach both.
6. Graduates will be prepared to live in a diverse society through required readings in World and American literature by writers of diverse genders, ethnicities, and cultures.

### Requirements for a major in English

1. Required Courses
  - i. ENGL-1600, British Literature to 1750
  - ii. ENGL-1650, British Literature After 1750
  - iii. ENGL-1700, American Literature to the Civil War
  - iv. ENGL-1750, American Literature After the Civil War

- v. ENGL-3020, Shakespeare
  - vi. ENGL-4110, Literary Criticism
  - vii. ENGL-4310, Linguistics
  - viii. ENGL-4910, Seminar (may be taken more than once)
2. Choose one from
    - i. ENGL-1500, World Lit I
    - ii. ENGL-1550, World Lit II
  3. At least 9 additional upper-division hours, for a total of no less than 36 hours in the major and ENGL-COMP, Senior Comprehensive. One of these upper-division elective courses will be selected from the genre courses, and one from the period courses. Genre courses are ENGL-3110, The Novel; ENGL-3120, Short Story; ENGL-3130, Poetry; ENGL-3140, The Play; ENGL-3150, Film. Literary period courses are ENGL-3010, Old and Middle English Literature; ENGL-3030, Renaissance Literature; ENGL-3040, Restoration and Eighteenth Century Literature; ENGL-3050, Colonial and Revolutionary Literature; ENGL-3070, American Literature 1820-1865; ENGL-4010, Romantic Literature; ENGL-4020, Victorian Literature; ENGL-4040, Modern American Literature 1890-1945; ENGL-4050, Twentieth Century British Literature; ENGL-4060, Contemporary American Literature

The department recommends that majors take additional English courses beyond the minimum and that they take at least some of their electives in related fields such as history, theatre arts, music, and upper-division foreign language.

Transfer students majoring in English must take a minimum of 50% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in English must take at least 50% of the coursework required for the minor at Benedictine College.

### **Requirements for a major in English (for students who are getting a double major in Secondary Education)**

Required courses as listed above with the addition of

- ix. ENGL-3357, Young Adult Literature
- x. ENGL-4457, Methods of Teaching Language Arts and omitting ENGL-4910, Seminar

At least 9 upper-division hours, for a total of no less than 36 hours in the major of which at least 3 hours must be from a course in writing: ENGL-3250, ENGL-3260, or ENGL-3270.

Students must also complete the requirements for secondary teacher certification outlined under Education and have their schedules approved by an advisor from the English department as well as an advisor from the School of Education. English courses in which the student receives a grade below a C are not accepted for fulfillment of the English education major. In addition, English education majors must maintain at least a 2.5 GPA in English courses in order

to be considered for retention in the English education program.

### **Requirements for a Special Double Major in English and Theatre Arts**

Please see the section under Theatre and Dance in this catalog.

### **Requirements for a Minor in Writing**

Eighteen hours total:

Twelve hours consisting of the following courses:  
ENGL-3250, Creative Writing I

ENGL-3260, Advanced Composition

ENGL-3270, Writing Fiction

ENGL-4250, Creative Writing II

Six hours from any of the following courses:

THTR-3800, Playwriting

JOUR-4340, Feature Writing

JOUR-4300, Advanced Reporting

Various writing-intensive special topics courses in MCOM and JOUR.

### **Requirements for a Minor in English**

Eighteen hours of coursework in English beyond ENGL-1010; at least twelve hours must be in literature courses, and at least six hours must be from courses numbered 3000 or above.

### **Suggested sequence of courses for a Bachelor of Arts degree in English**

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	ENGL-1600, British Literature to 1750
THEO-1100, Introduction to Theology	3	Foreign Language
Foreign Language	4	PHIL-1750, Principles of Nature
Natural World Foundation	4	EXSC-1115, Wellness for Life
GNST-1000, BC Experience	1	Electives
Elective	3	
	18	
		17

### **Sophomore Year**

ENGL-1650, British Literature after 1750	3	ENGL-1750, Amer. Lit. after the Civil War	3
ENGL-1700, Amer. Lit. to the Civil War	3	English course	3
Historical Foundation	3	Historical Foundation	3
Philosophical Inquiry Foundation	3	Natural World Foundation (with lab)	4
Faith Foundation	3	Mathematical Reasoning	3
EXSC Fitness course	1		

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### Suggested sequence of courses for a Bachelor of Arts degree in English (Continued)

Junior Year		
English courses	6	English courses
Elective	3	Person and Community Foundation
Faith Foundation	3	Electives
ENGL-4310, Linguistics	3	
	<hr/> 15	<hr/> 16
Senior Year		
English courses	6	ENGL-COMP, Senior Comprehensive
ENGL-4110, Literary Criticism	3	English courses
Electives	7	ENGL-4910, Seminar
		Electives
	<hr/> 16	<hr/> 15

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## English as a Second or Foreign Language

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Benedictine College offers a college-level program in English as a Second or Foreign Language for international students and others whose first language is not English. The program helps students progress to the Advanced Proficiency level required to meet the academic demands of college-level classes, and offers English language support throughout students' attendance at Benedictine College.

The program offers only college-level courses for credit toward a bachelor's degree that satisfy regular requirements of the undergraduate curriculum of the college, and meet the federal definition of non-remedial college courses. For admission to the College, students must have some prior background in English and must demonstrate at least an Intermediate-low proficiency according to ACTFL guidelines in English based on standardized test scores, interviews, and academic transcripts. Benedictine College does not offer an intensive English as a Second Language program, and therefore does not offer preparatory or remedial coursework. Students without basic English proficiency cannot be admitted.

Upon arrival on campus, students for whom English is not a first language will take a language placement exam for proficiency in reading comprehension, written grammar, and listening. The results of the exam will determine specific courses required

for each student. At each level, students will experience academic rigor comparable to other college subjects that often require analysis, synthesis, and application of information in papers, discussions, oral presentations, and exams.

**Regular Admission with Pathway Program:** Students whose English proficiency test scores indicate that Intermediate-level courses are appropriate will be placed in the Pathway Program, and will take intermediate ESLG courses, along with their other college subjects. This will be reflected on the student's initial I-20. Students in the Pathway Program must demonstrate adequate academic progress toward their bachelor's degree and sufficient increase in English proficiency to move into the advanced-level courses **no later** than the start of their fourth semester at the college. The student's progression to advanced ESLG courses will be reflected as a change in educational level on an updated I-20.

**Regular Admission with Advanced ESL:** Students with an advanced-low level of English proficiency may test directly into the Advanced-level courses, based on TOEFL and placement scores at the time of admission. Students in Advanced ESL are not part of the Pathway Program, and do not require a change in educational level on the I-20. **At a minimum**, all students taking English as a Second

or Foreign Language will be required to complete ESLG-2220, Advanced Composition and Research, and ESLG-2930, Public Speaking, unless a substitution or waiver of either course is approved by the ESL Director.

While in the program, at any level, students take a combination of ESLG classes and other college subjects every semester, in accordance with federal guidelines. There will be no semester in which the student does not take ESLG classes, and no semester in which the student takes only ESLG classes, during their time in the program. All ESLG courses count for regular credit toward a Bachelor's degree. Some advanced ESLG courses also satisfy general education requirements, and count toward any major that require advanced foreign language courses.

**Completion of the Program:** Students must complete their Advanced-level ESLG classes with a 3.0 GPA or higher, and must demonstrate Advanced-mid Proficiency according to ACTFL guidelines in the four language skill areas. In addition, faculty may recommend students for continued ESLG coursework to ensure academic success. Students whose first language is not English **may not** enroll in ENGL-1000 or ENGL-1010 until they have completed all required ESLG courses and have demonstrated Advanced Proficiency in English with approval of the ESL Director. Non-native English language speaking students who complete the program (or who demonstrate advanced English language proficiency prior to admission) will satisfy the general education Foreign Language requirement upon approval of the ESL Director.

#### **TOEFL Scores**

TOEFL scores are considered at the time of **admission**.

Students with an Internet-based TOEFL score of 115 or higher at the time of admission, test out of the requirement for ESLG classes and may enroll in ENGL-1000 or ENGL-1010.

Students with an Internet-based TOEFL score of 90–114 at the time of admission, will be placed in advanced ESLG classes, along with courses in other college subjects.

Students with an Internet-based TOEFL score of 72–89 at the time of admission will qualify for regular (non-conditional) admission to the college under the Pathway Program, and will take a combination of ESLG and other college subjects until they complete the program, up through and including the Advanced level.

Students with an Internet-based TOEFL score lower than 72 at the time of admission, may be considered for provisional admission. These students will take primarily ESLG classes and no more than two additional courses in other subjects per semester, until they reach an intermediate proficiency level. They will then take a combination of ESLG and other college subjects until they complete the program, up through and including the Advanced level.

All students entering the program will be required to take the language placement exam after arriving on campus for placement into specific ESLG classes. Once students have entered the program, they may not retake the TOEFL to eliminate specific course requirements; however, students who wish to declare **a major in Nursing are required to have a TOEFL score of at least 90**, and should retake the exam if their scores were lower at the time of admission to the college. Students who have taken the computer-based or paper version of the TOEFL should contact the ESL Director for more information.

#### **Tutoring**

Individualized and small group tutoring sessions are available in the Student Success Center for students enrolled in ESLG courses to assist them with challenges related to English language skills.

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### **Suggested sequence of English as a Second or Foreign Language courses for Pathway Program English as a Second or Foreign Language students**

<b>Year One</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-1050 or ESLG-1055, Writing With Grammar I/II	4	ESLG-2050, Intermediate Composition	3
ESLG-1070, Reading With Vocabulary	4	ESLG-2040, Listening and Speaking ESL	3
ESLG-1090, Integrated Skills	3	ESLG-2070, Reading Across the Curriculum	3
GNST-1000 BC Experience	1		

<b>Year Two</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-1050 or ESLG-1055, Writing With Grammar I/II*	4	ESLG-2090, Advanced Integrated Skills	3
ESLG-1010, Intro to American Culture	1		
Additional Intermediate-level course	3		

<b>Year Three</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-2220, Advanced Comp & Research	3	ESLG-2930, Public Speaking	3

\*If needed. Course sequence will vary for individual student needs. Students who test into Intermediate Proficiency levels will take fewer courses than students who test at Elementary Proficiency levels.

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### **Suggested sequence of English as a Second or Foreign Language courses for Advanced ESL students**

<b>Year One</b>			
<b>Fall</b>		<b>Spring</b>	
ESLG-2220, Advanced Comp & Research	3	ESLG-2930, Public Speaking	3
Additional Advanced-level course*	3	ESLG-2090, Advanced Integrated Skills*	3
GNST-1000 BC Experience	1		

\*If needed by the student or required for the student's major. Course sequence will vary for individual student needs.

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## **Environmental Studies**

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The minor in Environmental Studies exists to equip students with the knowledge and skills needed to meet the unprecedented ecological crisis facing the world today in a manner that is informed by the mission of Benedictine College. Drawing inspiration from the rich tradition of Catholic social teaching and carried out in an interdisciplinary mode, emphasis is placed upon the vital importance of fostering care for both the created world as well as the most vulnerable of society inhabiting it. This unique, holistic approach brings together concern for conservation and understanding of the natural

world with an emphasis on the dignity and responsibility of the human person within creation.

In consultation with the co-directors of the Center for Integral Ecology, the student desiring to minor in Environmental Studies must submit both a plan of study and a detailed statement concerning the purpose of the proposed program. Individuals pursuing an environmental studies minor are required to complete a minimum of eighteen hours of designated courses.

## **The Requirements for a Minor in Environmental Studies:**

NASC-1000, Environmental Science – 3 hours  
THEO-3260, Catholic Social Teaching – 3 hours  
THEO-3950, Theology of the Environment – 3 hours

A minimum of 9 hours of courses chosen from the list below in consultation with the co-directors of the Center for Integral Ecology and subject to final approval by the Associate Academic Dean.

### *Suggested electives:*

BIOL-3355\*, Ecology  
CHEM-1010/1011, Chemistry of the Biosphere/Lab  
CHEM-3250\*, Environmental Chemistry

NASC-1100, Environmental Geology  
NASC-1400, Earth Science  
POLS-2750\*, Public Policy Analysis  
PSYC-3202\*, Environmental Psychology  
SOCI-3305\*, Population and Society  
CIVL-3310\*, Environmental Engineering  
MENG-4830\*, Environmental Stewardship  
ARCH-4400\*, Environmental Systems & Sustainability

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\*Includes additional prerequisite(s) beyond what is listed – these listings reflect the Course Catalog.

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## **Evangelization and Catechesis**

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### **Program Mission**

The mission of the Evangelization and Catechesis Program is to aid students who desire to fulfill 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 and lives. A combination of program-specific and more general theology courses will deepen one's understanding of the human person and his or her relationship with God that he or she might bring about the mission of Christ to the baptized or 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]."

### **Program Outcomes**

1. Graduates will demonstrate knowledge of Catholic theology, especially theological anthropology.
2. Graduates will demonstrate knowledge of missiology with sensitivity to the diversity of cultures.
3. Graduates will effectively communicate the Gospel.

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.

### **Requirements for a major in Evangelization and Catechesis:**

#### **Required Evangelization and Catechesis Courses (all EVCA majors)**

EVCA-2100, Mission to the Nations (3)  
EVCA-2150, New Evangelization (3)  
EVCA-4500, Seminar (3)  
Elective – 3 Credit Hours (any EVCA listed course of 3 or more credit hours or THEO-3960)

#### **Required Theology Courses (all EVCA majors)**

THEO-1100, Introduction to Theology (3)  
THEO-2000, Christian Moral Life (3)  
THEO-2100, Pentateuch, or THEO-3100, Wisdom Literature  
or THEO-3110, Prophets (3)

THEO-2150, Synoptic Gospels  
or THEO-3160, Gospel of John (3)

THEO-3640, Christ and the Trinity (3)  
THEO-3920, Theology of Vatican II (3),  
or THEO-3430, History of the Catholic Church II (3)

THEO-3280, Spiritual Theology (3)

#### **Additional Requirements for a Specialization in New Evangelization Studies**

EVCA-4700, Missionary Practicum (1–4)  
Choose six credit hours from the following courses:  
EVCA-3200, Divine Pedagogy: Catechesis in Scripture (3)  
EVCA-3300, Catechetical and Missionary Saints (3)

EVCA-3400, The Papacy and the New  
Evangelization (3)  
THEO-3960, American Catholic History (3)

**Additional Requirements for a Specialization in  
Youth Ministry and Catechesis**  
EVCA-3100, Youth Ministry and Catechesis I (3)  
EVCA-3150, Youth Ministry and Catechesis II (3)  
EVAC-4790, Supervised Internship in Youth  
Ministry (1–4)

### Suggested sequence of courses for a Bachelor of Arts degree in Evangelization and Catechesis

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	Person and Community Foundation
GNST-1000, BC Experience	1	Foreign Language
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature
Historical Foundation	3	Elective
Foreign Language	4	Theology – Old Testament
EXSC Fitness course	1	
EXSC-1115, Wellness for Life	1	
	<u>16</u>	<u>16</u>
<b>Sophomore Year</b>		
Aesthetic Foundation	3	Aesthetic Foundation
Theology – New Testament	3	THEO-3430, Hist of Catholic Church II
Philosophical Inquiry Foundation	3	THEO-2000, Christian Moral Life
Natural World Foundation	4	EVCA-2150, New Evangelization
EVCA-2100, Mission to the Nations	3	Electives
	<u>16</u>	<u>17</u>
<b>Junior Year</b>		
EVCA-3100, YM and Catechesis I (NE Specialization: EVCA-3200, 3300, 3400, or THEO-3960)	3	EVCA-3150, YM and Catechesis II (For NE Specialization: EVCA-3200, 3300, 3400, or THEO-3960)
THEO-3280, Spiritual Theology	3	Philosophical Inquiry Foundation
Natural World Foundation	3–4	Electives
THEO-3920, Theology of Vatican II	3	
Elective	3	
	<u>15–16</u>	<u>17</u>
<b>Senior Year</b>		
THEO-3640, Christ and the Trinity	3	EVCA-4500, Seminar
Mathematical Reasoning Foundation	3	Electives (depends on internship)
Electives	12	EVAC-4790, Youth Ministry Internship (for NE Specialization: EVCA-4700, Missionary Practicum)
		EVCA-COMP, Senior Comp
		cr
	<u>18</u>	<u>14–18</u>

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## Exercise Science

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### Program Mission

The mission of the Exercise Science program is to provide a quality education in a community of faith and scholarship. We are committed to the preparation and development of skills necessary to successfully engage in a career in exercise science or to pursue a post-graduate education.

### Program Outcomes

1. Graduates will be able to assess the physical fitness of an individual.
2. Graduates will be able to identify the muscles used in a selected activity and the roles those muscles play in the activity.
3. Graduates will articulate the benefits of physical fitness.
4. Graduates will be able to identify and interact with contemporary exercise science professions, including the ability to interact with people of diverse backgrounds and experiences as colleagues, clients, and students.

Prospective elementary and secondary teachers of health and physical education must be accepted into the School of Education as a major and student teach at both levels for state certification. Education courses offered through the School of Education for teacher certification are required. Consultation may be secured through the School of Education.

The General Health Care specialization consists of courses from the Exercise Science and Athletic Health Care majors. These required courses provide a foundation of knowledge needed to prepare the student for a career in a wide variety of allied health areas. The life science, psychology, and sociology electives will allow the student to choose courses tailored toward their career goals. An Exercise Science internship is required as a culminating educational experience and allows the student to learn firsthand in an authentic setting.

A student may receive a B.A. in Exercise Science without teacher certification.

Transfer students must complete at least 40% of their major course work at Benedictine College to receive a B.A. in Exercise Science, and at least 40% of their minor course work at Benedictine College to receive an Exercise Science minor.

A maximum of one hour of fitness credit may be acquired through varsity sport participation. This applies both to majors and to non-majors.

### Exercise Science Major Core Curriculum (24–26)

EXSC-1150, Foundations of Human Movement (2)  
EXSC-2209, Personal and Community Health (2)  
EXSC-2210, First Aid and Personal Safety (2)  
EXSC-2263, Care and Prevention of Athletic Injuries (3)  
EXSC-3357, Tests and Measurements in Health and Physical Education (3)  
EXSC-3366, Physiology of Exercise (3)  
EXSC-3380, Kinesiology and Biomechanical Analysis (3)  
EXSC-4402, Organization and Administration of Exercise Science and Sports (2) or ATHC-4406, Administration of Athletic Health Care  
EXSC-COMP, Senior Comprehensive  
plus one swimming course (1) or swim proficiency test, and one dance course (1) chosen from EXSC-1101, Aerobics, EXSC-1123, Country Social Dance, EXSC-1126, Zumba Fitness, or EXSC-1111 (Dance Team only).

A major will choose one area of specialization.

### Areas of Specialization

1. Teaching Physical Education and Health: EXSC-1105, EXSC-2220, EXSC-2222, EXSC-3302, EXSC-3303 and/or EXSC-3340, EXSC-3350, EXSC-3365, and EXSC-4457, auxiliary requirement, BIOL-2242, and BIOL-2243. For teacher licensing, students must also complete the appropriate K–12 teacher licensure program courses.
2. Coaching: EXSC-2220, EXSC-2222, EXSC-2240, or BIOL-2242/2243, EXSC-3303 and/or EXSC-3340, EXSC-3350, and two Theory of Coaching courses.
3. Sports Management: EXSC core curriculum, EXSC-2240, or BIOL-2242/2243, EXSC 3303 and/or EXSC-3340, minor in business administration, and EXSC-4411.
4. General Health Care.

### BA Exercise Science Major - General Health Care Specialization

EXSC-1150, Foundations of Human Movement	2
EXSC-2209, Personal and Community Health	2
EXSC-2210, First Aid and Personal Safety	2

EXSC-2263, Care & Prevention of Athl. Injuries	3	<b>Psychology Electives</b>	
EXSC-3303, Basic Nutrition	3	PSYC-1000, General Psychology (PC)	3
EXSC-3357, Tests and Measurements in Health and Physical Education	3	One Psychology Elective (3)	3
			<b>6</b>
EXSC-3366, Physiology of Exercise	3	<b>Sociology Electives</b>	
EXSC-3380, Kinesiology and Biomechanical Analysis	3	SOCI-1000, Introduction to Sociology (PC)	3
EXSC-4402, Organization and Administration of Exercise Science & Sports or	2	One Sociology Elective (3)	3
ATHC-4406, Administration of Athletic Health Care			<b>6</b>
ATHC-2325, Medical Terminology and Conditions	2	PHIL-3250 Ethics (PI, WP) OR	3
ATHC-4407, Pharmacology	2	THEO-3940, Christian Bioethics (F)***	
EXSC-4790, Internship	1-4		
EXSC-COMP, Exercise Science Senior Comp.	cr		
	<b>28-31 credits</b>		<b>Total 59-62</b>
<b>Required Life Science Courses</b>		<b>Minor in Exercise Science:</b>	
BIOL-2242, Human Anatomy and Physiology I (plus Lab)	4	EXSC-1150, EXSC-2209, EXSC-2210, EXSC-2263, EXSC-2240 or BIOL-2242/2243, EXSC-3350, EXSC-3357, EXSC-3366 or EXSC-3380, EXSC-4402, EXSC-4404.	
BIOL-2243, Human Anatomy and Physiology I (plus Lab) (NW)	4		
	<b>8</b>		
<b>Life Science Electives</b>		<b>Minor Teaching in Physical Education:</b>	
BIOL-1107, Principles of Biology (plus lab) OR BIOL-1121/1122* General Biology I & II	4	EXSC-1150, EXSC-2220, EXSC-2222, EXSC-3350, EXSC-2209, EXSC-2210, EXSC-2240 or BIOL-2242/2243, EXSC-2263, EXSC-3357, EXSC-3366 or EXSC-3380, EXSC-4402, EXSC-3302, EXSC-3365, EXSC-4457.	
CHEM-1010/1011, Chemistry of the Biosphere (plus lab) OR	4		
CHEM-1200/1201,1210/1211** General Chemistry I & II plus labs	8		
		*BIOL-1121/1122 could fit into the schedule below if needed for graduate school prerequisites. BIOL-1121 = 5 credits; BIOL 1122 = 4 credits	
		**CHEM-1200/1201, CHEM-1210/1211 could fit into the schedule below if needed for graduate school prerequisites. CHEM-1200/1201 = 4 credits; CHEM-1210/1211 = 4 credits	
		***THEO-3940 with the possibility of another section offered.	

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### Suggested sequence of courses for a Bachelor of Arts degree in Exercise Science

#### Freshman Year

GNST-1000, BC Experience	1	EXSC-2209, Personal & Community Health	2
EXSC-1115, Wellness for Life	1	EXSC Fitness course	1
EXSC-1150, Foundations Human Movement	2	EXSC-2210, First Aid	2
BIOL-1107, Principles of Biology	4	Historical Foundation	3
ENGL-1010, English Composition	3	Foreign Language	4
Foreign Language	4	Aesthetic Foundation	3
Electives	1	Swimming course	1

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

<b>Sophomore Year</b>		
EXSC-2263, Care and Prevention of Ath. Inj.	3	BIOL-2243, Anatomy & Physiology II
BIOL-2242, Anatomy & Physiology I*	4	EXSC Concentration
HWES Concentration	2	THEO-1100, Introduction to Theology
PHIL-1750, Principles of Nature	3	Historical Foundation
Aesthetic Foundation	3	Mathematical Reasoning
Electives	1	
	<hr/> 16	<hr/> 16
<b>Junior Year</b>		
EXSC-3357, Tests and Measurements	3	EXSC-3366, Physiology of Exercise
EXSC Concentration	3	EXSC Concentration
Historical Foundation	3	Philosophical Inquiry Foundation
Faith Foundation	3	Person and Community Foundation
Natural World Foundation	4	Electives
	<hr/> 16	<hr/> 16
<b>Senior Year</b>		
EXSC-3380, Kinesiology	3	EXSC-4402, Organization & Admin of
EXSC Concentration	5	Exercise Science and Sport
Electives	4	EXSC Concentration
Philosophical Inquiry	3	Faith Foundation
Dance Course	1	Electives
		EXSC-COMP, Senior Comprehensive cr
	<hr/> 16	<hr/> 16

\*EXSC-2240 may be taken instead of BIOL-2242/2243 for Strength & Conditioning, Coaching, and Sports Management. If this is done, an additional 4-credit Natural World would be necessary.

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### Suggested sequence of courses for a Bachelor of Arts degree in Exercise Science with General Health Care Specialization

<b>Freshman Year</b>		
GNST-1000, BC Experience	1	EXSC-2209, Personal & Community Hlth
EXSC-1150, Foundations of Human Mvm	2	EXSC Fitness Activity
EXSC-2263, Care & Prevention of Ath Inj	3	EXSC-2210, First Aid
BIOL-1107, Principles of Biology*	4	Aesthetic Foundation
ENGL-1101, English Composition	3	Historical Foundation
PSYC-1000, General Psychology	3	EXSC-1115, Wellness for Life
		Electives
	<hr/> 16	<hr/> 16
<b>Sophomore Year</b>		
CHEM-1010/1011, Chemistry of the Bio**	4	BIOL-2243, Anatomy & Physiology II
BIOL-2242, Anat & Physiology I	4	SOCI-1000, Introduction to Sociology
EXSC-3303, Basic Nutrition	3	Faith Foundation
THEO-1100, Introduction to Theology	3	ATHC-2325, Med. Term. & Conditions
PHIL-1750, Principles of Nature	3	Electives
	<hr/> 17	<hr/> 15

\*BIOL-1121(5)/1122 (4) Could be taken in place of electives if needed for graduate school prerequisites.

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## **Suggested sequence of courses for a Bachelor of Arts degree in Exercise Science with General Health Care Specialization (Continued)**

<b>Junior Year</b>		
EXSC-3357, Tests and Measurements	3	EXSC-3366, Physiology of Exercise
Foreign Language	4	Foreign Language
Mathematical Reasoning	3	Philosophical Inquiry
EXSC-3380, Kinesiology and Biomech	3	Oral Communications
Ethics or Christian Bioethics	3	EXSC-3303, Basic Nutrition
	<hr/> 16	<hr/> 16
<b>Senior Year</b>		
ATHC-4407, Pharmacology	2	EXSC-4402, Org. & Admin. of Exer. Sci.
Historical Foundation	3	or ATHC-4406, Admin. of Ath. Health Care
Faith Foundation	3	HWES Internship
Aesthetic Foundation	3	SOCI Elective
Electives	6	PSYC Elective
HWES-COMP, Senior Comprehensive	cr	Electives
	<hr/> 17	<hr/> 15–18

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## **Foreign Languages**

**NOTE: The Foreign Languages program is in the teach-out phase and new majors are not being accepted as of August 1, 2023. It is listed in this catalog so that those students currently enrolled can complete their program of study.**

### **Program Mission**

The mission of the Foreign Languages Program is to develop proficient communicators of the chosen languages of study. Learners will also demonstrate knowledge of the structure of the languages studied, and of cultures, history and literatures associated with these languages.

### **Program Outcomes**

1. Graduates will demonstrate proficiency in interpersonal communication in the languages studied.
2. Graduates will demonstrate proficiency in presentational communication--writing in the languages studied.
3. Graduates will use the languages studied in interpersonal communication that is appropriate to the context and the intended audience.
4. Graduates will demonstrate an awareness of the cultures of the languages studied and how they

shape perceptions, practices, and cultural products.

5. Graduates will be able to recognize and express understanding of difference, express a respect for the perspectives of others, and critically reflect on their own worldview.

The Foreign Languages Program 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, Greek, Italian, and Latin. Foreign Languages majors are required to study abroad in an immersion program in their primary language of study.

The major seeks to assist students in preparing for careers in education, business, government, or the professions.

### **Study Abroad**

The Department of World Languages and Cultures sponsors several study-abroad programs to provide students with an opportunity for immersion in Spanish. Students majoring in Spanish are required to have an immersion experience abroad

in Spanish, either through studying, completing an internship, doing service learning, 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 offers department-sponsored study abroad opportunities in Spanish in Spain and in French in Lyon, France. Students also have the option of participating in an exchange program through the College's affiliation with ISEP. This program is administered by the International Programs office.

### **Requirements for a major in Foreign Languages**

There are two options for pursuing a major in a foreign language. Both require FORL-COMP.

**Option 1:** One primary language and one secondary language.

Primary language: Spanish.

The student is required to complete 22 credit hours beyond SPAN-1020: SPAN-2010, SPAN-2020, SPAN-3040, SPAN-3400, and three additional upper-level courses that can be taken at Benedictine or through a study abroad program.

Primary language: French

The student is required to complete 22 credit hours beyond FREN-1020; FREN-2010, FREN-3040, FREN-3610, and four upper-level courses

that can be taken at Benedictine or through a study abroad program.

Secondary language: French

Sixteen credit hours beyond FREN-1020, to include FREN-2010, FREN-3040, and nine additional hours to be completed at Benedictine or through a study abroad program.

Secondary language: Spanish

Sixteen credit hours beyond SPAN-1020, to include SPAN-2010, SPAN-3040, and six additional hours to be completed at Benedictine or through a study abroad program.

**Option 2:** One primary language and two secondary languages.

The requirements for the primary language are the same as Option 1 above. The requirements for the secondary languages are a combination of two languages: completing 13 hours of one language beyond the level of 1020, and two semesters of a third language.

Note: Students cannot earn a double major in Foreign Languages and either Spanish or French. Students may not get a major in Foreign Languages and a minor in any foreign language.

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## **French**

### **Program Mission**

The mission of the French Program is to develop proficient communicators in and translators and readers of French. Learners will also demonstrate knowledge of the structure of the French language and of the cultures, history, and literatures of the Francophone world.

### **Program Outcomes**

1. Graduates will demonstrate proficiency in interpersonal communication in French.
2. Graduates will demonstrate proficiency in presentational communication--writing in French.
3. Graduates will use French in interpersonal communication that is appropriate to the context and the intended audience.

4. Graduates will demonstrate an awareness of Francophone cultures and how they shape perceptions, practices, and cultural products.
5. Graduates will be able to recognize and express understanding of difference, express a respect for the perspectives of others, and critically reflect on their own worldview.

### **Foreign Language Placement**

Students who have completed three or more years of a French in high school are required to take the language placement exam before taking a course in French. Students who took two years of French in high school in a strong program are highly recommended but not required to take the placement exam. Students who received dual enrollment or AP

credit in French, or who transferred in college credit in French are not required to take the exam. It is highly recommended that students take the placement exam within one year of enrolling at Benedictine College, as this is when their previous language experience will be strongest. Students may not take the placement exam more than once. The placement exam is regularly scheduled at the beginning of the semester, during registration, and during SOAR weekends. See the academic calendar for specific dates. For more information, contact the Chair of the Department of World Languages and Cultures or Admissions Office.

### **Study Abroad**

The Department of World Languages and Cultures sponsors several study abroad programs to provide students with an opportunity for immersion in French. Students majoring in French are required to have an immersion experience abroad in French, either through studying, completing an internship, doing service-learning, 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 sponsors a study abroad program in Lyon, France. Students also have the option of participating in an exchange program through the College's affiliation with ISEP, or through the exchange program at ICES in La Roche-sur-Yon, France; these programs are administered by the International Programs office.

Some language courses are offered on an alternate semester or yearly basis. Those who choose to

major or minor in a foreign language should consult with an advisor in the department and declare their course of study as early as possible so as to follow the recommended schedule of classes.

### **Requirements for a major in French:**

FREN-1000, Beginning French  
FREN-1020, Second Semester French  
FREN-2010, Intermediate French  
FREN-3040, Introduction to French Literature  
FREN-3610, French Civilization  
FREN-3700, History of French Cinema or  
FREN-3650, Introduction to Francophone  
Literature and Cultures  
*plus* fifteen additional upper-division hours in French.

### **Prospective teachers in French:**

The student will complete the French major that will normally include the requirements for the major outlined above. In addition, the student will complete FORL-4457. The student will also complete the requirements for teacher certification outlined under Education.

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

FREN-1000, Beginning French  
FREN-1020, Second Semester French  
FREN-2010, Intermediate French  
*and* twelve additional upper-division hours in French.  
Transfer students who intend to major or minor in French must take a minimum of 50% of the 3000-level and above courses required for the major either at Benedictine College or through one of our approved study abroad programs.

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### **Suggested sequence of courses for a Bachelor of Arts degree in French\***

<b>Freshman Year</b>			
ENGL-1010, English Composition	3	FREN-1020, Second Semester French	4
FREN-1000, Beginning French	4	PHIL-1750, Principles of Nature	3
GNST-1000, BC Experience	1	Two Foundations courses (see below)	6-7
THEO-1100, Introduction to Theology	3	Elective	3
Two Foundations courses (see below)	6		

\*Please note that students majoring in French are strongly encouraged to double major; thus courses indicated as electives would ideally fulfill another major.

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## Suggested sequence of courses for a Bachelor of Arts degree in French\* (Continued)

<b>Sophomore Year</b>		
FREN-2010, Intermediate French	4	Upper-level French course 3
Natural World Foundation	3-4	Faith Foundation 3
Philosophical Inquiry Foundation	3	Electives or foundation 8
Electives	6	EXSC-1115, Wellness for Life 1 EXSC Fitness course 1

16-17

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Student should select courses to fulfill the following Foundations during the freshman and sophomore years:

- Historical Inquiry (1 course)
- Natural World (1 course with or without lab)
- Person and Community (1 course; recommended freshman year)
- Faith (1 course; recommended sophomore or junior year)
- Mathematical Reasoning (1 course)

Note there are several courses in the major that fulfill foundations.

<b>Junior Year</b>		
Study Abroad (to include FREN-3610, French Civilization)	18	FREN-3650, Francophone Lit. & Cultures or FREN-3700, History of French Cinema 3
		Philosophical Inquiry Foundation 3
		Electives or foundation 9

<b>Senior Year</b>		
Upper-level French Course	3	FREN-COMP Senior Comprehensive cr
Mathematical Reasoning Course	3	Electives 17
Electives	9	

18

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\*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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## General Studies

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General studies courses are courses that enhance the academic experience of students in a wide variety of major programs, but are not, themselves, part of a major or a program. General Studies courses tend to fall into three categories:

**General Studies, Academic support:** These courses are structured to enhance learning skills and to equip students to succeed in courses and programs throughout the college.

Academic support courses include:

GNST-1010, Strategies for College Success  
GNST-1100, Information Literacy

GNST-1110, Learning Community Lab  
GNST-3110, Peer Mentor Practicum

**General Studies, Interdisciplinary studies:** These courses make use of the expertise of faculty from different departments and backgrounds to examine issues and themes that transcend the boundaries of individual areas of study.

Interdisciplinary courses include:

GNST-1500, Maathai STEM Seminar  
GNST-1650, Leadership and Organizational Change  
GNST-1700, Leadership: Visions and Values  
GNST-1800, 1801, 1802, 1803, Moot Court

- GNST-3333, Raven Standard Seminar  
GNST-3500, Discovery Seminar  
GNST-3600, Legacy of Martin Luther King, Jr.  
GNST-4795, Cooperative Educational Experience

**General Studies, Great Books:** These courses lead students to engage fundamental questions through the greatest texts from classical antiquity to modernity. The General Studies Great Books curriculum is oriented toward an historical progression through

the masterworks of civilization, and is in addition to the Great Books sequences described in the following section.

Great Books courses include:

- GNST-1750, Great Books: Ancient World  
GNST-2750, Great Book: Medieval World  
GNST-2850, Great Books: Renaissance World  
GNST-3750, Great Books: Modern World

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## Graphic Design

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### Program Mission

The mission of the Graphic Design program is to inspire, educate, and prepare students, artistically, technically, and professionally, for careers in the field of visual communications. Rooted in the liberal arts tradition of the College, students gain a broad knowledge and develop focused dedication, using their well-honed skills to influence and transform culture through design.

### Program Outcomes

1. Graduates will have visual communication problem solving skills using good typography, layout, text, and images.
2. Graduates will have proficiency in current graphic design software.
3. Graduates will have a good understanding of best practices for the production of both print and digital design deliverables.
4. Graduates will have a professional portfolio reflecting a variety of media used in the industry.
5. Graduates will have perspectives on the role of design in promoting the good of people and societies and experience working with diverse clientele.

Graphic designers plan and execute designs for visual communication according to the needs of audiences and clients. The graphic design major prepares graduates to go into entry-level graphic design jobs and freelance work; or potentially, to develop a career path that moves into marketing, digital media, or continue on to graduate level studies.

### Process to Declare a Major in Graphic Design

Students interested in declaring a major in Graphic Design must submit a review packet by February 15, ideally of their sophomore year. It will generally take a student at least four semesters to complete the major requirements after acceptance to the major. In order to submit a packet for review, a student must have completed ART-2300, Graphic Design I, and be enrolled in (or have completed) ART-3310, Typography.

Faculty carefully consider each applicant's comprehensive review packet that includes: an application, an essay, a portfolio, an entrance exam, and 2–3 evaluations from instructors. (See details on preparing each component in the *Graphic Design Major's Handbook*.)

Upon review, each review packet's status will be changed from Applicant to one of the following:

### Acceptance to the Major

- 1) Indicates that the student not only met, but exceeded the minimum expectations for the packet, and has demonstrated the necessary motivation, skill, dedication, and creativity required for successful completion of the requirements of the Graphic Design major.
- 2) Allows the student to submit the Petition for Acceptance into a Major Program to the Department Chair.
- 3) Allows the student to enroll in upper-division Graphic Design courses (ART-33XX, ART-43XX).

### **Provisional Approval**

- 1) Indicates that the student's packet did not meet or exceed expectations on all criteria but demonstrated sufficient motivation and dedication that the faculty believe the student could show the necessary improvement with an additional semester of study.
- 2) Allows the student to enroll in junior-level Graphic Design courses (ART-33XX) for the following semester only.
- 3) Student will submit an updated packet after mid-term the following semester for a final determination of Acceptance or Denial of Admission

### **Denial of Admission**

- 1) Indicates that the applicant has not met the minimum requirements for acceptance into the major and does not demonstrate potential to improve to a sufficient level to continue progressing through the curriculum.
- 2) Student may submit a new packet for review the following year.

### **Notification**

Applicants will be notified of the admission status in writing before enrollment for summer and fall semester courses begins. An applicant may appeal any adverse decision by submitting a written petition to the Graphic Design faculty.

### **Transfer Students**

Students accepted into Benedictine College as a transfer from another institution who want to major in Graphic Design must be accepted into the program using the same review process detailed above, but may request to go through it over the summer if appropriate.

### **Basic information for all majors in the department:**

Each major will create a degree plan with his or her Art and Design academic advisor, based on interests, abilities, and projected career path. Students are encouraged to design the most intensive studio program possible. This is especially important for students with future plans for studying at the graduate level and those who plan to be practicing graphic designers.

A "C–" or better must be earned in each required course to count toward completion of the degree.

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

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

- Studio core** (24 hours)
- ART-1000, Drawing I (3)
  - ART-1010, Foundations of 2-D Design: Composition and Color (3)
  - ART-1030, Foundations of 3-D Design: Form and Space (3)
  - ART-2300, Graphic Design I (3)
  - ART-2500, Printmaking I (3)
  - ART-2800, Basic Digital Photography (3)
  - ART-3301, Graphic Design II (3)
  - ART-3302, Graphic Design III (3)
  - ART-3310, Typography (3)

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

- ART-3412, Art History II (3)
- ART-3413, Twentieth Century Art (3)
- ART-3415, History of Graphic Design (3)

### **Complementary studies in Mass Communications and Marketing** (6 hours)

- JOUR-4750, Mass Media Law and Ethics (3)
- MKTG-3100, Principles of Marketing (3)

### **Internship** (0–4 hours)

- ART-4780 or ART-4790, Internship

### **Graphic Design Electives** (9 hours)

- Two courses chosen from the following list:  
Any course numbered ART-33\*\* or ART-43\*\* not otherwise required for the major
- MCOM-3320, Advertising (3)
  - MKTG-3810, Consumer Behavior (3)
  - MKTG 3880, Integrated Marketing Communications (3)

### **Capstone sequence** (7 hours)

- ART-4310, Design Thinking & Practice (2)
- ART-4311, Design for Social Good (3)
- ART-4950, Senior Project & Portfolio (2)

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## **Suggested sequence of courses for a Bachelor of Arts degree in Graphic Design**

<b>Freshman Year</b>			
ART-1000, Drawing I	3	ART-1030, Foundations of 3-D Design	3
ART-1010, Foundations of 2-D Design	3	ART-2800, Basic Digital Photography	3
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature	3
ENGL-1010, English Composition	3	Mathematical Reasoning Foundation	3-4
GNST-1000, BC Experience	1	EXSC Fitness course	1
Elective	3	Elective	3
	<hr/> 16		16-17
<b>Sophomore Year</b>			
ART-2300, Graphic Design I	3	ART-3301, Graphic Design II	3
ART-2500, Printmaking I	3	ART-3412, Art History II	3
Foreign Language	4	Foreign Language	4
Faith or Philosophical Inquiry Foundation	3	Natural World Foundation w/o lab	3
Elective	3	elective	3
	<hr/> 16		16
<b>Junior Year</b>			
ART-3415, History of Graphic Design	3	ART-3413, 20th Century Art	3
ART-3310, Typography	3	MKTG-3100, Principles of Marketing	3
Natural World Foundation w/ lab	4	ART-3302, Graphic Design III	3
Faith or Philosophical Inquiry Foundation	3	Faith or Philosophical Inquiry Foundation	3
Graphic Design Elective	3	EXSC-1115, Wellness for Life	1
		Elective	3
	<hr/> 16		16
<b>Summer Internship (0-4 credits)</b>			
<b>Senior Year</b>			
ART-4310, Design Thinking & Practice	2	ART-4950, Senior Project & Portfolio	2
ART-4311, Design for Social Good	3	JOUR-4750, Mass Media Law and Ethics	3
Graphic Design Elective	3	Graphic Design Elective	3
Faith or Philosophical Inquiry Foundation	3	Global Perspective	3
Electives	6	Electives	4
	<hr/> 17		15

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## Great Books Sequences

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When the opportunity arises, faculty members may assemble two or more interdisciplinary classes based upon readings from great works in their areas. These sequences are meant to introduce students to some of the fundamental methods and principles found in the various disciplines that make up a liberal education.

What characterizes such sequences is that they aim at integrating general education in two or more disciplines through the reading and discussion of great works. Such an integration is an instance of a whole being greater than the sum of its parts, since, beyond being introduced to the disciplines, students and teachers alike come to see the connections among the works read (and consequently among the disciplines themselves).

Great books sequences are co-taught by instructors who have expertise in one of the subject areas

under consideration. For example, seminars in a sequence focusing upon philosophy and physics (and the connections between them) would be led by two instructors, one from each discipline.

Students taking such classes are expected to read the assigned texts carefully and to discuss their content in class: indeed, class participation is one of the main measures instructors use to determine student grades. The other is tests (oral or written) on the content of the works read and the in-class discussions.

A great books sequence currently consists of a three-semester sequence, “Faith and Reason,” that focuses on the foundational works in philosophy and theology. See PHIL-3670, THEO-3680, PHIL-3690, and THEO-3690 for Faith and Reason, I, II, & III.

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## Great Books: *The True, The Good, and The Beautiful*

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The Great Books: *The True, the Good, and the Beautiful* is a non-major academic program comprising courses that introduce students to the foundational ideas of Western Civilization: the true, the good, and the beautiful, principally through great works in literature, history, and political thought. The program uses a seminar method with two professors who lead Socratic discussion on the texts.

### Objectives

Upon finishing the program, students will gain:

1. Understanding of the liberal arts tradition of the West through its most outstanding authors.
2. The habit of reading and listening to what authors say on enduring questions, shown through
  - a. Cogent papers that base their arguments on the primary texts read.
  - b. Coherent verbal arguments based on those same texts.

### Courses involved

GNST-1750, Great Books: Ancient World  
GNST-2750, Great Books: Medieval World  
GNST-2850, Great Books: Renaissance World  
GNST-3750, Great Books: Modern World  
and writing a Capstone Paper

Ideally, the students would take these courses in chronological order, but it is not required. One can gain insight reading books later in the tradition and then learning the books that inspired them (e.g., reading a Shakespeare play and then reading *Plutarch* where some of its source material came from). Due to the particular difficulty of the moderns, one must have done at least one of the other courses in the program before taking GNST-3750, Great Books: Modern World.

### Acceptance and Continuance in the Program

It is permitted to take these courses without being part of the program. Entrance into the program takes place after students successfully complete one of the courses listed above and communicate their desire to enter the program officially to the Program Coordinator. To continue in the program, students must achieve a grade of C– or better in each of the courses. To complete the program, an average of C for the courses as a whole and a passing grade on the final capstone paper is required.

## **Other Activities**

In addition to the courses, other optional activities for students in the program include:

- Movie nights with films related to works read.  
(A past example includes Shakespeare's "Coriolanus.")
- Informal readings of works as a group.

- Students of Great Books courses have created Discovery Day Projects involving production of a classical play. (Past examples include Plautus' "Haunted House," Sophocles' "Oedipus Rex," Aeschylus' "Agamemnon" and "Eumenides.")
- Summer book discussions.

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## **History**

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### **Program Mission**

The mission of the History Program is to build historical knowledge, to develop the methods of historians, to understand the historical record, and to create historical arguments and narratives, thereby influencing students to gain a greater understanding of their own place in history, as well as the significance of the Benedictine order, to appreciate the past of the Catholic faith tradition, to act as informed observers in the world, and to develop critical habits of mind and skills that will serve them in a professional capacity.

### **Program Outcomes**

1. Graduates will have knowledge of Western history focused on North America and Western Europe.
2. Graduates will have knowledge of non-Western history focused on areas outside of North America and Western Europe or peoples outside of the dominant civilization of either in order to more easily live and work in a multicultural world.
3. Graduates will understand and be able to use historical methods, with an emphasis on the analysis of primary sources
4. Graduates will understand and be able to use historical methods, with an emphasis on the analysis of secondary sources
5. Graduates will understand the dynamics of continuity and change over time.
6. Graduates will be able to build historical arguments and narratives.

### **Requirements for a major in History:**

- HIST-1100, World Civilization to 1500  
HIST-1101, World Civilization Since 1500  
HIST-1300, United States History to 1865  
HIST-1380, United States History Since 1865  
HIST-2000, Historical Methods and Historiography  
HIST-COMP, Senior Comprehensive Exam  
HIST-4000, Seminar in History

One upper-division course in ancient or medieval history

One upper-division course in early modern or modern European history

One upper-division course in United States history and one non-Western course

*plus* elective courses in history to make up a major of thirty-six hours. The department suggests that history majors should include additional courses in economics, political science, and English as part of their background. The department urges all majors to achieve proficiency in a second language, classical or modern.

Transfer students majoring in history must take a minimum of 40% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in history must take a minimum of 25% of the coursework required for the minor at Benedictine College.

### **Requirements for a minor in History:**

HIST-2000, Historical Methods and Historiography  
One upper-division course in ancient or medieval history

One upper-division course in early modern or modern European history

One upper-division course in United States history *plus* elective courses in history to make up a minor of eighteen hours. These may or may not include HIST-1100, HIST-1101, HIST-1300, and HIST-1380.

### **Requirements for teaching history at the secondary level:**

For students who are interested in pursuing a career teaching secondary school history, please consult the requirements listed under the Social Science major.

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

<b>Freshman Year</b>		
HIST-1100, World Civilization to 1500	3	Foreign Language 4
ENGL-1010, English Composition	3	HIST-1101, World Civilization Since 1500 3
Foreign Language	4	Person and Community Foundation 3
GNST-1000, BC Experience	1	Philosophical Inquiry Foundation 3
EXSC-1115, Wellness for Life	1	THEO-1100, Introduction to Theology 3
PHIL-1750, Principles of Nature	3	
	15	16
<b>Sophomore Year</b>		
Natural World Foundation	4	Natural World Foundation 3
HIST-1300, U.S. History to 1865	3	HIST-1380, U.S. History Since 1865 3
HIST-2000, Hist Methods & Historiography	3	Philosophical Inquiry Foundation 3
Faith Foundation	3	Faith Foundation 3
Aesthetic Foundation	3	EXSC Fitness course 1
		Upper-division Europe 3
	16	16
<b>Junior Year</b>		
Upper-division U.S.	3	Non-Western History 3
Faith Foundation	3	Upper-division ancient/medieval 3
Aesthetic Foundation	3	Electives 12
Visual Communication	3	
Written Communication	3	
Mathematical Reasoning Foundation	3	
	18	18
<b>Senior Year</b>		
History Electives	6	HIST-COMP, Senior Comprehensive cr
Electives	9	HIST-4000, Senior Seminar 3
		Electives 12
	15	15

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### Honors Program

The Honors Program is the academic program of distinction at Benedictine College. Each year, the College matriculates up to 24 exceptional students to its Honors Program. These Honors Scholars participate in a challenging curriculum that academically distinguishes them from their peers. The Honors Program draws upon the four pillars of Benedictine College to offer a unique education to exceptionally talented and motivated students. The Honors Program provides an academically enriching experience through intensive seminar classes as part of its core experience. The main outcome its Scholars should expect of the Honors Program is

personal development: greater knowledge, a greater love for learning, and a set of skills that will serve them well in graduate school and in further career development. The program aspires to create graduates who will transform the environments in which they find themselves.

Honors Scholars are given specific recognition during the commencement ceremonies. Scholars in good standing with the Program are eligible for a \$2,000 stipend for a project approved by the Honors Committee.

## **Acceptance Into the Program**

Typically, prospective students complete an application for admittance to the program during the year prior to their matriculation at the College. To be considered for the Honors Program, students must have a minimum 3.75 high school GPA and at least a 29 ACT (or equivalent). These applications are considered by the Honors Committee, which may decide to admit, waitlist, or deny applicants. In the event that a given cohort falls below 24 students, the Program may fill these openings by considering applications from transfer students or from exceptional students already enrolled in the College.

In order to maintain good standing in the program, students must attend an average of 75% of required Honors events, must maintain a cumulative GPA of at least 3.0, and must maintain appropriate conduct. The Program's co-chairs will review each student's performance at the end of each semester. Students who fail to maintain these standards may be placed on probation for a semester if, in the judgment of the Program's co-chairs, their academic performance, attendance record, or conduct warrants. If adequate improvement is not evident after a semester of probation, the student may be expelled from the Program at the discretion of the Honors Committee.

Students may voluntarily withdraw from the Honors Program at any time. However, students who have spent their \$2,000 stipend are required either to complete and present their project to the College, or to work with the entire Honors Committee to arrange repayment of the stipend.

## **Honors Curriculum**

Honors Scholars are educated from a distinct curriculum that builds upon Benedictine College's general education requirements and draws from its liberal arts heritage. The curriculum is divided into an Honors core, additional Honors courses, and an Honors capstone course. The Honors experience culminates in a final project.

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### ***The Core Honors Curriculum (10)***

Honors Scholars take part in distinctive courses that fulfill specific components of Benedictine College's core requirements.

#### *GNST-1000, BC Experience*

Honors Scholars fulfill the GNST-1000, BC Experience, through a week-long academic scholars retreat prior to the beginning of classes their freshman year. They will also receive an introduction to the academic rigor of the program, as well as to the faculty who will teach in it.

#### *ENGL-1030, Honors English Research Seminar*

Honors Scholars are required to complete this course in place of English Composition. This course is an advanced expository writing course with a strong emphasis on research writing.

#### *THEO-2000, Christian Moral Life*

A special section of Christian Moral Life will be taken by Honors Scholars.

#### *PHIL-2310, Philosophy of Nature*

Honors Scholars take this course to fulfill their philosophy core course. Honors students must also complete PHIL-2010, Logic, in preparation for Philosophy of Nature, with Logic satisfying one of their two required Philosophical Inquiry foundation courses.

## ***Additional Honors Courses (12)***

Honors Scholars will complete at least 12 hours of further coursework. These twelve hours may be completed by any combination of the three following options:

1. *The Great Books Courses.* Any course from the Great Books sequence may count towards the completion of this requirement.
2. *Honors-Approved Courses.* Each semester, the Honors Program arranges special courses for Honors Scholars. These special courses, capped at 16 students, are taught in a seminar style, are writing intensive, and focus on great works within a given discipline. Typically, they fulfill at least one general education requirement and often fulfill requirements for various majors. Each semester, the Honors scholars will be asked to suggest topics for these courses. Previous Honors-approved courses have included topics as diverse as psychology, the history of science, jazz, and political science.
3. *The Professional Track.* Students majoring in professional fields whose requirements to graduate would otherwise prohibit them from completing the Honors Program may contact the program's co-chairs to make arrangements to fulfill

the “Additional Honors Courses” requirement through coursework within their major. The co-chairs will meet with the student and the chair of the relevant department to select four courses in which the student will complete additional work. The additional work in these four classes should cohere into a particular competency within the student’s chosen field and should mark the student as exceptional in that field.

### ***The Final Project***

Honors Scholars complete a year-long project. That project will be graded with either a “no pass,” a “pass,” or a “pass with distinction.” Those who fail to pass the final project will not graduate from the honors program. Typically, planning for this project should begin during a Scholar’s sophomore year, and the project should be presented to the College in a Scholar’s senior year, at a time and venue selected for this purpose by Honors Committee. Education students are asked to complete their projects prior to student teaching. The purpose of this project is to bring the educational goals of a liberal

arts formation beyond the classroom, preparing the students for a future as an active participant in the life of the mind. The final project should be developed in conjunction with a faculty mentor and it should reflect the highest standards of undergraduate research in a given discipline. At an early stage, the project must be presented to and approved by the Honors Committee. After approval, the Scholar may use the \$2,000 stipend provided by the Program for the project. In approving projects, the Honors Committee will give special consideration as to whether proposals would prepare Scholars for their professional goals following graduation.

### ***Capstone Requirement (3)***

#### *HONR-4950, Senior Honors Capstone Course*

The capstone course is the culmination of the Honors Program. The course will focus on integrating and synthesizing the Honors experiences in which the students have participated through an exploration of works related to a specific topic or theme chosen each year.

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## **International Studies**

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### **Program Mission**

The mission of the International Studies Program is to develop proficient communicators in the world language of study. Learners will also be able to demonstrate their knowledge of the cultures, literatures, and structure of the language of study, and make connections between disciplines through interdisciplinary study.

The interdisciplinary International Studies major, housed in the Department of World Languages and Cultures, allows students to combine the in-depth study of global issues, with intermediate 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 in the second language of study. The Florence program does not fulfill the study abroad requirement.

### **Program Outcomes**

1. Graduates will demonstrate proficiency in interpersonal communication in the world language studied.
2. Graduates will demonstrate proficiency in presentational communication—writing in the world language studied.
3. Graduates will use the world language studied in interpersonal communication that is appropriate to the context and the intended audience.
4. Graduates will demonstrate an awareness of the cultures of the languages studied and how they shape perceptions, practices, and cultural products, particularly with regards to the area of concentration.
5. Graduates will be able to recognize and express understanding of difference, express a respect for the perspectives of others, and critically reflect on their own worldview.

## **Requirements for a major in International Studies:**

### **Required core courses:**

HIST-1101, World Civilization Since 1500  
POLS-2010, Comparative World Government and Politics  
ECON-2090, Principles of Macroeconomics  
NASC-2300, World Regional Geography  
THEO-3820, Christianity and World Religions  
INST-COMP, Senior Comprehensive

One additional international elective, from any department, as approved by the student's international studies advisor.

### **Foreign Language Proficiency:**

Proficiency in a foreign language to include three courses (or 9 hours) numbered above FREN-2010/SPAN-2020. For Spanish these courses should include SPAN-3040, and two additional upper-level courses. For ESL, these courses should include ESLG-2040, ESLG-2050, and one additional course numbered above 2050. Students who wish to study another language abroad to satisfy this requirement must obtain approval from the chair of the Department of World Languages and Cultures. At least 50% of the 3000-level and above French and Spanish courses required for the major must be taken on campus at Benedictine College and not through study abroad or transfer credit.

International students who enter the program with native proficiency in a language other than English may obtain advisor approval from the chair of the Department of World Languages and Cultures to plan courses to substitute for the nine hours of upper-level language. Native speakers of a language other than French or Spanish may take a proficiency test (available through the Department of World Languages and Cultures) to determine if their skills and knowledge are at an appropriate level to waive the foreign language requirement. These students are still required to complete three approved upper-level courses that give them a comparable appreciation of another culture.

### **Foreign Language Placement**

Students who have completed three or more years of Spanish, French, or Latin in high school are required to take the language placement exam

before taking a course in those languages. Students who took two years of Spanish, French, or Latin in high school in a strong program are highly recommended but not required to take the placement exam. Students who received dual enrollment or AP credit, or who transferred in college credit in Spanish, French, or Latin are not required to take the exam. It is highly recommended that students take the placement exam within one year of enrolling at Benedictine College, as this is when their previous language experience will be strongest. Students may not take the placement exam more than once. The placement exam is regularly scheduled at the beginning of the semester, during registration, and during SOAR weekends. See the academic calendar for dates. For more information, contact the Chair of the Department of World Languages and Cultures or Admission Office.

### **Study Abroad:**

The major requires students to study abroad for one semester or summer in the second language of study. The department sponsors study abroad opportunities in Spanish in Spain, and opportunities in French in Lyon, France. Students also have the option of participating in an exchange program through the College's affiliation with ISEP, or through the exchange program at ICES in La Roche-sur-Yon, France. These programs are administered by the Study Abroad office.

### **Required concentration courses:**

International Studies majors must complete a concentration by taking any four approved courses from one of the disciplines below; other courses not listed here may be approved by the major advisor:

#### **Concentration in History:**

HIST-3100, United States Diplomatic History  
HIST-3140, Medieval Travelers  
HIST-3280, Modern Asian Survey  
HIST-3400, History of Latin America  
HIST-3520, Ancient Greece  
HIST-3521, Ancient Rome  
HIST-3522, Greek and Roman History  
HIST-3540, Medieval History  
HIST-3541, Byzantine History  
HIST-3542, The Renaissance  
HIST-3660, The Reformation  
HIST-3661, Early Modern Europe

HIST-3680, The French Revolution and Napoleon  
HIST-3681, Nineteenth-Century Europe  
HIST-3682, Europe Since 1945  
HIST-3683, Modern Germany  
HIST-3685, World War I  
HIST-3686, World War II  
*or another approved history course with an international focus.*

**Concentration in Economics:**

ECON-2100, Principles of Microeconomics  
ECON-3000, Contemporary Economic Thinking  
ECON-3090, Macroeconomic Activity  
ECON-3100, Intermediate Microeconomic Theory  
ECON-3150, International Economics  
(required for the economics concentration)  
ECON-3260, Catholic Social Teaching  
ECON-4010, Seminar in Economic Development of the Third World  
*or another approved economics course with an international focus.*

**Concentration in Political Science:**

POLS-3010, European Politics  
POLS-4010, International Relations  
POLS-3800, Development of Political Thought  
POLS-3900, Applied Politics  
*or another approved political science course with an international focus.*

**Concentration in Sociology:**

SOCI-2250, Social Problems  
SOCI-2350, Sociology of Culture  
SOCI-3105, Sociological Theory  
SOCI-3305, Population and Society  
SOCI-3250, Race and Ethnicity  
SOCI-3225, Complex Organizations  
SOCI-3245, Religion in Culture and Society  
SOCI-3270, Social Stratification  
SOCI-3305, Population and Society  
SOCI-4305, Cities and Social Change  
*or another approved sociology course with an international focus.*

**Minor in International Studies:**

The minor in international studies is accomplished through an integrated program of courses selected from the disciplines of foreign language,

history, economics, sociology, political science, and geography. The program gives participants a broadened perspective of the modern world in order to prepare them for international careers in this country or abroad. Students in this program are encouraged to consider studying abroad. Information on study abroad is available through the Department of World Languages and Cultures, or the Study Abroad Office.

**The requirements for a minor in International Studies include:**

Two upper-level (3000–4000) courses in a foreign language (may include a language other than French or Spanish completed through study abroad).

The following core courses:

POLS-2010, Comparative World Government and Politics  
NASC-2300, World Regional Geography  
THEO-3820, Christianity and World Religions

And one elective from the following:

CRIM-3500, Homeland Security  
ECON-3150, International Economics  
ECON-4010, Seminar in Economic Development of the Third World  
HIST-3280, Modern Asia Survey  
HIST-3400, History of Latin America  
HIST-3680, Europe since 1945  
HIST-3683, Modern Germany  
INST-4090, Seminar in International Studies  
INST-4790, International Service Learning  
POL-S3010, European Politics  
POLS-4010, International Relations  
SOCI-2350, Sociology of Culture  
(or another appropriate elective approved by the major advisor)

For Foreign Language majors, the international studies minor will be arranged through the Department of World Languages and Cultures. The chair of the department assists the student in planning for the minor and approves the selected schedule of courses.

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

	<b>Freshman Year</b>	
GNST-1000, BC Experience	1	Foreign Language 4
Foreign Language	4	Aesthetic Foundation 3
ENGL-1010, English Composition	3	PHIL-1750 Principles of Nature 3
Natural World Foundation with lab	4	HIST-1101, World Civ Since 1500 3
EXSC-1115, Wellness for Life	1	NASC-2300, World Regional Geography 3
THEO-1100, Introduction to Theology	3	
	<hr/> 16	<hr/> 16
	<b>Sophomore Year</b>	
International Studies Course	3	Foreign Language 3
Foreign Language	4	Faith Foundation 3
POLS-2010, Compar World Govt/Politics	3	ECON-2090, Principles of Macroeconomics 3
Philosophical Inquiry Foundation	3	Aesthetic Foundation 3
Aesthetic Foundation	3	Math Reasoning foundation 3-4
	<hr/> 16	<hr/> 15-16
	<b>Junior Year</b>	
Concentration Area Course	3	Concentration Area Course 3
Foreign Language	3	Foreign Language 3
THEO-3820, Christianity & World Religions	3	Western Perspectives course 3
International Studies elective	3	International Studies Elective 3
Oral Communication Course	3	Elective 3
		Fitness Activity course 1
	<hr/> 15	<hr/> 16
	<b>Senior Year</b>	
Concentration Area Course	3	Concentration Area Course 3
Philosophical Inquiry Foundation	3	Concentration Area elective 3
Faith Foundation	3	Electives 12
Electives	4	INST-COMP, Senior Comprehensive cr
Foreign Language	3	
	<hr/> 16	<hr/> 18

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## Journalism and Mass Communications

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### Program Mission

The mission of the Journalism and Mass Communications Program is to educate professional communicators in the applied skills of written, oral, and visual communications who can think critically and creatively and understand the legal and ethical responsibilities of their field.

### Program Outcomes

1. Graduates will be able to critically analyze media messages for accuracy, credibility, and bias.

2. Graduates will be able to write clearly and concisely for the appropriate application, e.g. news, public relations, marketing, promotions.
3. Graduates will be able to communicate visually through photography as well as digital and print design.
4. Graduates will be able to develop an effective communication strategy and produce media that clearly and concisely communicate a message to a specific target audience.
5. Graduates will be able to work in a diverse, multi-cultural, globally connected society.

The major in Journalism and Mass Communications is designed to prepare students for entry-level positions in reporting, multi-media reporting, digital media production, public relations, photography, web design, strategic communication, 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.

To earn a Bachelor of Arts in Journalism and Mass Communications, students must complete 43 hours of department curriculum: 25 hours of core courses; 15 hours of electives and 2 practicums. Electives may come from lower- or upper-division courses and are generally chosen based on the student's interests. Students may substitute one elective from the approved list of outside electives. A C-minus or better must be earned in all Journalism and Mass Communications Department courses with a total GPA of 2.0 in the major.

#### **Core courses (25 hours):**

MCOM-1000, Media and Society  
MCOM-1500, Digital Media Foundations  
MCOM-2000, Strategic Communications  
MCOM-2610, Digital Photography I  
MCOM-1610, Layout and Design  
JOUR-2620, News Writing I  
JOUR-3300, News Writing II  
JOUR 3350, Copy Editing  
MCOM-4090, Senior Seminar  
MCOM-COMP, Senior Comprehensive Exam  
*Plus two practicums chosen from the following:*  
JOUR-1200, JOUR-1210, JOUR-2200, JOUR-2210,  
JOUR-3200, JOUR-3210, JOUR-4200, JOUR-4210,  
News Practicum\*  
MCOM-1200, MCOM-1210, MCOM-2200, MCOM-2210, MCOM-3200, MCOM-3210, MCOM-4200, MCOM-4210, Yearbook Practicum\*  
MCOM-3220, MCOM-4220, JOUR-3220, JOUR-4220, Publication Practicum.

**Internship:** While internships are not required for the degree plan, they are highly recommended. All internships for academic credit must be approved by the department chair prior to its beginning and must be registered during the timeframe the internship occurs.

#### **Electives (15 hours):**

MCOM-2600, Principles of Visual Communication  
MCOM-1030, Introduction to Cinema  
MCOM-2500, Web Design I  
MCOM-2620, Video Production I  
MCOM-3550, New Media  
MCOM-3310, Art of Presentation  
MCOM-3680, Sports Broadcasting  
MCOM-3600, Signs and Symbols  
JOUR-4300, Advanced Reporting/Print  
JOUR-4340, Feature Writing  
MCOM-3610, Digital Photography II  
MCOM-1980, MCOM-2980, MCOM-3980,  
MCOM-4980, Special Topics  
JOUR-1980, JOUR-2980, JOUR-3980,  
JOUR-4980, Special Topics  
MCOM-4040, Christianity in Mass Media  
MCOM-4680, Sports Broadcasting II  
JOUR-4750, Mass Media Law and Ethics  
MCOM-4990, Independent Study  
JOUR-4990, Independent Study

#### **Outside Electives**

Majors may substitute one of the following courses from outside the department as part of their 15 hours of electives. These courses do not apply to the minor.  
MKG-3100, Principles of Marketing  
ART-2300, Graphic Design I

#### **Minor in Journalism and Mass Communications**

A minor consists of 18 hours. Students must complete MCOM-1000, MCOM-1500, MCOM-2000, and JOUR-2620, plus six additional upper-division 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 with a minimum GPA of 2.0 required to graduate. 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

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\*A student may take any combination of yearbook or news practicums to satisfy this requirement.

department before taking writing courses or declaring a major or minor in Journalism and Mass Communications. International students are required to declare a major/minor before the start of their second semester in the program. Language proficiency is met by achieving the appropriate score as required by the college for admission. (See section of catalog titled International Students.)

### **Minimum Percentage of Credits**

Students must complete a minimum of 50% of the coursework needed for the Journalism and Mass Communications major or minor from classes offered by Benedictine College.

### **Suggested sequence of courses for a Bachelor of Arts degree in Journalism and Mass Communications**

ENGL-1010, English Composition  
 THEO-1100, Introduction to Theology  
 Foreign Language  
 GNST-1000, BC Experience  
 MCOM-1000, Media and Society  
 MCOM-1500, Digital Media Foundations

#### **Freshman Year**

3	SOCI-1000, Introduction to Sociology	3
3	Foreign Language	4
4	PHIL-1750, Principles of Nature	3
1	MCOM-1610, Layout and Design	3
3	MCOM-2000, Strategic Communications	3
3		
	17	16

#### **Sophomore Year**

MCOM/JOUR Elective  
 General Education Elective  
 JOUR-2620, News Writing I  
 MCOM- 2610, Digital Photography I

3	General Education Electives	6
6	Philosophical Inquiry Foundation	3
4	MCOM Elective	3
4	JOUR-3300, News Writing II	3
	EXSC Fitness Course	1
	17	16

#### **Junior Year**

General Education Elective  
 MCOM/JOUR electives  
 Natural World Foundation  
 Practicum  
 JOUR-3350, Copy Editing

3	Philosophical Inquiry Foundation	3
6	MCOM/JOUR electives	6
4	Faith Foundation	3
2	General Education Elective	3
1	EXSC-1115, Wellness for Life	1
	16	16

#### **Senior Year**

MCOM/JOUR elective  
 Faith Foundation  
 General Electives  
 Practicum  
 Elective

3	MCOM/JOUR electives	6–9
3	General Electives	9
6	MCOM-4090, Senior Seminar	1
2	MCOM-COMP, Senior Comp Exam	cr
3		
	17	16–19

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## Liberal Studies

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This major is intended to be student- designed so as to meet the personal needs and objectives of the student. Any student may petition for approval of a program not accommodated by any existing majors. Thus, a student with a liberal studies major may not have any other major. 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 in time to be approved by the Curriculum Committee by the end of the second semester of the student's junior year. A student's failure to submit a proposal for a Liberal Studies major before the graduation application deadline may result in the student not being able to graduate in a timely manner.

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## Mathematics

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### **Program Mission**

The mission of the Mathematics Program is to provide students with the necessary tools to enter a career in their field with a broad, robust knowledge of mathematics. In addition, our students acquire the conceptual knowledge and procedural skills needed to analyze and solve problems as mathematicians in our world.

### **Program Outcomes**

1. Graduates will demonstrate conceptual knowledge of mathematics within the framework of a liberal arts education.
2. Graduates will develop analytical and problem-solving skills.
3. Graduates will be able to read, understand, and construct a variety of mathematical proofs.
4. Graduates will speak and write about mathematics with precision, clarity, and organization.
5. Graduates will be prepared for a diverse world in a career utilizing their mathematical skills and knowledge, or for graduate study in the mathematical sciences.
6. Secondary mathematics education graduates will be prepared for teaching licensure by ensuring their content knowledge and fostering effective pedagogy.

The mathematics curriculum prepares students for graduate study, for responsible positions in business, industry, and government, and for

teaching positions in secondary and elementary schools. Basic skills and techniques provide for entering a career as an actuary, banker, bio-mathematician, economist, industrial researcher, lawyer, management consultant, market research analyst, mathematician, mathematics teacher, operations researcher, quality control specialist, statistician, or systems analyst.

### **Calculus Placement**

Any student planning to take a course in the Calculus sequence including pre-calculus, calculus I, calculus II, and calculus III must receive proper placement. For information, see "General Admission Policies > Locally Administered Placement Examinations > Calculus Placement" in the Catalog.

### **Mathematical Reasoning Foundation (MR) Placement**

Many students will have degree plans that require courses that satisfy the general education Mathematical Reasoning Foundation (MR) requirement. Those who do not should choose the proper mathematics course to optimize their success and educational benefit of the course. (Note that College Algebra does not satisfy the MR requirement.) Students who are well prepared to pass College Algebra are likely well prepared to take MATH-1220, Introductory Statistics, as their MR course. This is the best choice for most students whose major does

not already require an MR course. Students who currently lack the computational skills to succeed in Introductory Statistics should consider taking MATH-1020, Mathematics as a Liberal Art, which de-emphasizes rote computation in favor of surveying a wider array of mathematical topics and applications and providing thoughtful written reflection on those topics and applications. Students with questions should contact the Chair of the Department of Mathematics and Computer Science.

**Requirements for a major in Mathematics:**

MATH-1300, Calculus I  
MATH-1350, Calculus II  
MATH-2300 Calculus III  
MATH-2500, Linear Algebra  
MATH-2550, Discrete Mathematical Structures I  
MATH-3200, Probability and Statistics  
MATH-3600, Modern Algebra I  
MATH-3610, Modern Algebra II or  
MATH-4800, Introduction to Real Analysis  
MATH-4930, Directed Research  
six hours of upper-division math electives *and* CSCI-1140, Introduction to Computer Science I or CSCI-2300, Programming for Scientists and Engineers  
MATH-COMP, Senior Comprehensive

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

MATH-1300, Calculus I  
MATH-1350, Calculus II  
MATH-2500, Linear Algebra or  
MATH-2550 Discrete Mathematical Structures I  
*and* six additional hours of mathematics, three of which must be upper-division.

For each of the above curricula, the student's upper-division program is to be planned with an advisor from the department and approved by the chair of the department.

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

Transfer students pursuing a minor in Mathematics must take a minimum of 25% of the coursework required for the minor at Benedictine College.

**Admission to the Mathematics Major:**

In order to be admitted to the mathematics major, a student must have completed at Benedictine College at least one required mathematics course from the list above, and must have a grade point average of at least 2.7 in mathematics courses at Benedictine College.

**Prospective Mathematics Teachers:**

Those preparing to teach mathematics in elementary schools should choose MATH-1110 and MATH-1120. In addition, those who choose mathematics as an area of concentration should take MATH-1020, MATH-1130, and MATH-1220.

Those preparing to teach mathematics in secondary schools must complete requirements for a major in mathematics that includes MATH-3610 and MATH-4600. In addition, they must take MATH-2900 and MATH-4457. The secondary teacher is required to complete a major in Secondary Education to receive certification and should consult with the chair(s) of the School of Education.

**Recommendations:** A student should not attempt a mathematics course unless he or she received at least a 'C' in its prerequisite. For a natural world foundation, PHYS-2100 is recommended for mathematics majors.

Those students planning to enroll in graduate school in mathematics should include both MATH-3610 and MATH-4800 in their course of study.

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

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	MATH-1350, Calculus II
MATH-1300, Calculus I	4	Foreign Language
Foreign Language	4	Historical Foundation
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature
EXSC-1115, Wellness for Life	1	or Natural World Foundation
GNST-1000, BC Experience	1	Person and Community Foundation
	<hr/> 16	3
	<hr/> 17	
<b>Sophomore Year</b>		
MATH-2300, Calculus III	4	MATH-2500, Linear Algebra
MATH-2550, Discrete Math. Structures I	3	Aesthetic Foundation
Natural World Foundation (with lab)	4	Faith Foundation
CSCI-1140, Intro to Computer Science 1	4	Historical Foundation
EXSC Fitness course	2	Natural World Foundation
	<hr/> 16	4
	<hr/> 17	
<b>Junior Year</b>		
MATH-3600, Modern Algebra I	3	MATH-3610, Modern Algebra II or
MATH-3200, Probability and Statistics or	3	MATH-4800, Intro to Real Analysis
Mathematics elective		Mathematics elective
Electives	4	Electives
Aesthetic Foundation	3	Faith Foundation
Philosophical Inquiry Foundation	3	Philosophical Inquiry Foundation
	<hr/> 16	3
	<hr/> 16	
<b>Senior Year</b>		
Mathematics elective or	3	MATH-4800 Intro to Real Analysis or
MATH-3200, Probability and Statistics		MATH-3610, Modern Algebra II
MATH-4930, Directed Research	2	Mathematics elective
Electives	11	Electives
		MATH-COMP, Senior Comprehensive
	<hr/> 16	10 cr
	<hr/> 16	



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**Suggested sequence of courses for a Bachelor of Arts degree in Mathematics with secondary school teaching certification**

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	MATH-1350, Calculus II
MATH-1300, Calculus I	4	Foreign Language
Foreign Language	4	PHIL-1750, Principles of Nature
THEO-1100, Introduction to Theology	3	EXSC-1115, Wellness for Life
PSYC-1000, General Psychology	3	EDUC-2200, Introduction to Education
GNST-1000, BC Experience	1	EDUC-2201, Intro to Educ Field Exp
		HIST-1100 or HIST-1101, World Civ.
	<u>18</u>	3
		<u>18</u>
<b>Sophomore Year</b>		
MATH-2300, Calculus III	4	MATH-2500, Linear Algebra
MATH-2550, Discrete Math. Structures I	3	EDUC-2222, Introduction to K-12 Special Ed. or
CSCI-1140, Intro to Computer Science I	4	Mathematics elective
EDUC-3357, Gen Sec Methods/Media	2	Aesthetic Foundation
EDUC-3358, Gen Sec Methods Prac	1	Faith Foundation
History elective	3	SOCI-1000, Intro to Sociology, SOCI-2350, Soc of Culture, NASC-2300, World Reg Geo, or SOCI-3250, Race and Ethnicity Philosophical Inquiry Foundation
	<u>17</u>	3
		<u>18</u>
<b>Junior Year</b>		
MATH-3600, Modern Algebra I	3	MATH-3610, Modern Algebra II
EDUC-2220, Psychoeducational Develop.	3	Mathematics elective (or EDUC-2222)
MATH-3200, Probability and Statistics or or MATH-4600, Modern Geometries	3	SOCI-3250, Race and Ethnicity
MATH-2900, Math History or MATH-4457, Sec Math Curriculum	2	EDUC-3332, Teaching Reading in the Content Areas
Natural World Foundation (with lab)	4	EDUC-4451, Philosophy of Education
Aesthetic Foundation	3	Faith Foundation
	<u>18</u>	1
		<u>18</u>
<b>Senior Year</b>		
MATH-4930, Directed Research	2	EDUC-4455, Differentiated Instruction
MATH-4600, Modern Geometries or MATH-3200, Probability and Statistics	3	EDUC-4462, Classroom Management
MATH-4457, Sec Math Curriculum or MATH-2900, Math History	4	EDUC-4470, Student Teaching Seminar
EDUC-3312, School as Community	3	EDUC-4496, Supervised Student Teaching in Secondary Schools
EDUC-3313, School as Community Res and Field Experience	1	EDUC-COMP, Senior Comprehensive
Electives	5	cr
MATH-COMP, Senior Comprehensive	cr	
	<u>18</u>	<u>16</u>

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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. 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**

This leadership program consists of 26 credit hours of military science offerings on campus: 6 credit hours from the basic ROTC program MILS-1000- and 2000-level courses, and 20 credit hours from the advanced ROTC program MILS-3000- and 4000-level courses. First semester sophomores who did not take military science during the freshman year may compress the basic program during their sophomore year by taking a 1000-level and a 2000-level course (for three credit hours total) each semester.

#### **ARMY COMMISSION**

In addition to military science courses, students desiring to obtain an Army commission must take at least one course in military history. Additionally, students must demonstrate a basic swimming ability and complete the Cadet Command Enhanced Skills Training Program (ESTP).

All students seeking a commission must attend a five-week advanced training and assessment experience normally the summer between the junior and senior years. Attendance may be deferred until after the senior year at the discretion of the Chairperson of Military Science. The Leadership Development and Assessment Course (LDAC) is at Fort Lewis, Washington. Additionally, students may compete for selection to attend additional training after LDAC at the Army's Airborne or Air Assault schools or to participate in a three-week summer internship with Army field units in either the continental United States or overseas.

#### **ADVANCED PLACEMENT**

Prior active duty service members, Army Reservists and National Guardsmen who have completed basic training, high school junior ROTC graduates, and nursing students are eligible for placement directly into the advanced ROTC program (last two years of military science) with the consent of the Chairperson of Military Science. Eligible students request permission from the Chairperson of Military Science to enter the advanced course.

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## Music

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As an institutional member of the National Association of Schools of Music, Benedictine College offers majors leading to a Bachelor of Arts in Music degree and to a Bachelor of Music Education degree. Additional areas of specializations within the Bachelor of Arts in Music program include Liturgical Music and Music Composition. Students have the opportunity to study music through the minor program.

### Music Program Mission

The mission of the Music Program is to guide students to various career options in music and to prepare them for entrance into graduate music study. Graduates of the program will have developed their musicianship and performance skills and acquired a knowledge of music as an art form.

### Program Outcomes

1. Graduates will offer solo performances at a technical level and repertoire breadth appropriate to the graduates' musical emphasis.
2. Graduates will experience diverse and multicultural music literature through performance, theoretical analysis, and historical synthesis.
3. Graduates will have broad experience in music that represents participation in a variety of academic and performance venues.

### Music Education Program Mission

The mission of the Music Education Program is to prepare students to teach in schools. Graduates of the program achieve PK-12 licensure in music, enabling them to lead instrumental and choral ensembles and teach general music courses at all levels. Additionally, they will have developed their musicianship and performance skills, and acquired a knowledge of music as an art form.

### Program Outcomes

1. Graduates will offer solo performances at an appropriate technical level and repertoire breadth for a music educator.
2. Graduates will experience diverse and multicultural music literature through performance, theoretical analysis and historical synthesis.
3. Graduates will have broad experience in music that represents participation in a variety of academic and performance venues.

4. Graduates will have the ability to conduct instrumental and choral ensembles and teach general music at all levels.

### Progress Through the Music Program as a Major

1. During the first fall semester, it is recommended for intended music majors to enroll in MUSC-1003, MUSC-1010, MUSC-1020, applied lessons on the primary instrument, ensemble, and concert attendance.
2. A student may declare the music or music education major as early as their first semester if they are enrolled in applied lessons or class voice, and a music ensemble.
3. To ensure timely progress through the degree program, students should complete MUSC-1010 and MUSC-1020 with a grade of C- or better, no later than the sophomore year.
4. Department faculty evaluate the student's progress through the major at the Freshman Jury/Interview and Sophomore Jury/Barrier. Faculty will consider course grades, progress in the applied area, and ensemble participation. They will make one of the following recommendations, informing students of any concerns:
  - a. Continue in the major without reservations.
  - b. Continue in the major with reservations.
  - c. Continue in the major on probation.
  - d. Drop the major.
5. The Sophomore Barrier Jury/Interview will determine the final status of the student as a major in the department.

### Departmental Procedures:

1. There is a concert attendance requirement for all music majors and minors.
2. Candidates for all music degrees must give either a public recital or, by special arrangement, a semi-public recital before the faculty during the senior year.
3. Piano proficiency examinations are administered at the end of every semester by the music faculty.
4. A senior comprehensive will be administered to all students majoring in music prior to graduation.
5. The music department will accept no grade below a "C-" in any music course in the curriculum for the music major or minor.

6. All students majoring in music must submit a portfolio prior to graduation for assessment by the music faculty. The portfolio will contain programs in which the student has participated, practice logs, scholarly work and other procedural, participation, and interest documents. The portfolio is a component of the Senior Comprehensive, MUSC-COMP.
7. Applied Music
- 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.
  - 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.
  - The music department requires documentation of minimum practice through practice logs for applied music. The minimum requirement is 3 hours weekly for 1 credit and 6 hours weekly for 2 credits.
  - All applied students are assessed at the end of the semester through recital participation (non-majors) or by a jury examination (majors).
8. All departmental procedures are outlined in the *Benedictine College Music Handbook*. Majors in music education should refer to the *School of Education Policies and Procedures Handbook* regarding specific rules and procedures for the Benedictine College School 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):

- Music Core
    - MUSC-1003, Keyboard I (1)
    - MUSC-1004, Keyboard II (1)
    - MUSC-1010, Music Theory I (3)
    - MUSC-1011, Music Theory II (3)
    - MUSC-1020, Aural Skills 1 (1)
    - MUSC-1021, Aural Skills II (1)
    - MUSC-2010, Music Theory III (3)
    - MUSC-2011, Music Theory IV (3)
    - MUSC-2020, Aural Skills III (1)
- MUSC-2110, Music Technology (1)  
 MUSC-3201, Introduction to Conducting (1)  
 MUSC-4100, Music History I: Antiquity to 1750 (3)  
 MUSC-4110, Music History II: 1750-1900 (3)  
 MUSC-4120, Music History III: After 1900 (3)  
 MUSC-4997, Senior Recital (1)  
 PIAPROF, Piano Proficiency (P/F)  
 SRCOMP, Senior Comprehensive Exam (P/F)  
 Concert Attendance: Six semesters (P) of Concert Attendance (MUSC-ATT1-6)
- Applied Music: Eight semesters (1–2 credits each) of a major instrument resulting in a senior recital.
  - Ensembles: Eight semesters (1 credit each) of participation in a major ensemble on the principal instrument. Voice students are required to enroll in Schola Corvorum, St. Benedict Singers, or St. Scholastica Singers. Wind, brass, and percussion students are required to enroll in Concert Band, Wind Ensemble, or Orchestra. String students are required to enroll in Orchestra. Piano, organ, and guitar students can participate in the major ensemble of their choice.
  - Music Electives: 4 hours of upper-level music electives.

### **Bachelor of Arts in Music with specialization in Liturgical Music**

*For students beginning the program in fall 2022 or later*

(63 credits in music, 7 credits in outside disciplines, 70 credits total.)

- Music Core
  - MUSC-1003, Keyboard I (1)
  - MUSC-1004, Keyboard II (1)
  - MUSC-1010, Music Theory I (3)
  - MUSC-1011, Music Theory II (3)
  - MUSC-1020, Aural Skills 1 (1)
  - MUSC-1021, Aural Skills II (1)
  - MUSC-2010, Music Theory III (3)
  - MUSC-2011, Music Theory IV (3)
  - MUSC-2020, Aural Skills III (1)
  - MUSC-2110, Music Technology (1)
  - MUSC-3201, Introduction to Conducting (1)
  - MUSC-4100, Music History I: Antiquity to 1750 (3)
  - MUSC-4110, Music History II: 1750-1900 (3)
  - MUSC-4120, Music History III: After 1900 (3)
  - MUSC-4997, Senior Recital (1)
  - PIAPROF, Piano Proficiency (P/F)

- SRCOMP, Senior Comprehensive Exam (P/F)  
 Concert Attendance: Six semesters (P) of  
 Concert Attendance (MUSC-ATT1-6)
2. Applied Music: Eight Semesters (2 credits each) of a major instrument, leading to a senior recital. (16)
  3. Ensembles: Eight semesters (1 credit each) of a major ensemble. Four semesters must be in Liturgical Choir. One semester may be in a major instrumental ensemble. (8)
  4. Liturgical Music  
 Either MUSC-1050, Voice Lab or Secondary Instrument, if voice is primary instrument. Piano, Organ or Guitar suggested. (1)  
 MUSC-2214, Vocal Methods (1)  
 MUSC-3250, Liturgical Music I (2)  
 MUSC-3251, Liturgical Music II (2)  
 MUSC-4200, Instrumental Conducting (2)  
 MUSC-4201, Choral Conducting (2)  
 MUSC-4250, Liturgical Music Leadership (1)  
 MUSC-4795, Liturgical Music Practicum (1)
  5. Supportive Courses in Outside Disciplines:  
 LATN-1000, Beginning Latin I (4)  
 THEO-3144, Music and Catholic Liturgy (3)

### **Bachelor of Arts in Music with specialization in Music Composition (60 credits in music)**

1. Music Core  
 MUSC-1003, Keyboard I (1)  
 MUSC-1004, Keyboard II (1)  
 MUSC-1010, Music Theory I (3)  
 MUSC-1011, Music Theory II (3)  
 MUSC-1020, Aural Skills 1 (1)  
 MUSC-1021, Aural Skills II (1)  
 MUSC-2010, Music Theory III (3)  
 MUSC-2011, Music Theory IV (3)  
 MUSC-2020, Aural Skills III (1)  
 MUSC-2110, Music Technology (1)  
 MUSC-3201, Introduction to Conducting (1)  
 MUSC-4100, Music History I: Antiquity to 1750 (3)  
 MUSC-4110, Music History II: 1750-1900 (3)  
 MUSC-4120, Music History III: After 1900 (3)  
 MUSC-4997, Senior Recital (1)  
 PIAPROF, Piano Proficiency (P/F)  
 SRCOMP, Senior Comprehensive Exam (P/F)  
 Concert Attendance: Six semesters (P) of Concert Attendance (MUSC-ATT1-6)
2. Applied Music: Four semesters (1 credit each of a major instrument)

3. Ensembles: Eight semesters (1 credit each) of participation in a major ensemble on the principal instrument. Voice students are required to enroll in Schola Corvorum, St. Benedict Singers, or St. Scholastica Singers. Wind, brass, and percussion students are required to enroll in Concert Band, Wind Ensemble, or Orchestra. String students are required to enroll in Orchestra. Piano, organ, and guitar students can participate in the major ensemble of their choice.

4. Composition  
 MUSC-2001, MUSC-2002, MUSC-3001, MUSC-3002, MUSC-4001, MUSC-4002, Music Composition (2 credits each) MUSC-3003, Orchestration/Arranging (2)  
 MUSC-3004, Seminar in Composition (3)  
 MUSC-3005, Counterpoint (2)

MUSC-4997, Senior Recital can be met in any of the four following ways for students pursuing the composition specialization:

- 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.

### **Bachelor of Music Education degree:**

(106 required credit hours in music and professional education)

1. Music Core  
 MUSC-1003, Keyboard I (1)  
 MUSC-1004, Keyboard II (1)  
 MUSC-1010, Music Theory I (3)  
 MUSC-1011, Music Theory II (3)  
 MUSC-1020, Aural Skills 1 (1)  
 MUSC-1021, Aural Skills II (1)  
 MUSC-2010, Music Theory III (3)  
 MUSC-2011, Music Theory IV (3)  
 MUSC-2020, Aural Skills III (1)  
 MUSC-2110, Music Technology (1)  
 MUSC-3201, Introduction to Conducting (1)  
 MUSC-4100, Music History I: Antiquity to 1750 (3)  
 MUSC-4110, Music History II: 1750-1900 (3)

- MUSC-4120, Music History III: After 1900 (3)  
 MUSC-4997, Senior Recital (1)  
 PIAPROF, Piano Proficiency (P/F)  
 SRCOMP, Senior Comprehensive Exam (P/F)  
 Concert Attendance: Six semesters (P) of  
     Concert Attendance (MUSC-ATT1-6)
2. Applied Music: Seven semesters (2 credits each of a major instrument resulting in a senior recital). Voice students take MUSC-1005 Class Voice in their first semester in the place of MUSC-1841)
3. Ensembles (total of 10 ensemble credits following guidelines below for major, secondary and chamber ensembles): Voice students are required to enroll in 7 semesters of Schola Corvorum, St. Benedict Singers, or St. Scholastica Singers, and 2 credits in Concert Band, Wind Ensemble or Orchestra. Wind, brass, and percussion students are required to enroll in 7 semesters of Concert Band, Wind Ensemble, or Orchestra and 2 semesters in Schola Corvorum, St. Benedict Singers, or St. Scholastica Singers. String students are required to enroll in 7 semesters of Orchestra, and 2 semesters total of Band and/or Choir. Piano, organ, and guitar students will work with their advisor to determine a mix of primary and secondary ensembles. For all students, one semester (1 credit) of chamber ensemble.
4. Music Education
- MUSC-1050, Voice Lab (or other Secondary Instrument if voice) (1)  
 MUSC-1350, Opera Workshop (1 credit)  
 MUSC-2210, String Methods (1)  
 MUSC-2211, Woodwind Methods (1)  
 MUSC-2212, Brass Methods (1)  
 MUSC-2213, Percussion Methods (1)  
 MUSC-2214, Vocal Methods (1)  
 MUSC-3003, Orchestration/Arranging (2)  
 MUSC-4200, Instrumental Conducting (1)  
 MUSC-4201, Choral Conducting (1)  
 MUSC-4051, Elementary Music Methods (2)  
 MUSC-4052, Secondary Music Methods (2)
5. Teacher Education
- Professional Education Core*
- EDUC-2200, Introduction to Education (2)  
 EDUC-2220, Psychoed Development (3)  
 EDUC-2222, Intro. to K-12 Special Ed. (3)  
 EDUC-3312, School as Community (3)  
 EDUC-4451, Philosophy of Education (3)  
 EDUC-4455, Differentiated Instruction (3)  
 EDUC-4462, Classroom Management (2)  
 EDUC-4470, Student Teaching Seminar (1)

#### *Methods*

- EDUC-3357, General Secondary Methods and Media (3)  
 EDUC-3332, Teaching Reading in the Content Area (2)

#### *Research and Field Experience*

- EDUC-2201, Introduction to Education  
     Field Experience (1)  
 EDUC-3313, School as Community Diversity Experiences (1)  
 EDUC-3358, General Secondary Methods Field Experience (1)  
 EDUC-4492, Supervised Student Teaching in Elementary School (5)  
 EDUC-4496, Supervised Student Teaching in Secondary School (5)

#### *Tests and Proficiencies*

- EDUC-COMP, Senior Comprehensive (cr)
6. General Education Requirements Note: Activity course (can be met through participation in Raven Regiment)

The foreign language requirement is waived for students seeking certification through the Bachelor of Music Education degree program.

Students receiving certification and the degree of Bachelor of Music Education are certified to teach general, instrumental, and vocal PK–12 music in Kansas.

#### **Music Minor (22 credit hours):**

1. Music Theory and Literature
- MUSC-1003, Keyboard I (1)  
 MUSC-1010, Music Theory I (3)  
 MUSC-1020, Aural Skills I (1)
- Choose two from the following three courses:
- MUSC-1100, Music Appreciation (3)  
 MUSC-1101, World Music Literature (3)  
 MUSC-1102, History of Jazz (3)
- Two semesters (P) of Concert Attendance (MUSC-ATT1-2).

2. Applied Music

Four semesters of major instrument (1 credit each)  
 Minors in the vocal area take MUSC-1005, Class Voice (2) in their first semester.

3. Ensembles

Four semesters of major ensemble.

4. Music Electives

Three credit hours (two for vocalists) of any additional music courses.

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## Suggested sequence of courses for a Bachelor of Arts degree with a major in Music

<b>Freshman Year</b>		
MUSC-1010, Music Theory I	3	MUSC-1011, Music Theory II
MUSC-1020, Aural Skills I	1	MUSC-1021, Aural Skills II
MUSC-1003, Keyboard I	1	MUSC-1004, Keyboard II
MUSC-1005, Class Voice or Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT1, Concert Attendance	P/NP	MUSC-ATT2, Concert Attendance
Foreign Language	4	Foreign Language
GNST-1000, BC Experience	1	Aesthetic Experience
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology
EXSC-1115, Wellness for Life	1	
	17	18
<b>Sophomore Year</b>		
MUSC-2010, Music Theory III	3	MUSC-2011, Music Theory IV
MUSC-2020, Aural Skills III	1	MUSC-2110, Music Technology
Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT3, Concert Attendance	P/NP	MUSC-ATT4, Concert Attendance
PHIL-1750, Principles of Nature	3	Oral Communication
PHYS-1200, Acoustics or other Natural World	4	Philosophical Inquiry
Approved Fitness Activity course	1	Elective
Elective	3	
	18	16
<b>Junior Year</b>		
MUSC-4100, Music History I: Antiquity to 1750	3	MUSC-4110, Music History II: 1750-1900
Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT5, Concert Attendance	P/NP	MUSC-ATT6, Concert Attendance
Faith Foundation	3	MUSC-3997, Junior Recital (optional)
Western Perspective	3	Faith Foundation
Electives	3	Person & Community
	15	15
<b>Senior Year</b>		
MUSC-3201, Introduction to Conducting	1	MUSC-4997, Senior Recital
MUSC-4120, Music History III: After 1900	3	MUSC-COMP, Senior Comprehensive
Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
Upper-division Music Elective	2	Upper-division Music Elective
Mathematical Reasoning	3	Philosophical Inquiry (no. 2)
Written Communication	3	Understanding the Natural World
Upper-division Electives	3	Upper-division Electives
	18	15

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## Suggested sequence of courses for a Bachelor of Music Education degree

<b>Freshman Year</b>		
MUSC-1010, Music Theory I	3	MUSC-1011, Music Theory II
MUSC-1020, Aural Skills I	1	MUSC-1021, Aural Skills II
MUSC-1003, Keyboard I	1	MUSC-1004, Keyboard II
MUSC-1005, Class Voice or Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT1, Concert Attendance	P/NP	MUSC-ATT2, Concert Attendance
GNST-1000, BC Experience	1	MUSC-1050, Voice Lab or Class Guitar or other
ENGL-1010, English Composition	3	EDUC 2200, Introduction to Education
PYSC-1000, General Psychology	3	EDUC 2201, Intro to Education Field Experience
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature
		HIST-1100 or HIST-1101, World Civ
		EXSC-1115, Wellness for Life
	<hr/> 18	19
<b>Sophomore Year</b>		
MUSC-2010, Music Theory III	3	MUSC-2011, Music Theory IV
MUSC-2020, Aural Skills III	1	MUSC-2110, Music Technology
MUSC-1005, Class Voice or Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT3, Concert Attendance	P/NP	MUSC-2211, Woodwind Methods (Odd) or
MUSC-2210, String Methods (Even) or	1	MUSC-2213, Percussion Methods (Even)
MUSC-2212, Brass Methods (Odd)		MUSC-ATT4, Concert Attendance
Secondary Ensemble (no. 1)	1	MUSC-2114, Vocal Methods (Even) or
EDUC-2220, Psych Ed Development	3	Chamber Ensemble (Odd)
EDUC-2222, Introduction to K-12 Special Education	3	MUSC-1350, Opera Workshop
NASC-2300, World Regional Geography	3	EDUC-3312, School as Community
		EDUC-3313, School as Comm/Field Ex
		MATH-1220, Introductory Statistics
	<hr/> 18	18
<b>Junior Year</b>		
MUSC-4100, Music History I: Antiquity to 1750	3	MUSC-4110, Music History II: 1750-1900
Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT5, Concert Attendance	P/NP	MUSC-ATT6, Concert Attendance
MUSC-3997, Junior Recital (optional)	P/NP	MUSC-2211, Woodwind Methods (Odd) or
MUSC-2210, String Methods (Even) or	1	MUSC-2213, Percussion Methods (Even)
MUSC-2212, Brass Methods (Odd)		MUSC-2214, Vocal Methods (Even) or
MUSC-3201, Introduction to Conducting	1	Secondary Ensemble (Odd)
Secondary Ensemble	1	MUSC-3003, Orchestration/Arr
EDUC-3357, General Sec Meth & Media	3	MUSC-4051, Elementary Music Methods
EDUC-3358, General Sec Methods Field Exp	1	MUSC-4200, Instrumental Conducting
PHYS 1200, Acoustics	4	EDUC-3332, Teach Reading/Content Area
Approved Fitness Activity Course	1	Faith Foundation
(or Marching Band)		
	<hr/> 18	18
<b>Senior Year</b>		
MUSC-4120, Music History III: After 1900	3	MUSC-COMP, Senior Comprehensive
Applied Music	2	EDUC-4455, Differentiated Instruction
Major Ensemble	1	EDUC-4462, Classroom Management
MUSC-4997, Senior Recital	1	EDUC-4470, Student Teaching Seminar
MUSC-4201, Choral Conducting	1	EDUC-4492, Supervised Stud Teach/Elem
MUSC-4252, Secondary Music Methods	2	EDUC-4496, Supervised Stud Teaching/Sec
EDUC-4451, Philosophy of Education	3	EDUC-COMP, Senior Comprehensive
Philosophical Inquiry	3	Online Technology Certifications
Faith Foundation	3	
	<hr/> 19	16

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## Suggested sequence of courses for a Bachelor of Arts degree in Music with a specialization in Liturgical Music

<b>Freshman Year</b>		
MUSC-1010, Music Theory I	3	MUSC-1011, Music Theory II
MUSC-1020, Aural Skills I	1	MUSC-1021, Aural Skills II
MUSC-1003, Keyboard I	1	MUSC-1004, Keyboard II
MUSC-1005, Class Voice or Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT1, Concert Attendance	P/NP	MUSC-ATT2, Concert Attendance
LATN-1000, Beginning Latin I	4	LATN-1020, Beginning Latin II
GNST-1000, BC Experience	1	Aesthetic Experience
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology
EXSC-1115, Wellness for Life	1	
	17	18
<b>Sophomore Year</b>		
MUSC-2010, Music Theory III	3	MUSC-2011, Music Theory IV
MUSC-2020, Aural Skills III	1	MUSC-2110, Music Technology
Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT3, Concert Attendance	P/NP	MUSC-ATT4, Concert Attendance
PHIL-1750, Principles of Nature	3	Oral Communication
PHYS-1200, Acoustics or other Natural World	4	Philosophical Inquiry
Approved Fitness Activity course	1	Elective
Elective	3	
	18	16
<b>Junior Year</b>		
MUSC-4100, Music History I: Antiquity to 1750	3	MUSC-4110, Music History II: 1750-1900
MUSC-3201, Introduction to Conducting	1	MUSC-4200, Instrumental Conducting
MUSC-3250, Liturgical Music I	2	MUSC-3251, Liturgical Music II
Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT5, Concert Attendance	P/NP	MUSC-ATT6, Concert Attendance
THEO-3144, Music and Catholic Liturgy	3	MUSC-3997, Junior Recital (optional)
Western Perspective	3	Faith Foundation
Electives	3	Person & Community
	18	18
<b>Senior Year</b>		
MUSC-4120, Music History III: After 1900	3	MUSC-4997, Senior Recital
MUSC-4201, Choral Conducting	1	MUSC-COMP, Senior Comprehensive
MUSC-4250, Liturgical Music Leadership	1	MUSC-4795, Liturgical Music Practicum
Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
Mathematical Reasoning	3	Philosophical Inquiry
Written Communication	3	Understanding the Natural World
Upper-division Electives	3	Upper-division Electives
	17	18

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## Suggested sequence of courses for a Bachelor of Arts degree in Music with specialization in Music Composition

<b>Freshman Year</b>		
MUSC-1010, Music Theory I	3	MUSC-1011, Music Theory II
MUSC-1020, Aural Skills I	1	MUSC-1021, Aural Skills II
MUSC-1003, Keyboard I	1	MUSC-1004, Keyboard II
MUSC-1005, Class Voice or Applied Music	2	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT1, Concert Attendance	P/NP	MUSC-ATT2, Concert Attendance
Foreign Language	4	Foreign Language
GNST-1000, BC Experience	1	Aesthetic Experience
ENGL-1010, English Composition	3	THEO-1100, Introduction to Theology
EXSC-1115, Wellness for Life	1	
	17	18
<b>Sophomore Year</b>		
MUSC-2001, Music Composition	2	MUSC-2002, Music Composition
MUSC-2010, Music Theory III	3	MUSC-2011, Music Theory IV
MUSC-2020, Aural Skills III	1	MUSC-2110, Music Technology
Applied Music	1	Applied Music
Major Ensemble	1	Major Ensemble
MUSC-ATT3, Concert Attendance	P/NP	MUSC-ATT4, Concert Attendance
PHIL-1750, Principles of Nature	3	Oral Communication
PHYS-1200, Acoustics or other Natural World	4	Philosophical Inquiry
Approved Fitness Activity course	1	Elective
Elective	3	
	19	17
<b>Junior Year</b>		
MUSC-3001, Music Composition	2	MUSC-3002, Music Composition
MUSC-3005, Counterpoint (Even) or MUSC-3004 (odd)	2	MUSC-3201, Introduction to Conducting
MUSC-4100 Music History I: Antiquity to 1750	3	MUSC-4110 Music History II: 1750-1900
Major Ensemble	1	Major Ensemble
MUSC-ATT5, Concert Attendance	P/NP	MUSC-ATT6, Concert Attendance
Faith Foundation	3	MUSC-PIAPR, Piano Proficiency
Western Perspective	3	Faith Foundation
Electives	3	Person & Community
	17	16
<b>Senior Year</b>		
MUSC-3004, Seminar in Composition (odd) or MUSC-3005 (even)	3	MUSC-3003, Orchestration/Arranging
MUSC-3201, Introduction to Conducting	1	MUSC-4002, Music Composition
MUSC-4001, Music Composition	2	MUSC-4997, Senior Recital
MUSC-4120 Music History III: After 1900	3	Major Ensemble
Major Ensemble	1	MUSC-COMP, Senior Comprehensive
Mathematical Reasoning	3	Philosophical Inquiry
Upper-division Electives	3	Understanding the Natural World
	16	15

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## School of Nursing

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### Program Mission

The mission of the Nursing Program is to provide an evidence-based curriculum to prepare future nurse leaders and life-long learners. We educate students to become professional nurses who will deliver person-centered, ethical, holistic, compassionate, safe, and effective care.

The Benedictine College Bachelor of Science in Nursing Program (BSN) 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 baccalaureate degree program in Nursing at Benedictine College is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

### Approval

The Pre-Licensure Baccalaureate of Nursing Program is approved by the Kansas State Board of Nursing (KSBN).

### Program Outcomes and Performance Indicators

**For students entering the School of Nursing FA 2022 or earlier,** the following program outcomes, based on the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008), drive the undergraduate curriculum. The graduate of the Benedictine College Bachelor of Science in Nursing program will demonstrate the following role dimensions of the professional nurse.

### 1. Provider of Care

Graduates will use the nursing process to provide evidence-based, culturally-competent care that incorporates bio-psychosocial, 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-psychosocial, 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

Graduates will demonstrate and 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

Graduates will 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.

**For students entering the School of Nursing FA 2023 or later**, the following program outcomes, based on the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008), drive the undergraduate curriculum. The graduate of the Benedictine College Bachelor of Science in Nursing program will demonstrate the following role dimensions of the professional nurse.

1. Formulate well-reasoned clinical judgements based on current evidence in the care of diverse clients across the lifespan.
2. Provide person-centered healthcare across the continuum of care.
3. Implement safe, quality, and cost-effective patient care in the healthcare system.
4. Integrate legal and ethical standards into professional nursing practice.
5. Model effective communication among patients, families, and interprofessional team members.
6. Demonstrate leadership and professional identity in nursing practice.
7. Apply informatics and healthcare technologies to the care of patients, families, communities, and populations.

#### **Admission Information**

- The Benedictine College Bachelor of 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 semester. Applications submitted after this date will be considered on a space available basis.
- Written notification of acceptance of admission to the nursing program will be sent to students from the School of Nursing.
- Prior to the beginning of and continuing throughout nursing clinical courses, first-year (junior) clinical students must have on file in the School of Nursing a current physical examination and health assessment completed by a healthcare provider, evidence of current immunizations, current certification in American Heart Association BLS CPR and AED for Healthcare Professionals, results of annual TB skin tests, evidence of their own health insurance coverage, a completed criminal background check

and drug screen, VIRTUS “Protecting God’s Children for Adults” training program, and any other clinical agency requirements.

#### **Criteria for Admission Consideration**

- Minimum cumulative grade point average of 3.0 with a minimum of 64 hours at the start of nursing courses and the ability to complete all academic requirements for graduation in two years. Applicants MUST have completed all prerequisites to the major, all the Core requirements, AND have no more than nine remaining hours to complete in the Foundations and/or Skills and Perspectives requirements when starting the nursing program. A written plan for completing any missing Foundations and/or Skills and Perspective requirements must be submitted with the application;
- Obtain a grade of ‘C’ or above and earn a minimum grade point average of 3.0 in all prerequisite courses. Up to two (2) different prerequisite courses may be repeated one (1) time each;
- Complete the Benedictine College SoN admission application;
- The Test of English as a Foreign Language (TOEFL) is required of all applicants to the School of Nursing whose first language is not English. The minimum TOEFL scores for admission consideration are listed below. The test must be completed within one year of application to the SoN.

#### **Minimum TOEFL Admission Scores**

Paper-Based	Computer-Based	Internet-Based	Writing	Speaking	Reading	Listening
577	233	90	20	25	20	25

#### **Additional consideration given to the following:**

- Overall GPA and GPA on prerequisite courses;
- Number of full-time semesters completed at Benedictine College;
- Short personal essay or video;
- Academic history with patterns and trends indicating potential for academic success (e.g., successful completion of a full-time semester);
- Pre-admission test;
- Eligibility for licensure. Refer to the Nurse Practice Act in the state in which you anticipate licensure. In Kansas refer to KSA 65-1120 of the Nurse Practice Act at [www.ksbn.org](http://www.ksbn.org). Graduation does not ensure licensure eligibility.
- Admission preference is given to current Benedictine College students. Admission preference will be

given to students who have completed three full-time semesters at an institution of higher learning after high school graduation.

- Transfer students will be considered on a space-available basis.
- Transfer students who are accepted into the nursing program must complete a minimum of 60% of the required courses at Benedictine College.

Practice, will fulfill this requirement)

Foreign Language requirement (both semesters)

PHIL-1750, Principles of Nature

THEO-1100, Introduction to Theology

(Students transferring into Benedictine College their junior year may have slightly different core general education requirements. Review the Benedictine College Catalog for further information.)

### **General Biology Policy**

Students are strongly encouraged to take BIOL-1121, General Biology I, at Benedictine College. The nursing department MAY allow General Biology I (with a laboratory and genetics component) from another accredited college in place of Benedictine College's BIOL-1121, General Biology I. Note that AP Biology or BIOL-1107, Principles of Biology, will NOT be accepted for this requirement. General Biology taken as a dual enrollment class in high school will NOT be accepted for this requirement.

*Additional information on policies may be found in the current Benedictine College Student Nursing Handbook.*

### **Prerequisites for Nursing:**

BIOL-1121, General Biology I (with lab)  
BIOL-2242, Human Anatomy and Physiology I (with lab)  
BIOL-2243, Human Anatomy and Physiology II (with lab)  
BIOL-2260, Principles of Microbiology  
CHEM-1200/1201, General Chemistry I (with lab)  
EXCS-3303, Basic Nutrition  
MATH-1220, Introductory Statistics  
NURS-1100, Introduction to Professional Nursing  
PSYC-1000, General Psychology  
PSYC-2503, Lifespan Development

All prerequisite courses must have been completed within 10 years.

In addition, students are required to have the following Core general education requirements completed before starting the nursing program:

ENGL-1010, English Composition  
EXCS Fitness Course

Students do not need to take EXCS-1115, Wellness for Life (NURS-3200, Foundations of Nursing

When students are accepted into the Nursing program, they are assigned to the College Catalog for the following year with the latest Nursing program. Students may elect to keep the general education requirements of the Catalog they started with when they matriculated to Benedictine College. If they wish to keep their original general education requirements, they must let the Registrar's Office know as soon as possible so their degree audit will be corrected in Self Service > My Progress.

### **Essential Functions of Student Nurses**

Reasonable accommodations for students with disabilities, either temporary or permanent, will be considered on a case-by-case basis and in consultation with Benedictine College's Disability Services and the clinical agencies as appropriate. To enter and complete the nursing program, student nurses must be able to meet specific emotional, cognitive, and physical requirements. These requirements are outlined in the *Benedictine College School of Nursing Student Handbook* under "Essential Functions of a Nursing Student" and can be provided to applicants upon request.

### **Progression Policies**

1. Students will successfully complete a course in the nursing program if they meet all the following requirements:
  - a. Meet the minimum exam average of 78% in each didactic course where examinations are administered.
  - b. Earn a minimum grade of "B–" in each nursing course.
  - c. Complete externally prepared standardized exams and remedial activities as assigned.
  - d. Maintain required clinical documentation (including immunizations, Basic Life Support (BLS) CPR, and AED training for health care professionals, proof of health insurance, background check and drug screen).

2. If a student does not successfully complete a nursing course, they may repeat the course per the *Benedictine College School of Nursing Handbook*.

### **Leave of Absence**

- A student who is maintaining a grade of at least a ‘B–’ in all nursing courses and has a minimum grade point average of 2.70 at the time of the leave may be granted a leave of absence from the nursing program for personal health or family health-related reasons. This leave is not to exceed one calendar year.

Note that a student who has been absent from Benedictine College must apply to the Associate Dean for readmission (refer to section in the *Benedictine College Course Catalog* on “Readmission”).

- Students may be granted 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.
- Students may request a leave of absence one time.
- Students readmitted will be required to complete a new criminal background check and drug screen.

### **Dismissal From the Nursing Program**

The following criteria is used to dismiss a student from the Nursing program:

1. If the student has earned less than the required grades in two required courses as defined in the General Progression Requirements.
2. If the student has less than 2.70 cumulative grade point average for two (2) semesters.
3. If a student engages in activities that are considered incompetent, unethical or illegal.
4. If the student engages in egregious behavior or fails to meet expectations of the plan identified in the Benedictine College School of Nursing Student Professional Misconduct or Behavioral Report.

### **Readmission to the Nursing Program**

A student who is withdrawn 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. The Nursing faculty must approve the readmission and space must be available in 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. All prerequisite courses must have been completed within 10 years. Subsequent failure to progress in any nursing course will result in dismissal from the nursing program without consideration for readmission.

### **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.

*For other policies and procedures refer to the Benedictine College Student Nursing Handbook.*

### **Criteria for Completion of the Current 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 (56 hours) in addition to the prerequisite courses listed previously and the college general education requirements:

*Curriculum for students entering School of Nursing Fall 2022:*

NURS-3000, NURS-3120, NURS-3140, NURS-3200, NURS-3210, NURS-3300, NURS-3400, NURS-3410, NURS-3500, NURS-3510, NURS-3640, NURS-4200, NURS-4210, NURS-4220, NURS-4300, NURS-4310, NURS-4500, NURS-4510, NURS-4600, NURS-4700, NURS-4900, NURS-4910, NURS-COMP, THEO-3940.

*Curriculum for students entering School of Nursing Fall 2023:*

NURS-3120, NURS-3140, NURS-3200, NURS-3210, NURS-3350, NURS-3400, NURS-3410, NURS-3520, NURS-3530, NURS-3710, NURS-3800, NURS-4200, NURS-4210, NURS-4220, NURS-4300, NURS-4310, NURS-4500, NURS-4510, NURS-4600, NURS-4700, NURS-4900, NURS-4910, NURS-COMP, THEO-3940.

Upon completion of graduation requirements, the graduate may apply to take the National Council Licensure Examination for Registered Nurses

(NCLEX-RN). 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. It is the student's responsibility to contact and verify with the State Board of Nursing whether he or she will be able to apply for licensure and take the NCLEX-RN.

*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.*

## Travel

Students in the nursing program are responsible for arranging their own transportation to and from the clinical partner, which provide the student with direct clinical experiences. Students are responsible for the cost of travel for direct clinical experiences. Faculty members are not allowed to transport students to activities or clinical experiences.

## Costs

Course fees will be charged for each semester of the nursing program. Nursing is a professional discipline, and students enrolled in the SoN must anticipate additional costs that are directly related to the nursing program. These include uniforms, laboratory equipment and supplies, textbooks, standardized tests, criminal background check, malpractice insurance, examination software, drug screen, CPR certification, health requirements, transportation, liability insurance, externally prepared examinations, and any other equipment, as necessary.

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### Suggested sequence of courses for a Bachelor of Science in Nursing degree for students entering the School of Nursing FA 2022 or earlier

The curriculum has been developed based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice. Below is outlined a sample curriculum for the Benedictine College Bachelor of Science in Nursing degree (prerequisite courses are in bold).

GNST-1000, BC Experience
ENGL-1010, English Composition
Foreign Language
PHIL-1750, Principles of Nature
<b>BIOC-1121, General Biology I with lab</b>
Fitness Activity Course

#### Freshman Year

1	<b>PSYC-1000, General Psychology</b>	3
3	THEO-1100, Intro to Theology	3
4	Foreign Language	4
3	Historical Inquiry Foundation	3
5	<b>CHEM-1200/1201, General Chem I/lab</b>	4
1		

17

17

#### Sophomore Year

4	<b>BIOC-2243, Human Anatomy &amp; Phys. II</b>	4
4	<b>BIOC-2260, Principles of Microbiology</b>	4
3	<b>EXSC-3303, Basic Nutrition</b>	3
3	Aesthetic Experience	3
3	Faith / Elective	3

17

17

*Students apply for admission into the nursing program in their sophomore year.*

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**Suggested sequence of courses for a Bachelor of Science in Nursing degree for students entering the School of Nursing FA 2022 or earlier (Continued)**

<b>Junior Year</b>			
NURS-3000, Intro Healthcare Environ.	2	NURS-3400, Nursing Care of Adults	3
NURS-3120, Clinical Nursing Assessment	3	*NURS-3410, Care of Adults I: Clinical	2
NURS-3140, Pathophysiology	3	NURS-3500, Maternal/Child Nursing	4
NURS-3200, Foundations of Nursing Practice	3	*NURS-3510, Maternal/Child: Clinical	2
*NURS-3210, Foundations: Clinical	3	NURS-3640, Pharmacology II	2
NURS-3300, Pharmacology I	2	Philosophical Inquiry	3
	16		16
<b>Senior Year</b>			
NURS-4200, Population-Based Health Care	3	NURS-4500, Nursing of the Patient With Complex Acute Needs	3
*NURS-4210, Population: Clinical	2	*NURS-4510, Complex: Clinical	2
NURS-4220, Research, QI, and EBP	3	NURS-4600, Leadership & Management	3
NURS-4300, Mental Health Nursing	3	NURS-4700, Prof, Legal, & Ethical Issues	3
*NURS-4310, Mental Health: Clinical	2	NURS-COMP, Senior Comp. Exam	cr
THEO-3940, Christian Bioethics	3	NURS 4900, Synthesis	1
		**NURS-4910, Capstone Clinical	2
	16		14

\*All clinical courses except NURS-4910 are 3 hours of clinical per credit hour each week.

\*\*NURS-4910 is 135 clinical hours.

Total clinical clock hours: 720 hours

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**Suggested sequence of courses for a Bachelor of Science in Nursing degree for students entering the School of Nursing FA 2023 or later**

The curriculum has been developed based on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice. Below is outlined a sample curriculum for the Benedictine College Bachelor of Science in Nursing degree (prerequisite courses are in bold).

<b>Freshman Year</b>			
GNST-1000, BC Experience	1	<b>PSYC-1000, General Psychology</b>	3
ENGL-1010, English Composition	3	THEO-1100, Intro to Theology	3
Foreign Language	4	Foreign Language	4
PHIL-1750, Principles of Nature	3	Historical Inquiry Foundation	3
<b>BIOL-1121, General Biology I with lab</b>	5	<b>CHEM-1200/1201, General Chem I/lab</b>	4
Fitness Activity Course	1	<b>NURS-1100, Introduction to Professional Nursing</b>	1
	17		18
<b>Sophomore Year</b>			
<b>BIOL-2242, Human Anatomy &amp; Phys. I</b>	4	<b>BIOL-2243, Human Anatomy &amp; Physiology II</b>	4
<b>MATH-1220, Introductory Statistics</b>	4	<b>BIOL-2260, Principles of Microbiology</b>	4
<b>PSYC-2503, Lifespan Development</b>	3	<b>EXSC-3303, Basic Nutrition</b>	3
Aesthetic Experience	3	Aesthetic Experience	3
Historical Inquiry Foundation	3	Faith / Elective	3
	17		17

*Students apply for admission into the nursing program in their sophomore year.*

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**Suggested sequence of courses for a Bachelor of Science in Nursing degree for students entering the School of Nursing FA 2023 or later (Continued)**

<b>Junior Year</b>			
NURS-3120, Clinical Nursing Assessment	3	NURS-3400, Nursing Care of Adults I	3
NURS-3140, Pathophysiology	3	*NURS-3410, Nursing Care of Adults I: Clinical	2
NURS-3200, Foundations of Nursing Practice	3	NURS-3520, Pediatric Care	2
*NURS-3210, Foundations of Nursing Practice: Clinical	3	NURS-3530, Maternal/Newborn Care	2
NURS-3350, Pharmacology	4	*NURS-3710, Specialty Nursing: Clinical	2
	16	NURS-3800, Mental Health Care	2
		Philosophical Inquiry	3
	16		
<b>Senior Year</b>			
<b>(Proposed — subject to approval by Kansas State Board of Nursing)</b>			
NURS-4100, Nursing Care of Adults II	3	NURS-4600, Leadership & Management	3
*NURS-4110, Nursing Care of Adults II: Clinical	2	NURS-4700, Prof, Legal, & Ethical Issues	3
NURS-4200, Population Care	3	NURS-4800, Nursing Care of Adults III	2
*NURS-4210, Population Care: Clinical	2	*NURS-4810, Nursing Care of Adults III: Clinical	2
NURS-4220, Research, QI, and EBP	3	NURS-COMP, Senior Comp. Exam	cr
THEO-3940, Christian Bioethics	3	NURS-4900, Synthesis	1
		*NURS-4910, Capstone Clinical	3
	16		14

\*All clinical courses are 3 hours of clinical per credit hour each week.

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**For students entering the School of Nursing in 2023, levelled courses are defined below**

**Level I Courses:**

- NURS-3120, Clinical Nursing Assessment
- NURS-3140, Pathophysiology
- NURS-3200, Foundations of Nursing Practice
- NURS-3210, Foundations of Nursing Practice: Clinical
- NURS-3350, Pharmacology I

**Level III Courses:**

- NURS-4100, Nursing Care of Adults II
- NURS-4110, Nursing Care of Adults II: Clinical
- NURS-4200, Population Care
- \*NURS-4210, Population Care: Clinical
- NURS-4220, Research, QI, and EBP

**Level II Courses:**

- NURS-3400, Nursing Care of Adults I
- NURS-3410, Nursing Care of Adults I: Clinical
- NURS-3520, Pediatric Care
- NURS-3530, Maternal/Newborn Care
- NURS-3710, Specialty Nursing: Clinical
- NURS-3800, Mental Health Care

**Level IV Courses:**

- NURS-4600, Leadership & Management
- NURS-4700, Prof, Legal, & Ethical Issues
- NURS-4800, Nursing Care of Adults III
- NURS-4810, Nursing Care of Adults III: Clinical
- NURS-4900, Synthesis
- NURS-4910, Capstone Clinical

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## Philosophy

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### **Program Mission**

The mission of the Philosophy Program is 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 also seeks to integrate the knowledge which the student has acquired in the various disciplines. Secondly, it prepares some students for further study in philosophy at the graduate level.

### **Program Outcomes**

1. Graduates will be able to write a major paper on a philosophical topic.
2. Graduates will have obtained a broad, overall understanding of philosophy.
3. Graduates will be able to engage philosophically diverse viewpoints.

Courses in philosophy 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 a co-major in Philosophy:**

*Must have already declared another major.*

- PHIL-2010, Logic  
PHIL-2310, Philosophy of Nature\*  
PHIL-2550, Philosophical Psychology  
PHIL-3250, Ethics  
PHIL-3730, Metaphysics  
PHIL-3740, Natural Theology

*plus one course in the history of philosophy,  
chosen from:*

- PHIL-4010, Ancient Philosophy  
PHIL-4020, Medieval Philosophy

- PHIL-4030, Islamic Philosophy  
PHIL-4040, Early Modern Philosophy  
PHIL-4050, Modern Continental Philosophy  
PHIL-4060, Modern Anglo-American Philosophy  
*plus two other Philosophy courses*  
PHIL-COMP, Senior Comprehensive Examination  
*Recommended:*  
PHIL-4900, Seminar

### **Requirements for the professional major in Philosophy:**

- PHIL-2010, Logic  
PHIL-2310, Philosophy of Nature\*  
PHIL-2550, Philosophical Psychology  
PHIL-3250, Ethics  
PHIL-3730, Metaphysics  
PHIL-3740, Natural Theology  
*plus one course in early philosophy, chosen from:*  
PHIL-4010, Ancient Philosophy  
PHIL-4020, Medieval Philosophy  
PHIL-4030, Islamic Philosophy  
*plus one course in later philosophy, chosen from:*  
PHIL-4040, Early Modern Philosophy  
PHIL-4050, Modern Continental Philosophy  
PHIL-4060, Modern Anglo-American Philosophy  
PHIL-COMP, Senior Comprehensive Examination  
*plus PHIL-4900, Seminar*  
*plus three other Philosophy courses*

*Strongly Recommended:*

The study of Greek or Latin

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

- PHIL-2010, Logic  
PHIL-2310, Philosophy of Nature\*  
*plus four other Philosophy courses*

The minimum percentage of credits that must be completed at Benedictine College for both majors in philosophy is 60% and for the minor in philosophy is 50%.

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\*Philosophy majors and minors may substitute PHIL-1750, Principles of Nature, for PHIL-2310, Philosophy of Nature. PHIL-2310, Philosophy of Nature, also satisfies the college's core requirement in philosophy.

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## Suggested sequence of courses for a Bachelor of Arts degree with a major in Philosophy—Professional Major

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	EXSC-1115, Wellness for Life
GNST-1000, BC Experience	1	PHIL-2010, Logic
Person and the Community	3	Faith I
Foreign Language I	4	Foreign Language II
Natural World I	4	Mathematical Reasoning
THEO-1100, Intro to Theology	3	Electives
	18	17-18
<b>Sophomore Year</b>		
EXSC Fitness course	1	Natural World II
Historical Foundations I	3	Historical Foundations II
PHIL-2310, Philosophy of Nature	3	PHIL-2550, Philosophical Psychology
Faith II	3	Electives
Electives	6	
	16	16
<b>Junior Year</b>		
PHIL-3250, Ethics	3	PHIL-3740, Natural Theology
PHIL-3730, Metaphysics	3	Philosophy Elective
Aesthetic Experience I	3	Aesthetic Experience II
Natural World II	4	Electives
Electives	3	
	16	15
<b>Senior Year</b>		
PHIL (Early History of Philosophy)	3	PHIL-4900, Seminar
Philosophy Elective	3	PHIL (Later History of Philosophy)
Electives	5	PHIL-4920, Senior Thesis
Electives (upper-division)	4	Electives (upper-division)
		PHIL-COMP
	15	15

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## Physics

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### Program Mission

The mission of the Physics Program is to foster curiosity about the laws governing the physical world, enlighten students in critical thinking, and instruct them on applying the scientific method. Graduates of the program are prepared for careers in physics and physics-related fields, or the pursuit of advanced degrees. Graduates can pursue advanced degrees in diverse fields, including physics, medicine, teaching, engineering, or law.

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### Program Outcomes

1. Graduates will have conceptual knowledge of physics within the framework of a liberal arts education.
2. Graduates will be proficient in fundamental laboratory skills, including data analysis, and the use of instrumentation.
3. Graduates will be able to access, interpret, and utilize scientific materials as well as clearly and concisely communicate scientific results via oral and written reports.

4. Graduates will have the tools to succeed in a career in a physics-related fields, graduate studies in physics, teaching, or the pursuit of advanced degrees in medicine, teaching, or the law.
5. Graduates will have the interpersonal and professional skills to effectively work within teams and be project leader of teams of varied cultural and experiential backgrounds regardless of cultural differences.

The Department of Physics and Astronomy offers a wide variety of courses and programs that examine and employ the laws of nature from both theoretical and applied perspectives. The department emphasizes hands-on experience and laboratory work in its programs.

Our graduates have been highly successful in pursuing further study in graduate programs in a variety of scientific and engineering disciplines. Historically, about three-fourths of our graduates have successfully pursued advanced degrees. Others have accepted positions in business or industry, or at research laboratories, while some have pursued careers in law, medicine, and the religious life, for example.

A program leading to secondary education teaching certification in physics is available.

Transfer students pursuing a major in Physics must take a minimum of 40% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in Physics must take a minimum of 25% of the coursework required for the minor at Benedictine College.

### **Guidelines for Acceptance to a Physics & Astronomy Department Major:**

In order to ensure that students are on a successful academic trajectory, it is recommended that students who have not earned at least a C average in both PHYS-2100, Classical Physics I, and PHYS-2110, Classical Physics II, should not declare a major in the Physics & Astronomy Department. Students who have not achieved this minimum grade guideline but who still seek acceptance to a major in the Physics & Astronomy Department must meet with and receive approval from the Department Chair.

### **Requirements for a B.S. degree in Physics:**

(46 hours)

PHYS-2100/2101, Classical Physics I with lab (4)  
PHYS-2110/2111, Classical Physics II with lab (4)

PHYS-3200, Relativity and Atomic Physics (3)  
PHYS-3201, Modern Physics Laboratory I (1)  
PHYS-3210, Nuclear and Elementary Particle Physics (2)  
PHYS-3211, Modern Physics Laboratory II (1)  
PHYS-4100, Mechanics I (3)  
PHYS-4110, Mechanics II (3)  
PHYS-3500, Electronics (4)  
PHYS-4600, Electricity and Magnetism I (3)  
PHYS-4610, Electricity and Magnetism II (3)  
PHYS-4400, Thermodynamics (4)  
PHYS-4800, Quantum Mechanics (3)  
PHYS-4300/4301, Optics with Laboratory (4)  
PHYS-4700, Condensed Matter Physics (3)  
PHYS-COMP, Senior Comprehensive (cr)  
and four semesters of PHYS-4900–4903, Physics Colloquium (cr)  
PHYS-4910, Physics & Astronomy Research (1)

*Required supporting courses:* (25–27 hours)  
CHEM-1200, General Chemistry I (3)  
CHEM-1210, General Chemistry II (3)  
CHEM-1201, General Chemistry Laboratory I (1)  
CHEM-1211, General Chemistry Laboratory II (1)  
CSCI-2300, Programming for Scientists and Engineers (3); CSCI-1140, Introduction to Computer Science I (4); or ENGR-2000, Computer Applications in Engineering (2)  
MATH-1300, Calculus I (4)  
MATH-1350, Calculus II (4)  
MATH-2300, Calculus III (4)  
MATH-3100, Differential Equations (3)

*Recommended supporting courses:*

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

### **Requirements for a B.A. degree in Physics:**

(35–36 hours)

PHYS-2100/2101, Classical Physics I with lab (4)  
PHYS-2110/2111, Classical Physics II with lab (4)  
PHYS-3200, Relativity and Atomic Physics (3)  
PHYS-3201, Modern Physics Laboratory I (1)  
PHYS-3210, Nuclear and Elementary Particle Physics (2)  
PHYS-3211, Modern Physics Laboratory II (1)  
PHYS-4100, Mechanics I (3) or ENGR-2310, Dynamics (3)  
PHYS-3500, Electronics (4)  
PHYS-4600, Electricity and Magnetism I (3)

PHYS-4300/4301, Optics with Laboratory (4)  
 PHYS-COMP, Senior Comprehensive (cr)  
*and* four semesters of PHYS-4900–4903, Physics  
 Colloquium (cr)  
*plus* two additional upper-division courses in physics  
 or astronomy (6–7)  
*Required supporting courses:* (25–27 hours)  
 CHEM-1200, General Chemistry I (3)  
 CHEM-1210, General Chemistry II (3)  
 CHEM-1201, General Chemistry Laboratory I (1)  
 CHEM-1211, General Chemistry Laboratory II (1)  
 CSCI-2300, Programming for Scientists and  
 Engineers (3); CSCI-1140, Introduction to  
 Computer Science I (4); or ENGR-2000,  
 Computer Applications in Engineering (2)  
 MATH-1300, Calculus I (4)  
 MATH-1350, Calculus II (4)  
 MATH-2300, Calculus III (4)  
 MATH-3100, Differential Equations (3)

*Recommended supporting courses:*

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

#### Requirements for a minor in Physics:

(21–23 hours)

PHYS-2100/2101, Classical Physics I with lab (4)  
 PHYS-2110/2111, Classical Physics II with lab (4)  
 PHYS-3200, Relativity and Atomic Physics (3)  
 PHYS-3201, Modern Physics Laboratory I (1)

PHYS-3210, Nuclear and Elementary Particle  
 Physics (2)  
 PHYS-3211, Modern Physics Laboratory II (1)  
*plus* two additional courses in the department 3000  
 level or above (6–8)

#### Requirements for certification for physics teaching grades 6–12:

ASTR-1300, Sun and Solar System (4)  
 PHYS-4457, Methods of Teaching Secondary  
 Physics (2)

CHEM-1200, General Chemistry I (3)  
 CHEM-1210, General Chemistry II (3)  
 CHEM-1201, General Chemistry Laboratory I (1)  
 CHEM-1211, General Chemistry Laboratory II (1)  
 NASC-1400, Earth Science (3)  
 PHYS-2100/2101, Classical Physics I with lab (4)  
 PHYS-2110/2111, Classical Physics II with lab (4)  
 PHYS-3200, Relativity and Atomic Physics (3)  
 PHYS-3201, Modern Physics Laboratory I (1)  
 PHYS-3210, Nuclear and Elementary Particle

Physics (2)

PHYS-3211, Modern Physics Laboratory II (1)

PHYS-3500, Electronics (4)

PHYS-COMP, Senior Comprehensive (cr)

PHYS-4900, Physics Colloquium (cr)

The secondary teacher is required to take education  
 courses for a B.A. in Secondary Education to receive  
 certification and should consult with the chair(s) of the  
 School of Education.

#### Suggested sequence of courses for a Bachelor of Science or a Bachelor of Arts degree in Physics

PHYS-2100/2101, Classical Physics I /w Lab\*  
 CHEM-1200, General Chemistry I  
 CHEM-1201, General Chemistry I Lab  
 Foreign Language  
 GNST-1000, BC Experience  
 MATH-1300, Calculus I

#### Freshman Year

4	Foreign Language	4
3	PHYS-2110/2111, Classical Physics II /w Lab	4
1	CHEM-1210, General Chemistry II	3
4	CHEM-1211, General Chemistry II Lab	1
1	MATH-1350, Calculus II	4
4	EXSC-1115, Wellness for Life	1

17

17

PHYS-3200, Relativity & Atomic Physics  
 PHYS-3201, Modern Physics Lab  
 MATH-2300, Calculus III  
 PHIL-1750, Principles of Nature  
 THEO-1100, Introduction to Theology  
 Oral Communications

#### Sophomore Year

3	PHYS-3210, Nuclear & Elem Part Phys	2
1	PHYS-3211, Modern Physics Lab II	1
4	MATH-3100, Differential Equations	3
3	CSCI-2300, Progr for Scientists & Engrs.	3
3	PHYS-3500, Electronics	4
3	Historical Inquiry Foundation	3

17

16

\*Students not ready for Calculus I this semester should enroll in a general education class instead of Classical Physics.

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## Suggested sequence of courses for a Bachelor of Science or a Bachelor of Arts degree in Physics (Continued)

<b>Junior Year</b>		
ENGL-1010, English Composition	3	Philosophical Inquiry Foundation
Faith Foundation	3	PHYS-4300, Optics
PHYS-4100, Mechanics I	3	PHYS-4301, Optics Lab
PHYS-4900, Physics Colloquium	cr	PHYS-4110, Mechanics II*
Elective (Rec. PHYS-4200, Math Meth)	3	PHYS-4901, Physics Colloquium
Historical Inquiry Foundation	3	EXSC Fitness course
		Visual Communication
		Aesthetic Experience
	15	3
		3
		1
		cr
		3
		1
		3
		3
		1
		cr
		3
		3
		1
		cr
		3
		1
		cr
		16
		16

<b>Senior Year</b>		
PHYS-4600, Electricity & Magnetism I	3	PHYS-4610, Electricity & Magnetism II*
PHYS-4400, Thermodynamics*	4	Person and Community
PHYS-4800, Quantum Mechanics*	3	PHYS-4903, Physics Colloquium
PHYS-4902, Physics Colloquium	cr	Aesthetic Experience
Faith Foundation	3	PHYS-4700, Condensed Matter Physics*
Philosophical Inquiry Foundation	3	Elective
		PHYS-4910, Physics & Astronomy Research
		PHYS-COMP, Senior Comprehensive
		1
		cr
		3
		3
		1
		cr
		16
		16

\*Indicates a course not required for the B.A.

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## Political Science

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### Program Mission

The mission of the Political Science Program is to combine the energies of students and departmental faculty in pursuit of understanding representative and administrative systems, practices, and aspirations, especially through engagement with professional scholarship. Graduates in political science will have learned foundational theories, practical processes, and an appreciation of varied cultures. The curriculum offers a broad reach across subdisciplines, preparing students for many available career options.

### Program Outcomes

1. Graduates will be able to organize research projects relying on peer-reviewed journals, conference papers, original sources, and the work of recognized scholars.
2. Graduates will have learned, through the study of American and foreign government systems, how those apply popular consent toward their views of the common good.

3. Graduates will be able to identify and apply classical and contemporary theories that serve as the bases for civil systems.
4. Graduates will have a working familiarity with the methods of lawmaking, public administration, foreign policy development and public policy making as these are practiced, chiefly in the American system.
5. Graduates will be able to identify and critique how civil systems do or do not incorporate varied cultural views, persons, traditions, and resource differences into their pursuit of their national sense of the common good.

The department recommends that every major in political science completes at least one guided, practical program such as a local internship; a structured service-learning experience; a semester in Washington, D.C.; an international travel program; placement with a state or local agency or an administrative, legislative or judicial assignment.

The department develops these opportunities and matches students, depending on their interests and skills. When possible, the curriculum provides academic credit for such programs.

**Requirements for a major in Political Science:**

POLS-1000, Introduction to American Government or POLS-1200, Foundations of American Constitutionalism or POLS-1500, American 20<sup>th</sup> Century Political History

POLS-2010, Comparative World Government and Politics

ECON-2090, Principles of Macroeconomics

POLS-2500, Research Methods

POLS-2750, Public Policy Analysis

POLS-3250, The American Presidency or POLS-3500, American Congress

POLS-4010, International Relations

Any one of the Constitutional law courses: POLS-

3750, American Constitutional Development; or

POLS-3760, Fundamental Freedoms: The First Amendment;

or POLS-3765, Civil Rights: The Fourteenth Amendment

POLS-3800, Development of Political Thought

POLS-4600, Public Administration

POLS-4950, Capstone Senior Seminar

POLS-COMP, Senior Comprehensive Examination and two additional courses offered by the department.

Transfer students who seek to major in political science must complete a minimum of 50% of their credits in political science at Benedictine College.

**Requirements for a minor in Political Science:**

POLS-1000, Introduction to American Government or POLS-1500, American 20<sup>th</sup> Century Political History

POLS-2500, Research Methods

POLS-2750, Public Policy Analysis

and nine additional credits in courses offered by the department.

Transfer students who seek to complete a minor in political science must complete a minimum of 50% of their credits in political science at Benedictine College.

**Requirements for a specialization in pre-Law:**

POLS-1000, Introduction to American Government or POLS-1200, Foundations of American

Constitutionalism

or POLS-1500, American 20<sup>th</sup> Century Political History

BUSI-3710, Legal Environment of Business or

MGMT-4720, Business Organization Law

POLS-3750, American Constitutional Development

POLS-3760, Fundamental Freedoms: The First Amendment

or POLS-3765, Civil Rights: The Fourteenth Amendment

POLS-3800, Development of Political Thought

or PHIL-3550, Political Philosophy

or PHIL-4860, Philosophy of Law

PSYC-4502, Psychology and Law

**Requirements for a minor in Economics and Politics:**

POLS-1000, Introduction to American Government

or POLS-1500, American 20<sup>th</sup> Century Political History

POLS-2750, Public Policy Analysis

POLS-4010, International Relations or

or POLS-2010, Comparative World Government and Politics

ECON-2090, Principles of Macroeconomics

ECON-2100, Principles of Microeconomics

ECON-3000, Contemporary Economic Thinking

**Travel Opportunities:**

The department conducts travel experiences that advance discovery learning. Students have attended the American Political Science Association annual meeting; presented papers at regional and national conferences; immersed themselves in presidential politics at the Iowa caucuses since 2000; taken trips to Washington, D.C.; toured and conducted research at presidential libraries; and attended a presidential inauguration. Departmental faculty coordinates and supervises these experiences.

**Law School and Graduate Study:**

The political science major is an excellent preparatory course for the student seeking admission to law school. The combination of constitutional and policy studies equips students with the requisite body of theory and practice associated with success in law school.

Political science majors who plan on graduate studies in this discipline should enrich themselves with upper-division coursework.

#### **Career paths for the Political Science major:**

Political science is an excellent portal to many careers. These include foreign service, public administration, law, policy advocacy for corporations and tax-exempt organizations, management

within industries that are highly globalized or regulated, and 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.

#### **Suggested sequence of courses for a Bachelor of Arts degree in Political Science**

<b>Freshman Year</b>		
POLS-1000, Introduction to American Gov't or POLS-1500, Amer. 20th Cent. Pol. History	3	ECON-2090, Principles of Macroeconomics
Foreign Language	4	Foreign Language
THEO-1100, Introduction to Theology	3	Historical foundation
ENGL-1010, English Composition	3	Aesthetic experience
PSYC-1000, General Psychology or SOCI-1000, General Sociology	3	Skills & perspectives course
GNST-1000, BC Experience	1	
	<u>17</u>	<u>16</u>
<b>Sophomore Year</b>		
POLS-2010, Comp World Gov't & Politics	3	POLS-2750, Public Policy Analysis
EXSC-1115, Wellness for Life	1	POLS-2500, Research Methods
Faith foundation	3	EXSC Fitness course
PHIL-1750, Principles of Nature	3	Aesthetic experience
Electives, preferably in political science	6	Faith Foundation
		Understanding the Natural World Foundation (with lab)
	<u>16</u>	<u>18</u>
<b>Junior Year</b>		
POLS-3800, Development of Political Thought	3	Understanding the Natural World Foundation
Elective courses (Political Science or non-departmental) upper-division	10	(without lab)
Philosophical inquiry	3	Constitutional law class
	3	POLS-4010, International Relations
		POLS-4790, Internship
		Elective courses (Political Science or non- departmental) upper-division
	<u>16</u>	<u>15</u>
<b>Senior Year</b>		
POLS-4950, Capstone Senior Seminar	3	POLS-4600, Public Administration
POLS-COMP, Senior Comprehensive Exam	cr	Political Science elective
Elective courses (upper-division)	12	Elective courses (Political Science or non- departmental) upper-division
	<u>15</u>	<u>16</u>

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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, economics, history, philosophy, English, and those offered in the School of Business. However, no specific major is required for admittance to law school. A student interested in law and legal internships should contact the pre-law advisor and include in his or her preparation for law school as many of the following courses offered at Benedictine College as possible. The courses listed here are recommendations for a student considering law school and, as such, they are exemplary of useful preparation. This list is not offered as a rigid routine, but only as a guide. Please consult the pre-law advisors for a program of study tailored for you, your interests, and the law school(s) you hope to attend.

**Courses in Preparation for Law School:**  
POLS-1000, Introduction to American Government  
or POLS-1200, Foundations of American  
Constitutionalism  
or POLS-1500, American 20<sup>th</sup> Century Political  
History  
PHIL-1750, Principles of Nature  
ENGL-3260 Advanced Composition  
SPCH-1100, Speech Communication  
PHIL-3250, Ethics  
MATH-1220, Introductory Statistics  
ACCT-2090, Principles of Financial Accounting  
ECON-2090, Principles of Macroeconomics  
MGMT-4720, Business Organization Law  
POLS-3760, Fundamental Freedoms: The First  
Amendment  
POLS-3765, Civil Rights: The Fourteenth  
Amendment  
POLS-3750, American Constitutional Development

See the Department of Political Science for further information regarding requirements for law school admittance, advice for strategic preparation for the Law School Admission Test (LSAT), and for counsel on how best to choose law schools that match your career goals.

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## Pre-Medicine

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Prospective medical students are urged by college and medical educators to pursue a degree program in college. Indeed, the majority of students entering medical college have completed four years of college work and the bachelor's degree.

College course requirements for medical school admission are purposely kept at a minimum by

the medical colleges in order to allow latitude for developing individualized undergraduate programs of study. Generally, students major in a science, but a college major in any other area is acceptable as long as certain science courses necessary for good progress in the professional school are taken.

Information regarding medical school admissions requirements may be obtained from advisors in the Department of Biology and the Department of Chemistry and Biochemistry.

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## Pre-Occupational Therapy and Pre-Physical Therapy

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Pre-occupational therapy and pre-physical therapy students are advised to consult the admission requirements of the graduate school they plan to enter. Usually a four-year liberal arts degree program is required before admission to graduate school. A variety of academic programs including biology, biochemistry and psychology that meet all

the requirements for admission to graduate school are available. While pursuing these programs, it is possible to conduct an internship while earning college credit. Information and advice concerning graduate school admission, certification, or internships may be obtained from the chair of the Biology Department.

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## Pre-Optometry

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The college course requirements for admission to colleges of optometry are fairly uniform. All schools place emphasis on college courses in mathematics, physics, chemistry, and the biological sciences. Most students entering schools of optometry have completed a bachelor's degree. Some schools

specify additional courses, such as psychology, social science, literature, philosophy and foreign language. Students on campus desiring information should consult with the chair of the Biology Department.

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## Pre-Pharmacy

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Students seeking a Doctor of Pharmacy (Pharm. D.) degree are eligible for admission into a Pharm. D. program after satisfactory completion of college-level, pre-pharmacy requirements. Pre-pharmacy requirements vary between different pharmacy schools, but they generally include the following courses:

BIOL-1121, General Biology I  
BIOL-2242, Human Anatomy and Physiology I  
BIOL-2243, Human Anatomy and Physiology II  
BIOL-3360, Microbiology  
CHEM-1200, General Chemistry I  
CHEM-1201, General Chemistry I Laboratory  
CHEM-1210, General Chemistry II  
CHEM-1211, General Chemistry II Laboratory  
CHEM-2200, Organic Chemistry I  
CHEM-2201, Organic Chemistry I Laboratory

CHEM-2210, Organic Chemistry II  
CHEM-2211, Organic Chemistry II Laboratory  
ENGL-1010, English Composition  
MATH-1300, Calculus I  
SPCH-1100, Speech Communication

Plus eighteen credit hours in humanities/social sciences.

Benedictine students interested in pursuing pharmacy careers typically satisfy these requirements as part of their major requirements in Biology, Biochemistry, or Chemistry. Students may get more information on campus from the chairs of the Biology or Chemistry/Biochemistry Departments.

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## Psychological Sciences

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### **Program Mission**

The mission of the Psychology Program is to offer students opportunities for enriching their scientific understanding of cognition, emotion, and behavior through collaboration with faculty in research projects, as well as applying their understanding through serving the needs of the local community. Through the dual educational tasks of discovery and application, students become prepared to meet interpersonal challenges and promote the common welfare in an increasingly multicultural society.

### **Program Outcomes**

1. Describe key concepts, principles, and overarching themes in psychology.
2. Interpret, design, and conduct basic psychological research.
3. Use APA style to craft clear and concise written communications, especially empirical research papers and literature reviews.
4. Describe examples of relevant and practical applications of psychological principles to everyday life.
5. Exhibit respect for members of diverse groups with sensitivity to issues of power, privilege, and discrimination.
6. Develop meaningful professional direction for life after graduation.

### **Requirements for a major in Psychology (at least 18 credit hours must be completed at Benedictine College):**

#### **Core Courses (12 hours)**

PSYC-1000, General Psychology (3): Students must earn a grade of C or better in this course to be eligible to declare a Psychology major.

PSYC-2000, Research and Statistics in Psychology I (3)

PSYC-2010, Research and Statistics in Psychology II (3)

PSYC-COMP, Senior Comprehensive Examination (cr)

PSYC-4910, History of Psychology (3)

#### **Experimental Psychology: Choose two from this group (6 credit hours)**

PSYC-3720, Cognitive Psychology (3)

PSYC-4050, Biopsychology (3)

PSYC-4820, Social Psychology (3)

*Theoretical Psychology:* Choose three from this group (9 hours)

PSYC-2401, Psychology of Learning (3)

PSYC-2631, Developmental Psychology I (3)

PSYC-2641, Developmental Psychology II (3)

PSYC-2731, Theories of Personality (3)

PSYC-3801, Cultural Psychology (3)

PSYC-3901, Abnormal Psychology (3)

PSYC-4201, Psychology of Gender (3)

*Applied Psychology:* Choose two from this group (6 hours)

PSYC-2852, Health Psychology (3)

PSYC-3152, Tests and Measurement (3)

PSYC-3202, Psychology and the Environment (3)

PSYC-4012, Introduction to Counseling Psychology (3)

PSYC-4502, Psychology and Law (3)

#### *Research or Service Experience:*

Choose one (3 hours)

Students must take *either* PSYC-3500, Research Seminar (recommended for students who intend to pursue postgraduate study in psychology) or PSYC-4850, Psychology Service Experience. (Students may elect to take both.)

#### *Postgraduate Preparation for Psychology Majors:*

Choose four from this group (cr)

The courses that make up this requirement will provide students with informational and skills foundations to prepare them for postgraduate endeavors. All psychology majors are required to attend at least four of the seven course sessions. Students will not enroll in these courses in advance; instead, following each session, faculty will submit attendees' names to the Office of Academic Records and Registration.

PSYC-4901, Creating a Timeline (cr)

PSYC-4902, Graduate Training in Clinical, Counseling, and Related Fields (cr)

PSYC-4903, Non-clinical Subfields in Psychology (cr)

PSYC-4904, Preparation for the Graduate Record Exam (cr)

PSYC-4905, Selecting a Graduate Program (cr)

PSYC-4906, Writing a Personal Statement (cr)

PSYC-4907, Preparing a Résumé (cr)

PSYC-4908, Securing Employment (cr)

**The minimum requirements for a minor in Psychology (at least 9 credit hours must be completed at Benedictine College):**  
 PSYC-1000, General Psychology (3)  
*plus* five additional Psychology courses

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

	<b>Freshman Year</b>	
GNST-1000, BC Experience	1 PHIL-1750, Principles of Nature	3
PSYC-1000, General Psychology	3 EXSC-1115, Wellness for Life	1
THEO-1100, Introduction to Theology	3 Foreign Language II	4
ENGL-1010, English Composition	3 Aesthetic Foundation	3
Historical Foundation	3 Historical Foundation	3
Foreign Language I	4 Electives	3
PSYC-4901, Creating a Timeline	cr	
	17	17
	<b>Sophomore Year</b>	
PSYC-2000, Research and Stats in Psych I	3 PSYC-2010, Research and Stats in Psych II	3
Theoretical Psychology course	3 Theoretical Psychology course	3
EXSC Fitness course	1 Natural World with Lab	4
Faith Foundation	3 Philosophical Inquiry Foundation	3
Electives	6 Aesthetic Foundation	3
PSYC-4902, Grad. Training in Clinical, Counseling, and Related Fields	cr PSYC-4903, Non-clinical Subfields in Psychology	cr
	16	16
	<b>Junior Year</b>	
Theoretical Psychology course	3 Applied Psychology course	3
Philosophical Inquiry Foundation	3 Faith Foundation	3
PSYC-3500, Research Seminar	3 Experimental Psychology course	3
Electives	7 PSYC-4904, Preparing for the GRE Electives	cr 7
	16	16
	<b>Senior Year</b>	
Applied Psychology course	3 PSYC-4910, History and Systems	3
PSYC-4850, Psych. Service Experience	3 Electives	11
Experimental Psychology course	3 PSYC-COMP, Sr. Comprehensive	cr
PSYC-4905, Selecting a Grad. Program	cr PSYC-4907, Preparing a Résumé	cr
PSYC-4906, Writing a Personal Statement	cr PSYC-4908, Securing Employment	cr
Electives	7	
	16	14

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## Social Science

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### Program Mission

The mission of the Social Science Program is to prepare students to pursue a career in secondary school teaching by providing them with a broad-based program meeting the requirements for certification to teach all or most of the usual social sciences offered in secondary schools. The program is 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 in an increasingly diverse world. 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.

### Program Outcomes

1. Graduates will apply content and pedagogical knowledge to effectively work with diverse P–12 students and their families.
2. Graduates will engage in high-quality and diverse clinical partnerships as a means to apply knowledge, skills, and dispositions that positively impact student learning and development.
3. Graduates will have met program quality expectations and will have received support in any areas that were deficient in order to be effective and professional teachers of P-12 students.
4. Graduates will effectively teach P-12 classes and impact the learning of all their students due to relevant and effective preparation by the teacher preparation program.
5. Graduates will have the ability to adapt to and succeed in different settings as well as with diverse P-12 students, schools, and communities as evidenced by the continuous improvement efforts of the teacher preparation program.
6. Graduates will have knowledge of the content of history, government, economics, geography, and social systems.

Because the requirements of the Social Science 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 a co-chair of the School of Education.

### Major in Social Science:

The Social Science major will consist of a minimum of 56 hours from history and the social sciences. Transfer students majoring in Social Science must take a minimum of 40% of the coursework required for the major at Benedictine College.

The required courses are as follows:

#### **World History (15 hours):**

HIST-1100, World Civilization to 1500  
HIST-1101, World Civilization Since 1500  
Three upper-division ancient, medieval, early modern, or modern world history courses

#### **American History (12 hours):**

HIST-1300, United States History to 1865  
HIST-1380, United States History Since 1865  
Two upper-division American history courses

#### **Kansas History (3 hours):**

HIST-3300, History of Kansas

#### **Political Science (9 hours):**

POLS-1000, Introduction to American Government  
POLS-2750, Public Policy Analysis  
*and choose one course from the following:*  
POLS-3760, Fundamental Freedoms: The First Amendment

POLS-3770, Civil Rights: The Fourteenth Amendment

POLS-3750, American Constitutional Development

#### **Sociology (6 hours):**

SOCI-1000, Introduction to Sociology  
SOCI-3250, Race and Ethnicity

#### **Economics (6 hours):**

ECON-2090, Principles of Macroeconomics  
ECON-2100, Principles of Microeconomics

#### **Geography (3 hours):**

NASC-2300, World Regional Geography

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**Suggested sequence of courses for a Bachelor of Arts degree in Social Science with a double major in Secondary Education**

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	ENGL-1020, Introduction to Literature
THEO-1100, Introduction to Theology	3	Aesthetic Foundation
Foreign Language	4	Foreign Language
MATH-1220, Introductory Statistics	4	EXSC Fitness course
GNST-1000, BC Experience	1	Natural World Foundation
SOCI-1000, General Sociology	3	POLS-1000, Introduction to Am Gov't
	18	
		18
<b>Sophomore Year</b>		
HIST-1300, U.S. History to 1865	3	HIST-1380, U.S. History Since 1865
EDUC-2200/2201, Intro to Ed & Field Exp	3	EDUC-2222, Introduction to K-12 Special Ed.
EDUC-2220, Psychoeducational Devel	3	SOCI-3250, Race and Ethnicity
PHIL-1750, Principles of Nature	3	POLS-2750, Public Policy Analysis
HIST-1100, World Civilization to 1500	3	Philosophical Inquiry Foundation
NASC-2300, World Regional Geography	3	HIST-1101, World Civilization Since 1500
Faith Foundation	3	
	21	
		18
<b>Junior Year</b>		
Political Science Elective	3	HIST-3300, History of Kansas
Faith Foundation	3	Natural World Foundation
EDUC-3357 & 3358, Gen Sec Meth & Prac.	4	SOSC-4457, Methods for Teaching SOSC
EDUC-3332, Teach Reading/Content Areas	2	ECON-2090, Principles of Macroeconomics
PSYC-1000, General Psychology	3	EDUC-4451, Philosophy of Education
History Elective - US	3	History Elective – World
	18	
		18
<b>Senior Year</b>		
History Electives – World	6	EDUC-4455, Differentiated Instruction
History Elective – U.S.	3	EDUC-4462, Classroom Management
EDUC-3312 & 3313, School as Community	4	EDUC-4470, Student Teaching Seminar
ECON-2100, Principles of Microeconomics	3	EDUC-4496, Supervised Student Teaching
EXSC-1115, Wellness for Life	1	EDUC-COMP, Senior Comprehensive cr
SOSC-COMP, Senior Comprehensive		
	17	
		16

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## Sociology

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### Program Mission

The mission of the Sociology Program is to provide students, within a community of faith and scholarship, with the theoretical and practical tools necessary to engage in and investigate the social world, to develop a working knowledge of sociological concepts, and to demonstrate the application of a sociological perspective to evaluate programs and resolve social problems.

### Program Outcomes

1. Students will have familiarity with classical and contemporary sociological theory.
2. Students will possess the ability to use and interpret qualitative and quantitative data and conduct social scientific research.
3. Students will exhibit awareness of major social issues in modern life, and the ability to view these issues from a sociological perspective.
4. Students will learn about the institutional context surrounding the lived experiences of diverse populations included but not limited to how these experiences differ in contemporary societies by class, race, and gender.

### Requirements for a major in Sociology:

#### Core Requirements

- SOCI-1000, Introduction to Sociology  
SOCI-3105, Sociological Theory  
SOCI-3155, Research Design for Sociology and Criminology  
SOCI-COMP, Senior Comprehensive Exam  
MATH-1220, Introductory Statistics

#### Sociology Electives:

A total of 21 elective credit hours\* are required, to be selected from the following courses:

*SOCI-prefix courses outside of the core requirements, including pilot and test courses (i.e., SOCI-3770 and SOCI-4770) and:*

- NASC-2300, World Regional Geography  
SOCI-2250, Social Problems  
SOCI-2350, Cultural Anthropology  
SOCI-3205, Marriage and the Family  
SOCI-3245, Sociology of Religion  
SOCI-3250, Race and Ethnicity  
SOCI-3270, Social Stratification  
SOCI-3305, Population and Society

SOCI-4175, Seminar in Social Research

SOCI-4305, Urban Sociology

SOCI-4790, Internship

*\*Up to 9 elective credit hours may be taken from the following:*

CRIM-3000, Criminal Law

CRIM-3100, Theories of Crime and Deviance

CRIM-3220, Religion and Crime

CRIM-3300, Juvenile Delinquency

CRIM-4200, Crime and Place

EXSC-2209, Personal and Community Health

MGMT-3500, Organizational Behavior

PHIL-3550, Political Philosophy

PHIL-4410, Social Ethics

PHIL-4550, Advanced Logic

PHIL-4860, Philosophy of Law

POLS-2750, Public Policy Analysis

POLS-4600, Public Administration

PSYC-4012, Introduction to Counseling Psychology

PSYC-4820, Social Psychology

THEO-3260 or ECON-3260, Catholic Social Teaching (cross-listed)

### Requirements for a Minor in Sociology:

SOCI-1000, Introduction to Sociology

SOCI-3105, Sociological Theory

and 12 additional credit hours of SOCI-prefix courses

### Additional Requirements:

1. No grade lower than C- in a Core Requirement course may be used toward the Sociology major.
2. No grade lower than C- can be used toward the Sociology minor.
3. Transfer students majoring in Sociology must take a minimum of 40% of the coursework required for the major at Benedictine College.
4. Transfer students pursuing a minor in Sociology must take a minimum 50% of the coursework required for the minor at Benedictine College.

### Careers in Sociology:

Careers in sociology include the following: Administration (hospital, mental health, social agencies, voluntary services), social systems analysis, business and industry (advertising, employee relations, marketing, personnel, research), community planning, counseling (alcohol, drugs, employment, guidance, mental health, rehabilitation),

environmental research and planning, government (data analysis, personnel, research), market research, minority and race relations staff, public housing staff, public opinion research, public relations, regional planning and development, research advertising, census, marketing research, public opinion research, teaching, aging (geriatric aides, area

agencies on aging, planning and research services to aging), urban affairs, policy analysis, planning and coordination, human resources development, health services administration, program analysis, staff aide, management of public systems, and others.

### **Suggested sequence of courses for a Bachelor of Arts degree in Sociology**

This eight-semester plan includes only the broad outlines within which programming can be arranged and adapted to the student's individualized needs and plans. It is expected that a major program will be planned by the student with his or her advisor and/or the department chair and that of the electives; several will be in the field of sociology.

#### **Freshman Year**

ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature	3
THEO-1100, Introduction to Theology	3	Aesthetic Foundation	3
GNST-1000, BC Experience	1	Understanding Natural World Foundation	4
SOCI-1000, Introduction to Sociology	3	MATH-1220, Introductory Statistics	4
Historical Inquiry Foundation	3	Exercise Science requirement	1-2
Skills and Perspectives or Electives	3		
	<hr/>	16	<hr/> 15-16

#### **Sophomore Year**

Sociology Elective	3	Elective	3
Aesthetic Experience	3	NASC-2300, World Regional Geography	3
Faith Foundation	3	Foreign Language	4
Foreign Language	4	Skills and Perspectives and/or Historical	3-6
Skills and Perspectives or Electives	3	EXSC Fitness course	1
	<hr/>	16	<hr/> 14-17

#### **Junior Year**

Sociology Elective	3	SOCI-3105, Sociological Theory	3
Philosophical Inquiry Foundation	3	Faith Foundation	3
SOCI-3155, Research Design	3	Philosophical Inquiry Foundation	3
Skills and Perspectives or Electives	6	Sociology Elective	3
		Elective or General Education	3
	<hr/>	15	<hr/> 15

#### **Senior Year**

SOCI-COMP, Senior Comp. Exam	cr	Elective	3
Sociology Elective	3	Skills and Perspectives or Electives	9
Skills and Perspectives or Electives	9-12	Internship in Sociology or Elective	3
		Second Course in Research Methods or Elective	3
	<hr/>	15-18	<hr/> 18

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## Spanish

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### Program Mission

The mission of the Spanish Program is to develop proficient communicators in and translators and readers of Spanish. Learners will also demonstrate knowledge of the structure of the Spanish language, and of the cultures, history and literatures of the Spanish-speaking world.

### Program Outcomes

1. Graduates will demonstrate proficiency in interpersonal communication in Spanish.
2. Graduates will demonstrate proficiency in presentational communication—writing in Spanish.
3. Graduates will use Spanish in interpersonal communication that is appropriate to the context and the intended audience.
4. Graduates will demonstrate an awareness of Hispanic cultures and how they shape perceptions, practices, and cultural products.
5. Graduates will be able to recognize and express understanding of difference, express a respect for the perspectives of others, and critically reflect on their own worldview.

### Foreign Language Placement

Students who have completed three or more years of a Spanish in high school are required to take the language placement exam before taking a course in Spanish. Students who took two years of Spanish in high school in a strong program are highly recommended but not required to take the placement exam. Students who received dual enrollment or AP credit in Spanish, or who transferred in college credit in Spanish are not required to take the exam. It is highly recommended that students take the placement exam within one year of enrolling at Benedictine College, as this is when their previous language experience will be strongest. Students may not take the placement exam more than once. The placement exam is regularly scheduled at the beginning of the semester, during registration and during SOAR weekends. See the Academic Calendar for dates. For more information, contact the Department of World Languages and Cultures or Admissions.

### Study Abroad

The Department of World Languages and Cultures sponsors several study-abroad programs to provide students with an opportunity for immersion in Spanish. Students majoring in Spanish are required to have an immersion experience abroad in Spanish, either through studying, completing an internship, or volunteering abroad. This requirement may be waived for students who already demonstrate advanced proficiency in the language or who have substantial immersion experience in the target language.

The department-sponsored study abroad affiliations in Spanish are in Valladolid and Seville, Spain. Students also have the option of participating in an exchange program through the College's affiliation with ISEP. This program is administered by the International Programs office.

Some language courses are offered on an alternate semester or yearly basis. Those who choose to major or minor in a foreign language should consult with an advisor in the department and declare their course of study as early as possible so as to follow the recommended schedule of classes.

### Requirements for a major in Spanish:

SPAN-1000, Beginning Spanish  
SPAN-1020, Second Semester Spanish  
SPAN-2010, Intermediate Spanish  
SPAN-2020, Intermediate Spanish II  
SPAN-3040, Introduction to Hispanic Literature and Literary Analysis  
SPAN-3400, Introduction to Hispanic Linguistics  
SPAN-3750, Advanced Spanish Grammar and Composition

and 15 additional hours of upper-division Spanish courses, including:

one of the following: SPAN-3010, Spanish Phonetics and Phonology, SPAN-3020, Business Spanish, SPAN-4810, or SPAN-4790, Internship (3 hrs)  
SPAN-3710, Spanish Civilization and Culture or SPAN-3720, Latin American Civilization and Culture  
SPAN-3650, Survey of Latin American Literature or SPAN-3660, Survey of Spanish Literature

SPAN-4700, Selected Topics in Latin American Literature or SPAN-4800, Select Topics in Spanish Literature

*Note: At least 12 hours towards the major must be completed on campus at Benedictine and not through study abroad.*

#### **Requirements for Prospective Teachers of Spanish:**

The student will complete the Spanish major as outlined above. In addition, the student will complete FORL-4457. The student will also complete a major in Secondary Education.

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

SPAN-1000, Beginning Spanish

SPAN-1020, Second Semester Spanish

SPAN-2010, Intermediate Spanish  
 SPAN-2020, Intermediate Spanish II  
 SPAN-3040, Introduction to Hispanic Literature and Literary Analysis  
 and nine additional hours of upper-division courses in Spanish.

Transfer students who intend to major or minor in Spanish must take a minimum of 50% of the 3000-level and above courses required for the major either at Benedictine College or through an approved study abroad programs.

#### **Suggested sequence of courses for a Bachelor of Arts degree in Spanish\***

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature
SPAN-1000, Beginning Spanish	4	SPAN-1020, Second Semester Spanish
THEO-1100, Introduction to Theology	3	EXSC-1115, Wellness for Life
Two Foundations courses (see below)	6-7	EXSC Fitness course
GNST-1000, BC Experience	1	Two Foundations courses (see below)
		Elective or foundation
	17-18	17-18

Student should select courses from the following Foundations during the freshman and sophomore years:

- Historical Inquiry (1 course)
- Natural World (1 course with or without lab)
- Person and Community (1 course; recommended freshman year)
- Faith (1 course; recommended sophomore or junior year)
- Mathematical Reasoning (1 course)

<b>Sophomore Year</b>		
SPAN-2010, Intermediate Spanish	4	SPAN-2020, Intermediate Spanish II
Natural World Foundation	3-4	SPAN-3040, Intro to Hisp Lit & Lit Analy.
Philosophical Inquiry Foundation	3	Faith Foundation
Electives or foundation	6	Electives or foundation
	16-17	15

<b>Junior Year</b>		
SPAN-3040, Intro to Hispanic Literature	3	Spanish Civilization and Culture or
SPAN-3400, Intro to Hispanic Linguistics	3	SPAN-3720, Latin Amer Civ and Culture)
Philosophical Inquiry Foundation	3	(Study Abroad)
Electives	6	
	15	17

\*Please note that students majoring in Spanish are 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)**

	<b>Senior Year</b>		
SPAN-3650, Survey of Latin American Lit. or SPAN-3660, Survey of Spanish Lit.	3	SPAN-COMP, Senior Comprehensive Spanish Elective	cr 3
SPAN-4700, Selected Topics in Latin Amer Lit or SPAN-4800, Select Topics in Spanish Literature	3	Electives	15
Mathematical Reasoning Course	3		
Electives	9		
	<hr/>	18	<hr/>
			18

\*Please note that students majoring in Spanish are encouraged to double major; thus, courses indicated as electives would ideally fulfill another major.

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### **Speech Communication**

Benedictine College offers speech communication to the general student body in fulfillment of the oral communication skills and perspectives general

education requirement. Speech Communication is offered by the Department of Theatre & Dance.

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### **Spiritual Direction**

Five graduate-level classes in spiritual direction are offered as an option for students who take part in Souljourners, an ecumenical formation program for spiritual directors/companions. Souljourners is offered through Sophia Center, the spirituality

center of the Benedictine Sisters of Mount St. Scholastica, one of the co-sponsors of Benedictine College. These stand-alone classes may not be used toward any undergraduate or graduate degree program offered at Benedictine College.

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### **Strength and Conditioning**

#### **Program Mission**

The mission of the Strength and Conditioning program at Benedictine College is to provide a top tier education in the community of faith and scholarship. We are committed to the preparation and development of skills necessary to successfully engage in a career in Strength and Conditioning or to pursue post-undergraduate education. The Program collaborates with the National Strength and Conditioning Association.

#### **Program Outcomes**

1. Graduates will have the ability to assess the physical ability of an athlete specific to a sport or desired fitness level.
2. Graduates will have the ability to design a strength and conditioning program to meet the needs of an athlete or individual.

3. Graduates will understand the energy systems of muscle physiology and to have an ability to manipulate programs to meet those needs.
4. Graduates will demonstrate the ability to manage and utilize a strength and conditioning facility.
5. Graduates will reflect on his or her volunteer experiences related to field professionals, including how these experiences developed the ability to interact with people of diverse backgrounds and experiences as colleagues, clients, and students.

Transfer students must complete at least 40% of their major course work at Benedictine College to receive a B.A. in Strength and Conditioning.

#### **Strength and Conditioning Major (43)**

The Strength and Conditioning major is committed to student preparation and development of skills necessary to successfully engage in a career in

Strength and Conditioning or to pursue post-undergraduate education. The major does this by collaborating with the National Strength and Conditioning Association to provide the opportunity for students to become certified personal trainers and Strength and Conditioning Specialists.

EXSC-2260, Muscular Involvement for Resistance Training (2)  
 EXSC-2209, Personal and Community Health (2)  
 EXSC-2210, First Aid and Personal Safety (2)  
 EXSC-2240, Structural Anatomy (3) or  
 BIOL-2242/2243, Human Anatomy & Physiology I/Human Anatomy & Physiology II  
 EXSC-2260, Muscular Involvement for Resistance Training (2)  
 EXSC-2263, Care and Prevention of Athletic Injuries (3)  
 EXSC-3303, Basic Nutrition (3) and/or  
 EXSC-3340, Sports Nutrition (preferred) (3)  
 EXSC-3310, Introduction to Personal Training (3)

EXSC-3320, Essentials of Strength and Conditioning (3)  
 EXSC-3330, Advanced Weight Training and Plyometrics (2)  
 Two Theory of Coaching Courses (EXSC-3351, EXSC-3352, EXSC-3353, EXSC-3354, EXSC-3355, EXSC-3369 —two credits each)  
 EXSC-3350, Psychology and Methods of Coaching (2)  
 EXSC-3357, Tests and Measurement (3)  
 EXSC-3366, Exercise Physiology (3)  
 EXSC-3380, Kinesiology and Biomechanical Analysis (3)  
 EXSC-4402, Organization and Administration of Physical Education and Sport (2)  
 ATHC-4407, Pharmacology in Athletic Training (2)  
 EXSC-4422/4423, Strength and Conditioning Practicums (One credit each)  
 STRC-COMP, Senior Comprehensive  
 An internship in Strength and Conditioning is strongly encouraged.

### **Suggested sequence of courses for a Bachelor of Arts degree in Strength and Conditioning**

<b>Freshman Year</b>		
GNST-1000, BC Experience	1 EXSC-2210, First Aid & Personal Safety	2
ENGL-1010, English Composition	3 Aesthetic Foundation	3
EXSC-1115, Wellness for Life	1 EXSC-2240, Structural Anatomy	3
EXSC-2209, Personal & Community Health	2 Historical Inquiry Foundation	3
BIOL-1107, Principles of Biology	4 Swimming Course	1
Mathematical Reasoning	3 Electives	2
Electives	2 EXSC-2260, Muscular Involvement in Resistance Training	2
	16	16
<b>Sophomore Year</b>		
Foreign Language	4 Foreign Language	4
THEO-1100, Introduction to Theology	3 PHIL-1750, Principles of Nature	3
Aesthetic Experience	3 Historical Inquiry Foundation	3
Person and Community Foundation	3 EXSC-3303, Basic Nutrition	3
EXSC-2263, Care & Prevention of Ath. Inj.	3 or EXSC-3340, Sports Nutrition	
	EXSC-3330, Advanced Weights & Plyomet.	2
	Elective	1
	16	16
<b>Junior Year</b>		
EXSC-3310, Intro. to Personal Training	3 EXSC-3320, Essentials of Strength & Cond.	3
EXSC-3357, Tests & Measuremts. of HWES	3 Faith or Philosophy	3
Faith or Philosophy	3 Theory of Coaching	2
Natural World	4 EXSC-3366, Physiology of Exercise	3
EXSC-3380, Kinesiology & Biomechanics	3 Dance Class	1
	Electives	4
	16	16

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## **Suggested sequence of courses for a Bachelor of Arts degree in Strength and Conditioning (Continued)**

	<b>Senior Year</b>	
Faith or Philosophy	3	Faith or Philosophy 3
ATHC-4407, Pharmacology	2	EXSC-4402, Organization & Admin. 2
Theory of Coaching	2	EXSC-4423, Strength & Conditioning Prac. 1
EXSC-3350, Psych. & Methods of Coaching	2	Electives 10
EXSC-4422, Strength & Conditioning Pract.	1	STRC-COMP, Senior Comprehensive cr
Electives	6	

16

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## **Theatre Arts**

### **Theatre Arts Program Mission**

The mission of the Theatre Program is dedicated towards creating “total theatre-makers.” Performing arts provide the indispensable social functions of entertainment, enlightenment, and education. For the theatre artist, performing arts teaches practical skills including collaboration, creative problem solving, communicative clarity, organizational prowess, ethics, and time management skills through the execution of production. This execution is implemented onstage and in classroom simulation.

### **Program Outcomes**

1. Comprehend how the techniques and practices of theatre arts and dance are used for creative thought and artistic expression.
2. Possess knowledge of diverse historical and multi-cultural dimensions and traditions of theatre arts and dance.
3. Execute basic production processes in the areas of acting, dance, stage direction, choreography, design, and the necessary technical operations related to production.
4. Graduates will be prepared for successful transfer to graduate or conservatory programs and/or to pursue professional careers in the theatre and dance performance, theatre and dance education or allied fields.

### **Theatre Arts Management Program Mission**

The mission of the Theatre Arts Management Program is dedicated towards creating “total theatre-makers.” Performing arts provide the indispensable social functions of entertainment, enlightenment, and education. For the theatre artist, performing arts

teaches practical skills including collaboration, creative problem solving, communicative clarity, organizational prowess, ethics, and time management skills through the execution of production. Those same skills are implemented in this dynamic major with not just an emphasis in the Theater Program, but also through courses from various business programs including management, marketing, finance, and other business-related courses. The program will hone student skills to develop their own theatre company, enabling and providing platforms for future artists to fulfill in a business enterprise. This execution is implemented onstage, in classroom simulation, and through hands on experience in the workforce through internships.

### **Program Outcomes**

1. Comprehend how the techniques and practices of theatre arts and dance are used for creative thought and artistic expression.
2. Possess knowledge of diverse historical and multi-cultural dimensions and traditions of theatre arts and dance.
3. Execute basic production processes in the areas of acting, dance, stage direction, choreography, design, and the necessary technical operations related to production.
4. Graduates will be prepared for successful transfer to graduate or conservatory programs and/or to pursue professional careers in the theatre and dance performance, theatre and dance education or allied fields.
5. Develop a plan for a homegrown theatre organization to be simulated in class, focused on a multi-year plan of implementation to production.

6. Have experience assisting in the production program as box office manager and stage manager for two separate productions.

The Department of Theatre and Dance serves the entire college community by offering curricular and co-curricular programs in the liberal arts tradition. All departmental courses and co-curricular activities are open to the entire student body provided necessary prerequisites have been met.

The departmental curriculum in theatre is designed to meet the needs of students seeking careers in the professional theatre or entrance into graduate study. The pre-professional training is rooted in dramatic classics and coupled with fresh and exciting perspectives and interpretations of those works. The department also focuses on the best works by major contemporary dramatists providing students with a well-rounded production experience. Under the theatre arts major, students may elect to emphasize performance, technical theatre/design, or theatre arts management.

Student participation in the staging of plays, musicals, and dance performances for the public *is a required* part of the theatre major's training. Therefore, a production-oriented program provides ample opportunity for practical application of course work. Just as the departmental curriculum exposes majors to all aspects of work in theatre, so, too, are students expected to gain production experience in both performance and technical/design capacities. The combination of course work and intensive practical experience insures the development of the broad range of skills necessary for success in the field. Departmental faculty facilitates students in planning and achieving career goals. To this end, students are encouraged to seek summer employment in theatrical endeavors according to their interests, to participate in professional organizations, to attend conferences and workshops (such as the Kennedy Center American College Theatre Festival in which the department participates yearly), to work on Discovery projects, and to take on lead assignments in the mounting of departmental productions.

#### **Requirements for a major in Theatre Arts:**

THTR-1800, Script Analysis  
THTR-1150, Fundamentals of Acting  
THTR-1550, Stagecraft

THTR-2150, Techniques of Acting  
THTR-2210, Stage Makeup  
THTR-2245, Voice & Movement  
THTR-3150, Advanced Acting Styles  
THTR-3520, Scene Design  
THTR-3560, Lighting Design or  
THTR-3580, Costume Design  
Three theatre history courses:  
THTR-3810, Theatre History and Literature to 1640  
THTR-3820, Theatre History and Literature From

1640 Through 1918

THTR-3830, Modern and Contemporary Theatre  
THTR-4150, Play Direction  
THTR-COMP, Senior Comprehensive Exam  
or THTR-4950, Senior Creative Project

*plus* six hours of Production Arts

*and* six hours of theatre electives.

In lieu of the senior comprehensive examinations, departmental majors are provided the opportunity and privilege of culminating their undergraduate studies with a senior creative project. Students desiring this option take THTR-4950.

Majors **must** participate in the college production program in four of the following capacities: assistant director or stage manager, box office and publicity or house management, performance, assistant or lead designer, and/or production crew positions.

#### **Requirements for a minor in Theatre Arts:**

THTR-1800, Script Analysis  
THTR-1150, Fundamentals of Acting  
THTR-1550, Stagecraft  
*plus* four hours of Production Arts  
*and* two courses selected from  
THTR-3810, Theatre History and Literature to 1640  
THTR-3820, Theatre History and Literature From  
1640 Through 1918  
THTR-3830, Modern and Contemporary Theatre  
*plus* six additional hours selected from theatre arts.

The minimum total hours for the minor will be twenty-one; nine hours must be in courses numbered 3000 or above.

Minors **must** participate in the college production program in two of the following capacities: assistant director or stage manager, box office and publicity or house management, performance, assistant or lead designer, and/or production crew positions.

**The requirements for a special double major in English and Theatre Arts:**

A full major in both English and Theatre Arts can be earned through applying interdepartmental courses in both fields and thus reducing the total number of hours that might otherwise be required.

ENGL-1600, British Literature to 1750

ENGL-1650, British Literature After 1750

ENGL-1700, American Literature to the Civil War

ENGL-1750, American Literature After the Civil War

ENGL-3020, Shakespeare

ENGL-4110, Literary Criticism

ENGL-4310, Introduction to Linguistics

THTR-4950, Senior creative project

ENGL-COMP, Senior comprehensive examination

*choose one from:*

ENGL-1500, World Literature I: Ancient to Renaissance

ENGL-1550, World Literature II: Enlightenment to the Present

*choose two from:*

THTR-3810, Theatre History and Literature to 1640

THTR-3820, Theatre History and Literature From 1640 Through 1918

THTR-3830, Modern and Contemporary Theatre

*plus*

THTR-1800, Script Analysis

THTR-1150, Fundamentals of Acting

THTR-1550, Stagecraft

THTR-2150, Techniques of Acting

THTR-2210, Stage Makeup

THTR-2240, Voice and Diction

THTR-3520, Scene Design

THTR-4150, Play Direction

*choose one from*

THTR-3560, Lighting Design

THTR-3580, Costume Design

Majors must complete six semesters of Production Arts.

Majors **must** participate in the college production program in four of the following capacities: assistant director or stage manager, box office and publicity or house management, performance, assistant or lead designer, and/or production crew positions.

**Requirements for a major in Theatre Arts**

**Management:**

**Business/Management Component**

ACCT-2090, Principles of Financial Accounting

ECON-2100, Principles of Microeconomics

BUSI-4850, Seminar on Executive Writing and Communication

MGMT-3400, Enterprise Management

MATH-1220, Introductory Statistics

BUSI-3710, Legal Environment of Business

MKTG-3100, Principles of Marketing

FINC-3100, Principles of Finance

*plus* one 3000- or 4000-level elective in ACCT, BUSI, MGMT, or MKTG.

**Theatre Arts Component**

THTR-1800, Script Analysis

THTR-1150, Fundamentals of Acting

THTR-1550, Stagecraft

THTR-2210, Stage Makeup

THTR-3520, Scene Design

THTR-3560, Lighting Design

or THTR-3580, Costume Design

THTR-3600, Management for Theatre

THTR-4150, Play Direction

and

THTR-3810, Theatre History and Literature to 1640

THTR-3820, Theatre History and Literature From 1640 Through 1918

THTR-3830, Modern and Contemporary Theatre

Majors must complete three hours of Production Arts. Majors must also participate in the college production program as assistant director or stage manager, and in box office and publicity, plus two of the following capacities: performance, technical design including costume, lighting, scenic, sound, and props design, and/or production run crew.

Transfer students majoring in Theater Arts must take a minimum of 40% of the coursework required for the major at Benedictine College. Transfer students pursuing a minor in Theater Arts must take a minimum of 25% of the coursework required for the minor at Benedictine College.

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

<b>Freshman Year</b>		
THTR-1110, Production Arts	1	THTR-1120, Production Arts
THTR-1800, Script Analysis	3	THTR-1150, Fundamentals of Acting
THTR-1550, Stagecraft	3	THTR-2210, Stage Makeup
ENGL-1010, English Composition	3	PHIL-1750, Principles of Nature
GNST-1000, BC Experience	1	Person and Community Foundation
THEO-1100, Intro to Theology	3	EXSC-1115, Wellness for Life
Foreign Language	4	Foreign Language
	18	18
<b>Sophomore Year</b>		
THTR-2110, Production Arts	1	THTR-2120, Production Arts
Theatre History & Literature (1)	3	THTR-2150, Techniques of Acting
Philosophical Inquiry	3	Theatre History & Literature (2)
Mathematical Reasoning Foundation	3	THTR-2245, Voice & Movement
Aesthetic Experience	3	Understanding the Natural World
Elective	3	EXSC Fitness course
	16	15
<b>Junior Year</b>		
THTR-3110, Production Arts	1	THTR-3120, Production Arts
THTR-3150, Advanced Acting Styles	3	Theatre Design Course
Theatre History & Literature (3)	3	Faith Foundation
Theatre Design Course	3	Theatre Elective (Playwriting)
Theatre Elective	3	THTR-3150, Advanced Acting Styles
Faith Foundation	3	Philosophical Inquiry
	16	16
<b>Senior Year</b>		
THTR-4150, Play Direction	3	THTR-COMP, Comprehensive Exam, or
Theatre Elective (Special Topic)	3	THTR-4950, Senior Creative Project
Understanding the Natural World	3–4	Electives/Minor
Electives/Minor	6	
	15–16	15

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## Theology

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### Program Mission

The mission of the Theology Program is to teach Catholic theology “in a manner faithful to scripture, Tradition, and the Church’s Magisterium” and thereby to provide “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, the Theology Program introduces students to Catholic theology as an exercise in “faith seeking understanding.” Mindful of its ethical obligations to the Church and the world, the program also seeks to foster ecumenical awareness and concern for Catholic Social Teaching and to prepare student majors for teaching, parish work, youth ministry, and graduate studies.

### **Program Outcomes**

1. Students will achieve a knowledge base of theology.
2. Students will learn to apply theology.
3. Students will gain skills competency in theology.
4. Students will learn and apply the Church's doctrine of dialogue with non-Catholics as practice for more effective engagement with today's multicultural world.

### **Requirements for a major in Theology:**

36 credit hours with the following distribution:

THEO-1100, Introduction to Theology

THEO-2000, Christian Moral Life

THEO-4500, Seminar

3 hours – Old Testament Studies. One course chosen from:

THEO-2100, Old Testament I: Pentateuch

THEO-3100, Old Testament II: Wisdom Literature

THEO-3110, Old Testament III: Prophets

3 hours – New Testament Studies. One course chosen from:

THEO-2150, New Testament I: Synoptic Gospels

THEO-3150, New Testament II: Pauline Literature

THEO-3160, Gospel of John

3 hours – Historical Studies. One course chosen from:

THEO-3420, History of the Catholic Church I

THEO-3430, History of the Catholic Church II

3 hours – Ecumenical Studies. One course chosen from:

THEO-3820, Christianity and World Religions

THEO-3840, The Protestant Tradition

3 hours – Christian Life Studies. One course chosen from:

THEO-3200, Sacraments and Liturgy

THEO-3220, Christian Marriage

THEO-3260, Catholic Social Teaching

THEO-3240, Benedictine Spirituality

THEO-3280, Spiritual Theology

3 hours – Doctrinal Studies. One course chosen from:

THEO-3680, Faith and Reason II

(Note: *Prerequisite: PHIL-3670*)

THEO-3620, Theology of the Church

THEO-3640, Christ and the Trinity

THEO-3660, Mary, Mother of God

Nine hours of electives. Note: any Theology course may count as an elective except THEO-2010, Biblical Hebrew I; up to one Evangelization and

Catechesis course may also count (but not more than one Evangelization and Catechesis course).

THEO-COMP, Senior Comprehensive (cr)

### **Theology/Secondary Education Major:**

The Theology/Secondary Education major is designed to prepare theology graduates to become outstanding high school theology teachers. Throughout courses, associated field experiences, and culminating with a 12-week supervised teaching internship in a Catholic high school, graduates will demonstrate a mastery of theology content as well as pedagogical competency as a beginning teacher. Although this program does not qualify for Kansas state teacher licensure, graduates will nevertheless meet the same high standards required of all teacher education program candidates.

### **Theology Curriculum:**

THEO-1100, Introduction to Theology (3)

THEO-2000, Christian Moral Life (3)

THEO-2100, Old Testament I: Pentateuch (3)

THEO-2150, New Testament I: Synoptic Gospels (3)

THEO-3200, Sacraments and Liturgy (3)

THEO-3220, Christian Marriage (3)

THEO-3820, Christianity and World Religions (3)

THEO-3260, Catholic Social Teaching (3)

THEO-3420, History of the Catholic Church I (3)

THEO-3430, History of the Catholic Church II (3)

THEO-4500, Seminar (3)

THEO-4457, Methods of Teaching Theology (2)

Theology Elective – 3 credit hours (any THEO or EVCA listed course of 3 or more credit hours except THEO-2010, Biblical Hebrew I)

**Education Curriculum: See “Requirements for a B.A. Degree in Secondary Education” (School of Education)**

### **Requirements for a Minor in Theology:**

18 credit hours with the following distribution:

THEO-1100, Introduction to Theology

THEO-2000, Christian Moral Life

3 hours – Biblical Studies. One course chosen from:

THEO-2100, Old Testament I: Pentateuch

THEO-3100, Old Testament II: Wisdom Literature

THEO-3110, Old Testament III: Prophets

THEO-2150, New Testament I: Synoptic Gospels

THEO-3150, New Testament II: Pauline Literature

THEO-3160, Gospel of John  
 9 hours electives (Note: Any theology course may count as an elective except THEO-2010, Biblical Hebrew I.)

**Concentration in Theology for the Education Major:**

Fulfill the requirements for a Minor in Theology as listed above (18 hours).

Transfer students pursuing a major or minor in Theology or Evangelization and Catechesis must take a

minimum of 50% of the coursework required for the major or minor at Benedictine College.

Note: If a student has not taken THEO-1100 that is needed as the prerequisite for many courses, please consult with the instructor concerning special permission to take the course.

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

<b>Freshman Year</b>		
ENGL-1010, English Composition	3	Aesthetic Foundation
GNST-1000, BC Experience	1	Foreign Language
THEO-1100, Introduction to Theology	3	PHIL-1750, Principles of Nature
Historical Foundation	3	Historical Foundation
Foreign Language	4	Theology – Old Testament
EXSC Fitness course	1	
EXSC-1115, Wellness for Life	1	
	<hr/> 16	<hr/> 16
<b>Sophomore Year</b>		
Person and Community Foundation	3	Aesthetic Foundation
Theology – New Testament	3	Theology – Doctrinal
Philosophical Inquiry Foundation	3	THEO-2000, Christian Moral Life
Natural World Foundation	4	Electives
Elective	3	
	<hr/> 16	<hr/> 17
<b>Junior Year</b>		
Theology – Historical	3	Theology – Christian Life
Philosophical Inquiry Foundation	3	Theology elective
Natural World Foundation	3–4	Mathematical Reasoning Foundation
Electives	6	Electives
	<hr/> 15–16	<hr/> 17
<b>Senior Year</b>		
Theology electives	6	Theology elective
Philosophical Inquiry Foundation	3	THEO-4500, Seminar
Electives	7	Electives
		THEO-COMP, Senior Comp
	<hr/> 16	<hr/> 16

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## Course Descriptions

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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

M: generally in the summer

S: generally in the spring

D: at the discretion of the department

B: generally both fall and spring semesters

I: infrequently offered

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

C = Core

*Foundations*

AE = Aesthetic Experience

*Skills and Perspectives*

F = Faith

GP = Global Perspective

HI = Historical Inquiry

OC = Oral Communication

MR=Mathematical Reasoning

SM = Scientific Method

PC = Person and Community

VC = Visual Communication

PI = Philosophical Inquiry

WP = Western Perspective

NW = Understanding the Natural World

WC = Written Communication

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### Accounting

#### **ACCT-2090**

##### **Principles of Financial Accounting (3) (B)**

This course introduces the fundamentals of accounting: recording business transactions, adjusting accounts, and preparing financial reports; accounting for cash, receivables, fixed assets, and inventories are also covered.

#### **ACCT-2100**

##### **Principles of Managerial Accounting (3) (B)**

This course introduces the fundamentals of management accounting: traditional cost systems, activity-based costing, cost-volume-profit analysis, accounting for decision-making, and budgeting. *Prerequisite: ACCT-2090.*

#### **ACCT-3270**

##### **Intermediate Financial Accounting Theory I (3)**

**(F)**

This course reviews the preparation of the statement of financial position (balance sheet), income statement, statement of retained earnings, and statement of cash flows. In-depth study and analysis of the asset accounts including: cash, account receivable, note receivable, inventories, property, plant & equipment and intangible assets. *Prerequisite: Grade of C or better in ACCT-2090 or permission of instructor.*

#### **ACCT-3280**

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

This course is a continuation of ACCT-3270. Content includes accounting for income tax expense, pension, capital leases, methods of revenue recognition, earnings per share, long-term debt. *Prerequisite: ACCT-3270.*

#### **ACCT-3630**

##### **Federal Income Tax Accounting (3) (S)**

Study and application of the current tax law, codes and regulations as it applies to individual federal income tax situations are covered in this course. Tax planning, preparation of tax returns, and tax research are involved. *Prerequisite: Sophomore standing.*

#### **ACCT-3640**

##### **Tax Issues in Business Decisions (3) (D)**

This course is about developing a broad based knowledge of the U.S. income taxation system. An emphasis will be placed on distinguishing between the advantages, both tax and non-tax, of each available business structure and on the tax implications of varying business decisions. *Prerequisite: FINC-3100 or permission of instructor.*

**ACCT-3730****Cost Accounting I (3) (F)**

This course is an-depth study of both traditional and advanced cost accounting techniques. The focus is on cost systems that aid managerial decision making. Emphasis is put on computational issues, modern business environments, and the integration between accounting techniques and managerial decision-making. *Prerequisite: Grade of C or better in ACCT-2100 or permission of instructor.*

**ACCT-3820****Accounting Information Systems I (3) (S)**

This course emphasizes the understanding and critique of business processes that generate data used in accounting information systems. Business processes will be studied, flowcharted, and analyzed, along with related information systems and key controls. Microsoft Excel™ and Access™ will be utilized to apply business process knowledge to support business decision-making. This course will include an introduction to data analytics as well as an overview of emerging technologies in accounting. *Prerequisite: ACCT-3270.*

**ACCT-4010****Advanced Financial Accounting Theory I (3) (S)**

This course provides a comprehensive treatment of the preparation of consolidated financial statements for parent corporations and their subsidiaries. Accounting for stock investments using the equity method, segment and interim reporting, statement of cash flows, and partnership formation and liquidation are also included. *Prerequisite: ACCT-3280.*

**ACCT-4020****Advanced Financial Accounting Theory II (3) (F)**

This course provides in-depth study and analysis of advanced accounting topics including: foreign currency transactions and hedging, translation of foreign currency financial statements, international accounting standards, corporate reorganizations and liquidations, and government and not-for-profit accounting, which accounts for approximately 30% of the course. *Prerequisite: ACCT-3280.*

**ACCT-4200****Financial Statement Analysis & Business Valuation (3) (F)**

This course will focus on the development and application of models of business valuation in various business situations and on the analysis of financial statements in the development of business valuation models and investment decisions. Case applications of financial theory will be emphasized. *Prerequisites: Accounting majors or Finance majors/minors with senior standing; ACCT-2090 and FINC-3100.*

**ACCT-4780****Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisites: Recommendation of a business department faculty member and junior or senior standing.*

**ACCT-4930****Auditing Theory (3) (F)**

The theory, practice, and current business environment in which auditing is practiced will be studied with an emphasis on preparing students to pass the Auditing section of the CPA exam. The concept of management assertions, professional ethics, legal liability, auditing planning, and auditing the numerous business cycles will be emphasized. The professional standards for auditing both public and private enterprises will be covered and knowledge will be tested in a format similar to that of the CPA exam. A CPA exam study module may be used as a supplement to the textbook. *Prerequisites: Senior standing and ACCT-3280.*

**ACCT-4940****Auditing Practice and Accounting Information Systems II (3) (S)**

The practice of auditing, documented through digital workpapers using an audit simulation, supplemented with computer-aided audit techniques will be emphasized. This includes a detailed study of auditing information systems, information security, identity protection, and specific general and application controls used to insure the accuracy of accounting data for preparation of enterprise financial statements. *Prerequisite: ACCT-4930.*

**ACCT-5510****Accounting Information for Management (3)**

This course provides an analysis of accounting information and the control function within the firm. This course focuses on the role of the corporate controller of the firm. Specifically, decisions involving the management functions of determining and controlling relevant costs are examined and developed. This course introduces the role that budget and cost analysis play in effective operations management as well as product pricing. The course explores approaches to the development and management of planning and control functions, methods and systems for the firm.

**ACCT-COMP****Senior Comprehensive Exam (cr)**

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## Architecture

### ARCH-1200

#### Architectural Drawing (3) (S)

Architectural drawing is the graphic language by which the architect develops and records ideas and communicates them to client, patron, builder. Taken as a whole it is a language with many varied forms of expression. This course focuses on freehand representation of architecture with an introduction to the materials and methods that the architect employs as a fine artist. Emphasis includes composition, concepts of form and space in both the frame and picture ground, as well as an introduction to ornamental drawing and its relationship to both organic and geometric forms. Media employed include graphite, chalk, charcoal, and ink. *Prerequisite or corequisite: ART-1000.*

### ARCH-1300

#### Introduction to Architecture (3) (F)

This course presents the world of the architect and architectural drawing organized on the idea of the “Grand Tour.” It is an overview of the paradigmatic architecture of Western Civilization. Via a sequence of architectural subjects, the student will learn how architects think about, observe, and discuss—in both theoretical and practical terms—their work and its perceived suitability to the needs of human beings and their environment. In the weekly lab, students will learn the fundamentals of orthographic and parallel projection drafting as they pertain to representing architectural ideas. Examples will be drawn from and tied to the material covered in the lectures and discussions. Two lecture/discussion periods and one lab period per week.

### ARCH-1410

#### Freshman Studio (4) (S)

Building on ARCH-1300, Introduction to Architecture, but also providing a second door to the Architecture curriculum, Freshman Studio introduces and develops the capacity for spatial reasoning and the conventions for communicating architecture in two dimensions. Freshman Studio, additionally, contributes to the curricular mission that integrates the vision of architecture as an enterprise of the liberal arts in conversations regarding drawing, freedom, and the common good. The major focus will be on two-dimensional communication and in excellent craftsmanship as a foundation for the curriculum, in general, and the studio stream in particular. *Prerequisite: ARCH-1300 (or, prerequisite or corequisite: ART-1000 and one of the following: ART-1010 or ART-1030).*

### ARCH-2111

#### Sophomore Studio 1 (4) (F)

This introductory studio for the architecture major presents a fundamental approach to architectural design. Students are introduced to a vocabulary of architectural forms, treatises, and practices of traditional architectural representation. A series of small projects introduce the students to the elements of the science and art of building in a logical progression. The architectural language of this studio focuses on parsing the grammar of the antique forms of architecture in order to lay the groundwork for the students to engage in centuries-old dialogues—to speak to the past—in both their precedent studies and during their subsequent summer abroad. *Prerequisites: ARCH-1200, ARCH-1410, and MATH-1300. ARCH major. Corequisite: ARCH-2201.*

### ARCH-2112

#### Sophomore Studio 2 (4) (S)

Studio 2 builds on the dialogue and lessons from Studio 1 and engages the classical language of architecture beyond mere form and ornamental effects to visceral connections with human life. Theoretical projects develop along a logical sequence from small, dependent additions to a large, stand-alone building. The education of the future architect broadens to that of becoming a conscientious citizen, aware of the syntax of the community and city in relation to individual works of architecture. Studio 2 introduces important architectural themes such as program analysis, composition, context, construction techniques, as well as the design influence of laws and codes. *Prerequisite: Grade of C or better in ARCH-2111.*

### ARCH-2201

#### Architectural Watercolor & Wash Rendering (3) (F)

This course introduces water-based painting techniques traditional to an architect’s education. The in-studio component introduces the student to the traditional architectural rendering media of India and toned inks and the ways in which they are used to create non-perspectival wash drawings of architectural subjects. Topics include materials, ink washes, casting of shades and shadows, atmospheric perspective, sheet composition, and the production of the Beaux-Arts drawing type called the analytique. This course also takes the student outdoors and introduces methods of the “plein air” style of watercolor to prepare the student for painting various subjects in the field. *Prerequisites: ART-1000, ARCH-1200, and ARCH-1410. Corequisite: ARCH-2111.*

## **ARCH-2300**

### **Architectural History 1 (3) (F)**

This course covers the history of architecture and related arts from the Bronze Age through the Middle Ages including northern European Romanesque and Gothic. This survey of the architecture and urban design of early Western civilization will cover the masterpieces and their connections to the cultures and civilizations that built them, such as ritual and religious sacrifice. The early focus of the course is the cultural evidence for the emergence of the Classical out of the Early Dynastic and Archaic periods via the study of religious and secular monuments. (AE, HI, WP, WC)

## **ARCH-2301**

### **Architectural History 2 (3) (S)**

This survey course addresses the development of Western architecture from the Proto-Renaissance through the 19<sup>th</sup> century. The course focuses primarily on the practice and development of architecture — from monuments to paradigmatic works to cities — as well as the related history of the visual arts, during these periods. Students will study the ways that architecture and art both reflect and contribute to the development of Western civilization. (AE, HI, WC).

## **ARCH-3113**

### **Junior Studio 3 (5) (F)**

Architecture Studio 3, building on the prior year and setting the stage for this junior year, deepens study of the contemporary practice of the Western language of architecture. At the neighborhood scale, architectural types and the relationship to urbanism, with its place types, is introduced. Featured are urban house types (i.e., row house, courtyard house, free-standing city house, stacked housing, and apartment buildings). The studio introduces the architect's responsibility to steward resources in the choice of materials and in the composition of plan and elevation. In the increasing scale of urbanism, this studio focuses on the neighborhood culture of place in which the use of types and symbolic ornament has the greatest capacity as a matrix for social identity. *Prerequisite: ARCH-2112, ARCH-2301, PHYS-2000 (or PHYS-2100) and prerequisite or corequisite: ARCH-2300.*

## **ARCH-3114**

### **Junior Studio 4 (5) (S)**

Architecture Studio 4, building in the sequence, prepares for the senior studios in the contemporary practice of the Western language of architecture. The architectural types are those that are assembled in communal institutions such as a community library, chapel, or town hall. Intensifying is the attention to resources in the building materials and

in the architectural composition. In the increasing scale of urbanism, this studio focuses on the culture of place in towns and in town-sized precincts of cities. Deepening is the use of types and symbolic ornament for sharing communal identity. *Prerequisite: ARCH-3113.*

## **ARCH-3200**

### **Plein Air Drawing & Watercolor (2) (SU)**

The course further develops the skills of field sketching, drawing, and painting that are useful to the architect for the conveyance of survey, contextual analysis, design intent, and their various modes of expression. Exercises are conducted on location: in piazzas, museums, churches in Florence, Vicenza, and Rome with short trips to Siena, Ravenna, and Venice—the perennial classrooms for generations of architects. *Prerequisite: ARCH-2201.*

## **ARCH-3310**

### **Theory and History: Field Study (2) (SU)**

As there can be no substitute for first-hand, field study of buildings and places, this course follows the three-hundred-year practice amongst architects to study the most instructive examples of architecture and urbanism in the Western tradition. These buildings and places are studied for the achievement of beauty, as an outworking of the true and the good, that includes the continuing affirmation of these places as the most livable and the most sustainable built environments. This course will require reading, close observation that includes field-drawing documentation, analytical drawing, discussion, and a summative written report. *Prerequisite: ARCH-2112.*

## **ARCH-3400**

### **Architecture of Cities (3) (F)**

The meaningful arrangements of cities and their institutions is studied chronologically. The course analyzes the metrics of good urbanism in pre-industrial cities and, now again, in contemporary cities. Urban sprawl, while intended to maximize personal choice, contributes significantly to climate change, resource depletion, and social dysfunction. We look at city, district, and neighborhood as the scales in which individuals and institutions build community to effect individual, family, and communal flourishing. Entailed in the shaping of places can be the liberty of choices and self-governance giving access for all to the goods of cities and thereby promoting social equality. *Pre-requisites: ARCH-2301 and ARCH-2112. (PC)*

## **ARCH-4115**

### **Senior Studio 5 (6) (F)**

Building on the sequence in the contemporary practice of the Western language of architecture, the region and

complex urban contexts are introduced. Projects range from communal housing types (such as university housing or a monastery) to civic and institutional ensembles (such as a train station, cathedral, or county courthouse). Resource stewardship looks at larger buildings, complexes, and beyond to the sustainability of places. Architectural challenges include the specific character in public facades using types and ornament that convey civic meaning and decorum. For a city comprised of neighborhoods and districts, the aim is to create iconic and beloved civic architecture. *Prerequisites: ARCH-3114 and ARCH-3310.*

### **ARCH-4116**

#### **Capstone Studio 6 (6) (S)**

Capstone Studio 6 completes the studio sequence in the Western language of architecture. The student brings to bear all the learned considerations of architecture and urban design. The architectural and urban types are assembled in complex ensembles. Competent judgment is exercised in the choice of appropriate building materials, components, types to communicate civic meaning and to steward resources. At this greatest scale of community identity, this studio meets the challenge of representing the culture of place in complex urban designs. *Prerequisites: ARCH-4115 and ARCH-4400. (OC)*

### **ARCH-4400**

#### **Environmental Systems & Sustainability (4) (D)**

This course investigates the interrelationship of architecture, environmental systems, and human needs and/or comfort. Lectures, readings, and exercises probe topics that include climate and weather, environmental health and indoor air quality, thermal comfort, active and passive energy design, life safety systems, water conservation and usage, design strategies for heating, ventilating, and air conditioning, as well as plumbing, noise control, and overall building management. Special emphasis is placed on sustainability issues, energy conservation, and public health and safety. The lab component of this course includes independent assignments to study best options and then design the basic mechanical systems associated with the student's primary studio project. *Prerequisite or corequisite: ARCH-3113.*

### **ARCH-COMP**

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

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### **Art**

#### **Studio Courses**

##### **ART-1000**

##### **Drawing I (3) (B)**

This course uses varied subject matter and drawing media to develop observational skills and explore form, proportion, perspective, and composition. Students will investigate concepts of form, space, line, value, and texture as they work toward developing a personal visual language. Artworks will be analyzed through discussions and group critiques. (AE, VC)

##### **ART-1010**

##### **Foundations of 2-D Design: Composition and Color (3) (B)**

This course explores the fundamentals of visual communication using 2-dimensional forms of design. Students will become familiar with the elements of design and organizational principles. Studio assignments will encourage creative thinking, synthesis and analysis, and problem solving. (AE, VC)

##### **ART-1030**

##### **Foundations of 3-D Design: Form and Space (3) (B)**

This course will use problems of composition and communication in three-dimensions to explore the human experience of form and space. Students will develop creative practices, organizational skills, technical proficiencies, and a familiarity with materials in pursuit of their own solutions to each of these problems. Emphasis also will be placed on critical analysis of problems and solutions. (AE, VC)

##### **ART-2110**

##### **Painting I (3) (B)**

This is a beginning painting course that focuses on color theory, the mixing of colors, application of color, and its relationships to compositional success through the completion of color studies. Techniques of painting are introduced and developed through larger works: still-life, landscapes, historical study, and other subject matter. Artworks will be analyzed through discussions and group critiques *Prerequisite: ART-1000.*

##### **ART-2200, 3201, 3202, 4200**

##### **Sculpture I, II, III, IV (3 ea) (B)**

In these courses, students will explore sculptural processes and materials as opportunities to express themselves and communicate ideas. The beginning class will introduce students to a range of methods, including construction, carving, modeling, mold-making, and casting,

and will investigate representational as well as abstract subject matter. Upper-level courses will delve deeper into specific materials, techniques, and concepts. Artworks will be analyzed through discussions and group critiques.  
*Prerequisite: ART-1000 or ART-1030.*

### **ART-2300**

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

This course examines the principles and theory of aesthetics applied to the design of print and digital images, layouts, branding, and typography. Students will learn fundamental concepts through analog and digital techniques that can be applied to a variety of functions from advertising, magazines, newspapers, and packaging.  
*Prerequisite: ART-1010.*

### **ART-2500, 3501, 3502, 4500**

#### **Printmaking I, II, (F) III, IV (S) (3 ea)**

This course provides a basic introduction to various print techniques through a variety of mediums including relief, Intaglio, and serigraphy. Through the use of line, texture, value, shape, and color, students will practice the technique of printmaking. The historic and contemporary issues of printmaking will be surveyed.  
*Prerequisite: ART-1000.*

### **ART-2600, 3601, 3602, 4600**

#### **Ceramics I, II, III, IV (3 ea) (B)**

These courses explore ceramics as a creative practice that emphasizes both aesthetics and function. Students will discover the possibilities and differences of a variety of clays and glazes. Techniques introduced will emphasize design, construction, decoration, and function of ceramic works. The courses cover both hand-building and wheel-throwing techniques. (AE (ART-2600 only))

### **ART-2800**

#### **Basic Digital Photography (3) (D)**

This course is an introduction to photography, including optics theory, camera operation, and digital manipulation of images. Emphasis will be placed on learning use of equipment, materials, and techniques. The course develops a student's sensitivity to the language of visual communication, including elements of design. Students must provide their own DSLR camera or mirrorless digital camera with RAW file format and manual exposure mode capability, tripod, and shutter cable/remote control (or remote WiFi app). Lab fees cover some supplies. (AE, VC)

### **ART-3001, 3002, 4000**

#### **Drawing II, III, IV (3 ea) (S)**

This course explores drawing using a variety of media, theories, techniques, and subject matter. The course is designed to further develop and improve perceptual and drawing skills, and to develop a personal drawing language. Artworks will be analyzed through discussions and group critiques.  
*Prerequisite: ART-1000.*

### **ART-3090**

#### **Figure Drawing (3) (D)**

This drawing course focuses on the human figure. It explores the classical tradition of observing anatomy directly from nature, which allows students to develop their drawing skills with an understanding of human dignity. Students and models will be provided a professional setting, along with instruction regarding the intellectual foundations and professional standards of this methodology. The course emphasizes the Catholic perspective on aesthetic experience and the ethos of the body.  
*Prerequisites: ART-1000, Art and Design Department major, junior or senior standing, and approval of department chair.*

### **ART-3111, 3112, 4110**

#### **Painting II, III, IV (3 ea) (F)**

This course introduces the student to stretched canvas construction and the problem of support. Through the act of painting, students will learn the proper use of advanced tools and new materials, develop a stronger color vocabulary, and enhance compositional and visual language abilities. A variety of formats are explored including miniature, large stretched canvas, and alternative support. Historical and contemporary trends are investigated. Artworks will be analyzed through discussions and group critiques.  
*Prerequisite: ART-2110.*

### **ART-3121, 3122**

#### **Watercolor I, II (3 ea) (D)**

This course studies transparent watercolor using traditional and experimental techniques. Varied appropriate subject matter is used to explore the watercolor discipline and its tools, materials, vocabulary, and color theory. Artworks will be analyzed through discussions and group critiques.  
*Prerequisite: ART-1000.*

### **ART-3131, 3132**

#### **Encaustics I, II (3 ea) (I)**

This course is an exploration of encaustic (wax and damar resin) painting and its historical origins through creation of works and research. Techniques introduced will include transfers, rub ins, papers, embedding, stamps, natural elements, surface treatments including plaster,

fiber composite works for textural effects, and sculptural elements. Focus will be on compositional abilities and utilization of painting fundamentals as well as medium and technique mastery. Foundational skills in painting will support exercises and application of new techniques. Artworks will be analyzed through discussions and group critiques. *Prerequisite: Permission of instructor.*

### **ART-3210**

#### **Installation Art (3) (D)**

Through readings, seminar-type discussions, an individual studio project, and a large group project, students in this course will explore the history and contemporary practice of installation art, a three-dimensional art form that changes the viewers' perceptions of a space. *Prerequisite: ART-1000 or ART-1030.*

### **ART-3301, 3302, 4300**

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

This course is an advanced study of design principles and theory introduced in ART-2300, Graphic Design 1. In addition to working with printed materials, students will explore multimedia and web design. Graphic design skills for branding from product inception to the hands of the consumer will be explored. *Prerequisite: ART-2300.*

### **ART-3310**

#### **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: ART-2300.*

### **ART-3700**

#### **Calligraphy (3) (I)**

This course covers the history of calligraphy and contemporary uses of the hand-drawn letter form. Students will learn the practice of letter construction, as well as learning to choose the proper pens, inks, papers, and other tools related to calligraphic arts. Books, decorative words, and flourishes will be explored as end products.

### **ART-3801, 3802, 4800**

#### **Photography II, III, IV (3 ea) (D)**

This course presents intermediate and advanced techniques in photography, digital and darkroom techniques. It explores a variety of photographic styles and types, as well as presents some history identifying major contributions to the discipline. It continues to emphasize design as an element of visual communication. Students must provide their own DSLR camera or mirrorless digital camera

with RAW file format and manual exposure mode capability, tripod, shutter cable/remote control (or remote Wifi app), and a flash hot shoe to PC adapter. Students have the opportunity to pursue black and white film photography if they have a 35mm or medium-format film camera with manual exposure capability. Lab fee covers some supplies. Open to non-majors. *Prerequisite: ART-2800.*

### **ART-3803**

#### **Traditional Darkroom Photography (3) (D)**

The purpose of this class is for students to express their fine art visual language through the practical experience of technical and aesthetic principles in traditional analog black and white photography. Working within a fine arts studio environment, students gain an understanding of photography skills necessary for proper film exposure, film development, and darkroom printing. Students will be given the opportunity to investigate conceptual and abstract elements of image making. Historical and contemporary developments in photography will also be studied. Students must provide their own 35-mm film camera with manual exposure mode.

### **Lecture/Discussion Courses**

### **ART-2410**

#### **Art Appreciation (3) (B)**

This course is a qualitative and historical analysis of art as a form of communication. It is a lecture and discussion class that explores the variety of visual art from pre-history to the 21<sup>st</sup> century and includes hands-on activities. This course is designed for the non-art major. (AE, VC, WP)

### **ART-3411**

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

This course studies the visual arts of the world from prehistoric times through the first half of the fourteenth century emphasizing the importance of the visual arts in the history of humanity. The meaning of style and expression in architecture, painting, and sculpture are studied in the context of the historical background of major periods of civilization. (HI, GP, WC)

### **ART-3412**

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

This course studies the visual arts of the world that were produced from Proto-Renaissance to the end of the 19th century. Emphasis will be placed on the significance of specific works from the Renaissance, Baroque, Rococo, and nineteenth century, including new trends that will impact 20<sup>th</sup>-century art. (HI, WP, WC)

### **ART-3413**

#### **Twentieth-Century Art (3) (F, Odd years)**

This course is an in-depth study of forces and personalities producing twentieth-century art. Societal transformation and political upheaval, as well as scientific, psychological, mathematical, and philosophical developments contributed to the exploration of expression through investigations of new materials and abstractions of form, which changed the face of the art world during this time period. (HI)

### **ART-3414**

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

This course is a chronological account of Western photography. The course examines the changing imagery of photography and its influences. Special attention will be given to how a photographic syntax was developed and continues to evolve. Students will explore how technical aspects of photography impact the syntax, as well as how other forms of visual communication influence the language of photography.

### **ART-3415**

#### **History of Graphic Design (3) (D)**

This course involves a survey of graphic design history from late 19th century to the present day. The course will examine the interrelationship of art movements, technological developments, commercial forces, and social trends that have impacted this specialized area of art and visual communications. Students should be able to recognize historic influences in contemporary graphic design.

### **ART-3900**

#### **Junior Seminar (3) (S)**

Juniors will begin preparations for their senior Professional Practices course and Senior Show. Group critiques will be held throughout the semester preparing the students for their first Junior Portfolio review and eventually for their Senior show. Preparation of a database of art works, résumés, graduate school research, professional arts organizations, and artist statements will be introduced as a means to seek professional growth. Students complete all tasks associated with the organization and completion of the Annual Student Art Show. Students also participate in a service-learning component sharing the value and expressiveness of art with youth in the local community.

### **ART-4310**

#### **Design Thinking & Practice (2) (F)**

Design thinking is a method of problem solving through immersion, resulting in novel, creative solutions. In this course, students will explore constraints and areas of

opportunity, then prototype and test new solutions. Skills will be developed in active listening and empathy, problem identification, and experimentation. Students will learn how to apply these skills to the development of new products and services, to address strategic, business, and even social problems. The course will also help students develop the skills necessary to function professionally in a design career. *Prerequisites: Graphic Design major, senior standing.*

### **ART-4311**

#### **Design for Social Good (3) (F)**

This course explores branding, service and interaction design opportunities that respond to real-life: audiences, systems and contexts. It introduces business and design thinking strategies associated with brand development and the idea that design plays a vital role in our local, national, and global society and well-being. Project development will be centered around the application of design principles and their relationship to visual language as a means to promote social good. These theories will be put into practice through a service-learning framework in a real-world setting. *Prerequisites: Graphic Design major, senior standing. (PC)*

### **ART-4457**

#### **Methods of Teaching Art Education (2) (D)**

This course is designed to prepare students to teach art at the PreK–12 level. Focus is on teaching a variety of media and application of technologies in a student-centered art classroom. In addition, the students identify suitable teaching materials to fully engage learners, and prepare tests and critiques to develop assessment skills for the different forms of media. Discussion and reflection are used to explore current trends in effective art instruction, including the purpose of art education, methodologies, teaching philosophies, standards, and curriculum. *By arrangement for Art Education majors.*

### **ART-4460**

#### **Principles of Art Therapy (3) (I)**

This course is an introduction to the history, philosophy, theory, and professional context of art therapy. Students will explore the creative process and visual expression in relationship to therapy. Experiential exercises, readings, guest lectures, and small groups will be utilized.

### **ART-4461**

#### **Art Therapy Clinical Methods (3) (I)**

This course is an exploration of the art media as a treatment modality, including the direct experience of the therapeutic aspects of art processes and materials and their impact on the psychological health of the client.

Workshops provide basic understanding of individual and group processes in art therapy and introduction to clinical assessment tools. Service learning is a critical component of this course. This course is only for students seeking the Art Therapy specialization. *Prerequisites: ART-4460 and permission of instructor.*

### **ART-4462**

#### **Experience and Research in Art Therapy (3) (I)**

This course explores in-depth examination of studio practices in art therapy through individual areas of interest and specialized projects. Students research, observe, and interact with the processes of art therapy and complete observations and experiential assignments through placements. This course is only for students seeking the Art Therapy specialization. *Prerequisite: ART-4461.*

### **ART-4900**

#### **Professional Practices (2) (F)**

This course is designed to introduce students to professional skills and practices in the visual arts in preparation for graduate school, professional advancement in the arts, and employment in art-related fields (i.e. art education, art therapy, graphic design). Instruction in the development of appropriate written and visual documentation for exhibition and grant proposals, along with oral presentation skills will be covered. Students will attend and participate in two professional arts events. Students will prepare for their senior portfolio review. *Prerequisite: ART-3900. (OC)*

### **ART-4901**

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

This course is the final requirement for the Art major. Senior students who have completed ART-4900, Professional Practices, will enroll in this course for the production and assessment of the senior art exhibition. Both individual and group work will be evaluated. Students will organize and lead their own show and assist with peer shows. Weekly seminar topics will be discussed. Students will collaborate on a group service-learning project providing art enrichment to the local community. *Prerequisite: ART-4900.*

### **ART-4950**

#### **Senior Project & Portfolio (2) (S)**

This capstone course utilizes the interdisciplinary components of the graphic design curriculum to facilitate the production of a student led Graphic Design/Marketing/ Web-based project. Students will work independently and in teams to create a visual campaign that showcases their learning. *Prerequisites: ART-4310 and ART-4311.*

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### **Astronomy**

#### **ASTR-1300**

##### **The Sun and the Solar System (4) (F)**

This course is designed primarily for students not majoring in the natural sciences or mathematics, and includes discussions of the Sun and the major constituents of the solar system (planets, comets, minor planets, meteors, etc.) as well as theories of solar system formation and the possibilities of life on other planets. Special attention will be given to the historical development of astronomical ideas and to recent developments in planetary astronomy stemming from space probe missions. Weekly laboratory experiences or telescopic observations of the Sun and planets supplement classroom work. (NW, SM)

#### **ASTR-1400**

##### **Stars and Stellar Systems (4) (S)**

This course is designed primarily for students not majoring in the natural sciences or mathematics who are interested in the structure and evolution of individual stars, star clusters, and galaxies. Specific topics of discussion include the endpoints of stellar evolution (white dwarfs, neutron stars, and black holes), binary star systems, x-ray astronomy, and quasars and exploding radio galaxies. A detailed investigation of the various cosmological theories describing the structure of the universe will also be made. Throughout the course careful attention will be paid to the methods used to arrive at our current level of understanding of the universe. Weekly laboratory experiences or telescopic observations of stars, star clusters, and galaxies supplement classroom work. (NW, SM)

#### **ASTR-3000**

##### **Observational Astronomy (3) (F, Even years)**

This lecture plus laboratory course covers the acquisition and analysis of astronomical data, and the derivation of scientific information from that data. This includes discussion and laboratory application of the principles and techniques required for celestial coordinate systems and timekeeping, telescope and equipment operation, CCD imaging and image analysis, stellar photometry, and astronomical spectroscopy. *Prerequisite: PHYS-2110.*

#### **ASTR-4100**

##### **Introduction to Astrophysics (3) (F)**

A calculus-based introduction to stellar structure and nucleosynthesis. This course will follow the evolution of a star from its “birth” by condensation from the interstellar medium to its “death” as a white dwarf, neutron star, or black hole. Discussions of the equations of hydrostatic equilibrium, the theory of radiative transfer, nuclear processes at the centers of stars, models of stellar

interiors, mass loss from stars, and degenerate stellar configurations will be included. *Offered fall semester of even years. Prerequisite: PHYS-3200. (WC)*

#### **ASTR-4200**

##### **Solar System Astrophysics (3) (F)**

This course covers planetary interiors, planetary atmospheres, natural satellites, the interplanetary medium, the formation and evolution of the solar system, comets, asteroids, and other aspects of our astronomical knowledge of the solar system. *Offered fall semester of odd years. Prerequisite: PHYS-2110. (OC, WC)*

#### **ASTR-4300**

##### **Galaxies and Cosmology (3) (S)**

This course covers our own galaxy, other galaxies, the large-scale structure of the universe, and the evolution of the universe. Important topics on galaxies are the structure and dynamics of our galaxy, the stellar populations of our galaxy and other galaxies, the interstellar medium, the existence of dark matter, and the properties of different types of galaxies. Major topics in cosmology are galaxy clustering, the Big Bang Theory and its derivatives, the structure of space-time, and the possible futures of the universe. *Offered spring semester of odd years. Prerequisite: PHYS-3200. (WC)*

#### **ASTR-COMP**

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

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#### **Athletic Health Care**

##### **ATHC-2212**

##### **Beginning Athletic Health Care Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic health care. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies. *Prerequisites: EXSC-2210 and EXSC-2263.*

##### **ATHC-2213**

##### **Beginning Athletic Health Care Clinical Practicum II (3) (S)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisites: EXSC-2210 and EXSC-2263.*

##### **ATHC-2325**

##### **Medical Terminology and Conditions (2) (S)**

This course provides a way of communicating in the medical and allied health world. It focuses on the terminology of medicine using a systems approach and an explanation of several conditions one may encounter.

#### **ATHC-3312**

##### **Intermediate Athletic Health Care Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisites: EXSC-2209, ATHC-3364, ATHC-3374, or BIOL-2242 and BIOL-2243. Students must also possess a current CPR-AED, Basic Life Support (BLS) certificate.*

#### **ATHC-3313**

##### **Intermediate Athletic Health Care Clinical Practicum II (3) (S)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisite: Students must possess a current CPR-AED, Basic Life Support (BLS) certificate.*

#### **ATHC-3361**

##### **Therapeutic Exercise and Rehabilitation (3) (S)**

This course is designed to provide the athletic health care, pre-physical therapy and pre-professional student with a broad theoretical knowledge base from which specific techniques of rehabilitation may be selected and practically applied in the care and treatment of athletic injuries. *Prerequisites: EXSC-2210, EXSC-2263, and EXSC-3380.*

#### **ATHC-3362**

##### **Therapeutic Modalities (4) (S)**

This course will examine the principles and properties associated with therapeutic modalities. Emphasis will be placed on how and why these modalities are used in the treatment of injuries. Appropriate psychomotor skills will be instructed in a laboratory setting. *Prerequisites: EXSC-2210 and EXSC-2263.*

#### **ATHC-3364**

##### **Recognition and Evaluation of Upper Extremity Athletic Injuries (3) (S)**

This course is designed to provide the student with the cognitive and psychomotor skills necessary for injury assessment of upper extremity injuries of the physically active. Appropriate psychomotor skills necessary for athletic injury assessment will be conducted in a laboratory setting. *Prerequisites: EXSC-2263 and/or BIOL-2242/2243.*

#### **ATHC-3374**

##### **Recognition and Evaluation of Lower Extremity Athletic Injuries (3) (F)**

This course is designed to provide the student with the cognitive and psychomotor skills necessary for injury assessment of lower extremity injuries of the physically

active. Appropriate psychomotor skills necessary for athletic injury assessment will be conducted in a laboratory setting. *Prerequisites: EXSC-2263 and BIOL-2242/2243.*

#### **ATHC-4406**

#### **Administration of Athletic Health Care (2) (F)**

This is a junior/senior level course that will examine the administrative competencies and proficiencies associated with the profession of athletic health care. This includes health care administration, professional development and responsibilities. Students majoring in Exercise Science: General Health may take this course in place of EXSC-4402 if desired. *Prerequisite: EXSC-2263.*

#### **ATHC-4407**

#### **Pharmacology in Athletic Health Care (2) (F)**

This course is designed to provide the student with the cognitive and psychomotor competencies that relate to pharmacology and athletic health care. Prescription and over-the-counter medications common in the practice of athletic health care will be discussed. *Prerequisites: EXSC-2263 and/or EXSC-3366.*

#### **ATHC-4412**

#### **Advanced Athletic Health Care Clinical Practicum I (3) (F)**

This course is designed to give the student the practical experience necessary for athletic health care. *Prerequisites: ATHC-3364 and ATHC-4406. In addition to these course prerequisites, students must also possess a current CPR-AED, Basic Life Support (BLS) certificate.*

#### **ATHC-4413**

#### **Advanced Athletic Health Care Clinical Practicum II (3) (S)**

This course is designed to give the students the practical experience necessary for athletic health care. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies *Prerequisite: ATHC-4412. Students must also possess a current CPR-AED, Basic Life Support (BLS) certificate.*

#### **ATHC-COMP**

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

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## **Biology**

#### **BIOL-1105**

#### **Plants and Civilization (4) (S)**

This course is an introductory, non-majors, course that focuses on the complex relationships between human society and plants. Students explore scientific discoveries in agriculture, crop domestication, and medicine, as well as the aesthetic and cultural value of plants across time and geography. There are three class meetings and one lab period each week. (NW, SM)

#### **BIOL-1107**

#### **Principles of Biology (4) (B)**

This course is a general introduction to the principles and foundations of life science. It is designed to meet the needs of a student not majoring in a scientific discipline. It attempts to convey the concepts and methods involved in scientific approaches to problems in the context of the world of living things. *Do not enroll in this course if your intended major is in any way related to biology or health-related fields.* There are three class meetings and one lab period each week. (NW, SM)

#### **BIOL-1121**

#### **General Biology I (5) (F)**

This course is a study of the principles of the life sciences emphasizing the essential unity of basic vital phenomena of all organisms with emphasis on humans. Students learn to conduct, evaluate, and present research in a biology laboratory setting. Topics include: the scientific method, qualitative and quantitative observations, sampling techniques, collecting, recording, summarizing, graphically presenting data, and laboratory report writing. The course includes a detailed study of living structures and their functions examined at the levels of organs, cells, and molecules plus classical genetics, molecular genetics, embryogenesis, microbiology, and immunology. There are four class meetings/discussion and one lab period each week. (NW, SM)

#### **BIOL-1122**

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

This is a continuation of BIOL-1121, covering the diversity of living organisms, ecology and animal behavior. There are three class meetings and one lab period each week. (NW)

#### **BIOL-2242**

#### **Human Anatomy and Physiology I (4) (F)**

This is an integrated study of the structure and basic principles involved in the structure and functions of the human organism. There are three class meetings and one lab period each week. *Note: This course is specifically*

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## **Biochemistry**

#### **BIOC-COMP**

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

*intended only for those students interested in pursuing a career in athletic health care, nursing, or other allied health professions.*

### **BIOL-2243**

#### **Human Anatomy and Physiology II (4) (S)**

This is the second half of an integrated study of the structure and basic principles involved in the functions of the human organism. There are three class meetings and one lab period each week. *Note: This course is specifically intended only for those students interested in pursuing a career in athletic health care, nursing, or other allied health professions. (NW)*

### **BIOL-2260**

#### **Principles of Microbiology (4) (S)**

This course examines viral and bacterial growth, reproduction, cell structure, function, and the basics of genetics. Measures used to control microbial growth will also be discussed, including antibiotics, disinfection, and sterilization. We will also be looking at the basics of how we interact with microorganisms with an introduction to immunology. This course includes a laboratory component. There are four class meetings/discussions and a lab period each week. *Note: This course fulfills a prerequisite for entry into the Nursing program at Benedictine College. Prerequisite: Successful completion (C or better) in BIOL-1121.*

### **BIOL-3305**

#### **Biological Statistics (4) (S)**

This course provides students with theoretical and applied knowledge to plan, conduct, statistically analyze, interpret, evaluate, and present biological research. Topics include: the scientific method; design of effective research constructs; qualitative and quantitative observations; sampling techniques; collecting, recording, summarizing, statistically analyzing, and graphically and orally presenting data; coding in statistical software; writing in the scientific style; and reading and critiquing scientific literature. Lecture: three hours. Laboratory: three hours. *Prerequisite: Successful completion (C or better) of BIOL-1121, BIOL-1122. (OC, VC)*

### **BIOL-3310**

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

This course is intended to provide a scientific explanation for the change that occurred and continues to occur in the natural world. Topics include: historical and philosophical development of evolutionary thought; small-scale and large-scale processes of evolutionary change; results of the evolutionary process. *Prerequisite: Successful completion (C or better) of BIOL-1121 and BIOL-1122.*

### **BIOL-3312**

#### **Plant Biology (4) (D)**

A study of the form, structure, and function of the flowering plants, followed by a systematic survey of other plant groups with special reference to reproductive habits, evolution, and ecological relationships. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3313**

#### **Taxonomy of Flowering Plants (4) (D)**

This course involves a systematic survey of plant families with an emphasis on plants of northeast Kansas and the Benedictine Bottoms. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3345**

#### **Developmental Biology (4) (D)**

This course examines the major events occurring in the embryological development of animals. Recent experimental findings concerning the initiation and regulation of animal development at the molecular, cellular, and tissue level will be considered. Related topics include: human development, cancer and aging. The development of vertebrates is examined in detail in the laboratory. Students also design and conduct experiments elucidating the processes and mechanisms of development. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3346**

#### **Comparative Vertebrate Anatomy (4) (D)**

This is a comparative study of the nine major organ systems found in vertebrate animals with considerations of human systems. Evolutionary and functional aspects of anatomical differences among vertebrate groups are emphasized. The laboratory work primarily involves dissection and identification of anatomical structures found in fish and mammals. Where appropriate, amphibians, reptiles and birds are also examined. There are two class meetings and two lab periods each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3347**

#### **Kansas Vertebrates Natural History (4) (D)**

This course facilitates a greater awareness of and appreciation for the diversity of vertebrate species (fishes, amphibians, reptiles, birds, and mammals). The field component builds upon the broader framework established in

the classroom to develop taxonomic skills, knowledge of specific life history strategies, and insight into the habitat requirements of vertebrate species within the major local physiographic provinces of Kansas. Field trip attendance is mandatory and students will work outside for extended periods of time in winter and spring conditions. There are two class meetings and two lab periods each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3353**

#### **Invertebrate Biology (4) (D)**

This is a broad study of the classification, structure, and natural history of invertebrates from protozoans through the lower chordates. Laboratory and field studies will closely examine the form and function of the major invertebrate groups and habitats in which they occur. Special attention will be given to those invertebrate groups that occur in central North America. There are two class meetings and two lab periods each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3354**

#### **Animal Behavior (4) (D)**

The study of the evolution, development, causation, and function of the behavior of animals are covered in this course. Emphasis will be given to the biological mechanisms and adaptive significance of the behavior of both invertebrates and vertebrates. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3355**

#### **Ecology (4) (D)**

An introduction to the principles underlying the interrelationship of organisms and their environment. Topics include: ecosystem structure, community organization, and population parameters. Field studies and analysis of data are an integral part of the course. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3360**

#### **Microbiology (4) (D)**

This is an introduction to microorganisms: their morphology, taxonomy, physiology and genetics, together with a survey of their pathogenicity and immunology. The fundamental principles are investigated in correlated laboratory experiments. There are three class meetings and a lab period each week. *Prerequisite: Successful completion (C or better) in BIOL-3305 and BIOL-3310. Prerequisite or corequisite: CHEM-2200.*

### **BIOL-3370**

#### **Genetics (4) (D)**

Transmission and molecular genetics of prokaryotes and eukaryotes are presented in this course as foundational principles and lines of inquiry that span all levels of biological organization. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

### **BIOL-3380**

#### **Ornithology (4) (D)**

The lecture component of this course covers the evolution, ecology, physiology, and conservation of birds. Topics to be covered will include anatomy and physiology, flight and migration, behavior, reproduction and life history, current threats to populations, and conservation and management strategies. The lab component focuses on the anatomy of birds, studies of feathers, and identification of museum skin specimens. The field component of the course includes trips to nearby birding hotspots and will incorporate the use of spotting scopes, binoculars, live capture of birds using mist nets, bird banding, and collection of morphometric data in a field setting. *Prerequisites: Successful completion (C or better) of BIOL-1121 and BIOL-1122, and CHEM-1210.*

### **BIOL-4457**

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

This course acquaints the student with special techniques, current technologies in teaching strategies, and devices for teaching the natural sciences and evaluating student progress in the classroom and laboratory; the planning and presentation of laboratory work and material; the use and maintenance of equipment, and the selection and purchase of laboratory supplies. Some consideration will be given to the journals, handbooks, and other technical literature useful in teaching science. Lecture: two hours.

### **BIOL-4475**

#### **Molecular and Cell Biology (4) (D)**

This course is a basic introduction to the molecular biology of the cell. Lectures include a brief review of fundamental cell chemistry, followed by more comprehensive discussion of membrane and organelle structure and function, protein synthesis and structure, cell movement, signaling and regulation, the cell cycle, and cancer. Some time is devoted to DNA and RNA replication and function and energy utilization. Laboratories involve various current techniques used to investigate these topics. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305 and BIOL-3310. Prerequisite or corequisite: CHEM-2200.*

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**BIOL-4476****Immunology (4) (D)**

This course involves lectures on the nature and mechanisms of natural and acquired resistance including cellular and humoral immunity. The characteristics of antigens and antibodies, their interaction, the ontogeny and cellular basis of the immune response, hypersensitivity (allergy), tolerance, and biotechnological applications will be discussed. The laboratory is designed to demonstrate immunological phenomena and give the student an opportunity to develop familiarity with immunological techniques. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305 and BIOL-3310. Prerequisite or corequisite: CHEM-2200.*

**BIOL-4482****Animal Physiology (4) (D)**

Life processes: receptor, neuron, and muscle activities, membrane permeability and transport, hormonal control, gas exchange, metabolism, osmoregulation, excretion, secretion, and circulation studies in invertebrates, vertebrates, and humans are covered in this course. There are three class meetings and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305, BIOL-3310, and CHEM-1210.*

**BIOL-4484****Cell Physiology (4) (D)**

This course is designed to develop students' knowledge of human cell physiology. It provides an understanding of how individual cells respond to the environment to affect the tissues, organs, and organ systems of the human organism. It will include topics such as membrane transport, cell-cell adhesion, sensory transduction, neurophysiology, cardiovascular physiology, renal physiology, muscle physiology, gas exchange and transport, and endocrinology. It will focus on normal function and the maintenance of homeostasis, as well as how dysfunction can lead to human disease. There are three class periods and a lab period each week. *Prerequisites: Successful completion (C or better) in BIOL-3305 and BIOL-3310. Prerequisite or corequisite: CHEM-2200.*

**BIOL-4486****Research (1-3) (D)**

Independent investigation of a biological problem in consultation and/or collaboration with a faculty member. *Prerequisites: CHEM-1210. Consent of instructor required.*

**BIOL-COMP****Senior Comprehensive Exam (cr)**

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**Business Administration****BUSI-1050****Principles of Business and Entrepreneurship (3) (D)**

This course focuses on the nature and challenges of business ownership. The psychological and sociological reasons why people start or own businesses will be examined as well as the role of entrepreneurial activity in society. The importance of basic accounting, marketing, finance, organizational structure, management of people and process, organizational leadership, and the roles of management in corporate as well as entrepreneurial organizations will be presented. Discussion of the integration of these business elements will be emphasized. Limited to freshman or sophomore standing. (WC)

**BUSI-1650****Quantitative Methods in Business (3) (F)**

This course addresses algebraic symbols and methods, coordinate geometry, and polynomial and exponential analytical functions necessary for business majors. Examples are oriented toward business applications, including the mathematics of finance. Credit is not given for both BUSI-1650 and MATH-1040 *Prerequisite: Freshman or sophomore standing only.*

**BUSI-2230****Business Communication (3) (D)**

This course is designed to prepare business students to communicate more effectively, emphasizing communication through letters and written reports. Preparation of oral communication, in conjunction with presentation of oral reports, will be taught to students. (OC, VC, WC)

**BUSI-2650****Business Statistics (3) (B)**

Business uses three languages: words, graphics, and numbers. This course focuses on the language of numbers, supplemented by graphic presentations of numeric information. Specifically, students in this course will build skills for analyzing quantitative data, deriving and interpreting statistics, applying skills to data drawn from business contexts for the purpose of deriving implications for business action. Microsoft Excel® will be used extensively in this course. Students may receive credit for only one: BUSI-2650 or MATH-1220. *Prerequisite: BUSI-1650. (MR, VC)*

**BUSI-3710****Legal Environment of Business (3) (B)**

This course focuses on a general understanding of the legal system, the court system and alternative dispute

resolution, the government regulation of business, an introduction to torts and product liability, an introduction to agency law and the forms of business organizations. *Prerequisite: MGMT-2250. (PC)*

**BUSI-3901, 3902, 3903, 3904, 3905, 3906**

**Student International Business Council (SIBC) 1, 2, 3, 4, 5, 6 (1) (B)**

Students participate in real-world business projects to apply the theories and concepts they have learned at Benedictine College. Projects include opportunities to consult for domestic and international organizations, develop community outreach programs, and work with students at the University of Notre Dame and the University of San Diego. Through these opportunities, students further the vision of "Peace Through Commerce." These experiences enable students to build stronger communication, team building, and business skills. The course may be taken more than one time. A maximum of six hours of SIBC credit may apply toward graduation. This course is open to all Benedictine College students.

**BUSI-4250**

**International & Global Environment of Business (3) (S)**

This course examines the rapidly changing global and international environment of business from the points of view of international law; globalization; logistics; finite resources; international economic influences; post- and neo-colonialism; forms of governance and national economic planning; international organizations; emerging conflicts; territorial disputes; multinational corporate influence; income disparity; geographic elements; and national interests. The final component of this course examines international careers, and what personal preparation might be helpful. *Prerequisite: MGMT-3250 or MKTG-4810.*

**BUSI-4550**

**Business Ethics (3) (D)**

A framework of business ethics and social responsibility based on Aristotelian virtues is developed and applied to current business problems. This course reviews the major philosophical theories of morality and ethics (egoism, utilitarianism, Kantian deontology, justice theory, and virtue ethics) in the context of the moral issues surrounding business and work life. Upon completion, students should be able to demonstrate an understanding of the moral responsibilities and obligations of business professionals and business organizations, to employees, customers, suppliers, government, the competition, the wider society, and the environment. *Prerequisite: MGMT-2250. (PC, PI)*

**BUSI-4850**

**Seminar on Executive Writing and Communication (1) (B)**

This seminar covers internal and external, written and oral business reporting. Students will pursue individual projects resulting in a variety of professional quality reports. Students will learn best practices for creating and utilizing resumes, cover letters and LinkedIn profiles. They will practice oral personal introductions, video-resumes, and mock interviews. Included will be guest lectures from business professionals who provide students with advice for career planning through professional writing and oral communication practices and skills. *Prerequisite: For School of Business majors only. (WC)*

**BUSI-4860**

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

This seminar will focus on ethical leadership and the development of students' ability to manage and/or handle ethical dilemmas or moral challenges within their chosen discipline or professional area of practice. Topics to be covered will include, but not be limited to: Professional practice and ethical leadership, Catholic social teaching and the obligations of business leaders, fiduciary duty and managerial role obligations, professional and personal codes of ethics, and ethical dilemmas and ethical decision making. *Prerequisites: THEO-2000, PHIL-3250, and senior standing.*

**BUSI-4900**

**Strategic Management (3) (B)**

This is the integrative, terminal course for all School of Business majors. The course stresses the application of all prior learning concerning major management problems through case analysis and management gaming. *Prerequisite: Senior standing.*

**BUSI-COMP**

**Senior Comprehensive Exam (cr)**

**BUSI-5520**

**Managerial Economics (3)**

This course explores the nature and role (including market forces) of decisions that determine profit-maximizing production and pricing. The course investigates pragmatic microeconomic and macroeconomic applications, including relevant costs, and the determinates of supply and demand and their role in decision-making. *Prerequisite: Completion of undergraduate economics course.*

**BUSI-5545****New Venture Management/Managing a Growing Business (3)**

This course explores the skills and opportunities of entrepreneurship and intrapreneurship. It incorporates a comprehensive business development program. The course provides students with two options to explore the business environment. Students may develop an expansion business plan for their own organization based on an evaluation of their company's operational and/or strategic options, or they may develop a new venture business plan based on the identification and market feasibility of a new business opportunity.

**BUSI-5551****Human Resource Management (3)**

This course deals with the study of the procedures required in hiring, employment testing, interview and selection process, job design, evaluation techniques, management-labor relations, wage and salary administration, and current employment regulations. Use of case analysis and class lectures will be emphasized.

**BUSI-5555****Business Practice and Corporate Social Responsibility (3)**

This course examines the exercise of leadership in modern organizations with a focus on ethical challenges facing corporate leaders in the rapidly changing business environment. Emphasis is placed on understanding the responsibilities corporations have toward various publics (stakeholders) and the implications of the Benedictine heritage for business practice.

**BUSI-5567****Information Technology/Project Management (3)**

This course addresses the work environment of today's manager that is heavily based on managing projects, especially in the area of information technology. Emphasis will be placed on how today's executive manages projects, project managers, information technology specialists, and information systems in order to gain a competitive advantage for the firm.

**BUSI-5571****Business Law and Ethical Decision-Making (3)**

The legal environment in which American business organizations operate is studied. Topics include rights and shareholders; director's and officer's liability; mergers, acquisitions, take over and securities regulation. Particular emphasis is given to legal issues on employment, including issues related to hiring, terminations, and discipline. Both federal and state laws will be considered. Personal ethics and issues surrounding ethical/legal dilemmas in business are explored.

**BUSI-5575****Project Management (3)**

This course investigates the key components of the ever-increasing field of project management. It develops the managerial aspects of project management, including the topics of planning, organizing, selecting, scheduling, and controlling projects. The course is enhanced with Microsoft Project software when available. Program Evaluation Review Techniques (PERT) and Critical Path Method (CPM) is the scheduling format used to assemble project plans. The concept of earned value is also developed.

**BUSI-6540****Integral Business Creation Practicum (3)**

This course gives students the opportunity to create and launch a viable business entity. With guidance from faculty, you will proceed from concept into strategic planning, future projections and sustainability targets, exit strategy (if appropriate), legal formation, capitalization, and initial execution. Students will propose how the business entity can operate both profitably and ethically, integrating the skills and knowledge they have acquired in the MBA program.

**BUSI-6552****Leadership (3)**

This course emphasizes the role and practice of leadership in the successful execution of an enterprise. Both poor and excellent examples of leadership will be studied. A priority is placed on each student developing his or her own leadership paradigm that aligns fully with his or her values and beliefs as integrity is critical to the role of leadership. Specific behavioral dynamics, accountability, trust building, and commitment will be examined as elements requiring the influence and intervention of leadership to optimize cooperation and results.

**BUSI-6559****Global Strategy/International Ventures (3)**

This course addresses business problems, opportunities, and processes relevant to a global market economy. International business practice and communication skills are integrated into each aspect of the course. Emphases include: current issues in management, economics, finance, marketing or production, and how these operate in different countries with widely varying thought processes and cultures. *Requirement: Final semester of the MBA program.*

**BUSI-6580****Marketing Strategy (3)**

This course takes an analytical approach to the study of marketing, focusing on the total environment in which

marketing decisions are made. Emphasis is on managerial decisions, as well as the planning research and organization aspects of marketing activities. Students examine consumer and industrial products and services; profit, non-profit, public and private organizations; and the social and legal implications of marketing policies.

### **BUSI-6900**

#### **Strategic Management (3)**

This course seeks to develop a management viewpoint that integrates creative thinking, strategic perspectives and administrative ability in a global context. The course helps students develop skills and perspectives necessary to comprehend and respond to a complex, whole system phenomena. Finally, this course introduces and develops the ideas and tools of strategy and strategic analysis. Integrative cases in modern business problems are explored, alternative courses of action are appraised and strategic decision-making ability is developed. *Requirement: Final semester of the MBA program.*

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## **Chemical Engineering**

### **CENG-2010**

#### **Chemical Engineering Fundamentals (3) (F)**

This course introduces students to foundational concepts in chemical engineering with the primary focus on material and energy balances. Students must earn a grade of “C+” or better to take subsequent chemical engineering courses. *Prerequisite: CHEM-1210.*

### **CENG-3050**

#### **Separations (3) (S)**

This course covers the theory and application of chemical engineering separations and the equipment design of these unit operations. The unit operations studied include the following: distillation, absorption, stripping, liquid-liquid extraction, and others. *Prerequisite: CENG-2010 (with a grade of C+ or better). Corequisite or Prerequisite: ENGR-3600.*

### **CENG-3250**

#### **Chemical Engineering Thermodynamics (3) (F)**

This course explores the applications of thermodynamic principles to the analysis of chemical processes of interest in modern chemical engineering. Energy conservation and efficiency in chemical processes involving multiple unit operations will be analyzed using the first and second laws of thermodynamics. Models for calculating thermodynamic properties of pure compounds and mixtures are studied. Fundamentals and modeling of phase equilibrium, solution thermodynamics and chemical reaction equilibrium are used in this course. *Prerequisite: CENG-2010 (with a grade of C+ or better).*

### **CENG-3300**

#### **Unit Operations (3) (S)**

This course introduces unit operations, including fluid transport, solids handling, humidification, evaporation, drying, and mechanical separations, emphasizing fluid transport. The fluids topics include fluid properties, non-Newtonian fluids, the mechanical energy balance, the Bernoulli equation, laminar and turbulent flow, compressible flow, flow measurement, pumps, and compressors. *Prerequisite: CENG-2010 (with a grade of C+ or better).*

### **CENG-3350**

#### **Chemical Engineering Laboratory I (2) (F)**

Experiments that reinforce chemical engineering principles in both transient and steady-state material and energy balances and introduce students to heat transfer and filtration. *Prerequisite: CENG-2010 (with a grade of C+ or better). Corequisite or Prerequisite: ENGR-3150.*

### **CENG-4080**

#### **Chemical Process Dynamics and Control (3) (F)**

This course explores the dynamic behavior of chemical processes in response to disturbances in operating conditions. Students analyze process dynamics of processes consisting of traditional chemical engineering unit operations and design suitable control systems. *Corequisites or Prerequisites: CENG-3050 and CENG-4210.*

### **CENG-4210**

#### **Reactor Design (3) (F)**

In this course students apply mass balances, energy balances, chemical kinetics, and thermodynamics to the design of ideal tubular and tank reactors. In addition, it provides an introduction to residence time distributions, bioreactors, catalysis, and polymerization. *Prerequisites: CENG-3300 and MATH-3100. Corequisite or Prerequisite: ENGR-3600.*

### **CENG-4350**

#### **Chemical Engineering Laboratory II (3) (F)**

This course experimentally investigates chemical engineering unit operations with a focus on separations, reaction kinetics, and process control. Students learn to identify the information necessary to solve simple design problems, develop experimental designs to obtain the required data, and analyze the data to provide the information necessary to complete the design calculations. Students develop their technical communication skills through the preparation of memos, technical reports, and oral presentations. *Corequisites or Prerequisites: CENG-4210 and ENGR-3410.*

**CENG-4600****Plant Design I (3) (F)**

The first half of the full-year capstone course covers the execution of process industry design projects introducing the concept of the project lifecycle. Students will learn to specify process requirements, generate process concepts, develop conceptual designs, and evaluate the designs based on technical feasibility, economic viability, safety, and environmental impact. The course emphasizes the clear presentation of results through technical drawings, memos, briefs, and reports. *Corequisites or Prerequisites: CENG-4080 and ENGR-3170.* (WC)

**CENG-4610****Plant Design II (3) (S)**

The second half of the full-year capstone course examines the later stages of the project lifecycle, including an introduction to issues in the procurement and implementation phases. Students will learn to prepare preliminary designs by adding detail to conceptual designs, including piping and instrumentation, process automation, and physical layouts of plants and process plots. The course continues to emphasize the clear presentation of results with an emphasis on the oral presentation of results. *Prerequisite: CENG-4600.* (OC, VC)

**CENG-4810****Non-ideal Reactor Design and Catalysis (3) (D)**

This course explores the design and modeling of non-ideal tubular and tank reactors, fluidized-beds, and other reactors. It emphasizes principles of heterogeneous catalysis, modeling catalytic reactions, scaleup, and the design of catalytic reactors. *Prerequisite: CENG-4210.*

**CENG-4820****Bioprocess Engineering (3) (D)**

This course applies chemical engineering principles to the analysis of the production and recovery of products from enzymatic and fermentation reactions. Material covered includes microbial and enzyme kinetics, design and modeling of bioreactors and separation processes for the recovery of sensitive products. *Corequisites or Prerequisites: CHEM 3500 and CENG 4210.*

**CENG-4830****Food Process Engineering (3) (D)**

This course examines food processing unit operations used in the commercial preparation and preservation of food products. The course applies fluid, mass & heat transfer principles along with basic food chemistry to the design of food processes including thermal processing, drying, extrusion, membrane processing and freezing. *Prerequisites or Corequisites: ENGR-3600 and CENG-3050.*

**CENG-4850****Chemical Engineering Process Simulation (3) (D)**

A hands-on course emphasizing the solution of a broad range of realistic chemical engineering problems using process simulators. Focuses first on the selection and solution of appropriate equations of state, and testing of thermodynamic models for phase equilibria, chemical reactions, and heat and mass transfer problems. Process simulation will then be used to address problems of fluid flow, mass and heat transfer unit operations, and chemical reactors. *Prerequisite: CSCI-2300 or ENGR-2000, and CENG-3050, CENG-4210.*

**CENG-4860****Advanced Chemical Engineering****Thermodynamics (3) (D)**

Fundamentals of intermolecular forces and statistical thermodynamics with emphasis on the molecular aspects of designing chemical processes and materials. Solutions to chemical engineering problems in traditional process and manufacturing industries are analyzed based on the governing microscopic phenomena. *Prerequisites: CENG-2010, ENGR-3250, and ENGR-3500.*

**CENG-4870****Molecular Simulation for Chemical Engineers (3)****(D)**

Practical application of statistical thermodynamics concepts for understanding and predicting the behavior of collections of molecules. Introduction to algorithms and software for simulating physicochemical processes at the molecular scale. Interactive lab training will focus on molecular-based prediction of thermodynamic properties, phase-equilibria, solubility, interfacial properties, and transport properties. *Prerequisite: CSCI-2300 or ENGR-2000, CHEM-3800, ENGR-3250.*

**CENG-COMP****Senior Comprehensive Exam (cr)**

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**Chemistry****CHEM-1010****Chemistry of the Biosphere (3) (D)**

This course is intended for students not majoring in the natural sciences or mathematics and is designed especially for students with no previous formal experience in chemistry. Emphasis is placed on the chemistry of the environment and humanity's impact on it. The course includes laboratory experience. *Corequisite: CHEM-1011.* (NW, SM)

**CHEM-1011****Chemistry of the Biosphere Laboratory (1) (D)**

This laboratory course is designed to develop basic laboratory techniques and principles for students not majoring in the natural sciences or mathematics. *Corequisite: CHEM-1010.* (NW, SM)

**CHEM-1200****General Chemistry I (3) (B)**

This course is a thorough study of the fundamental principles of chemistry. Emphasis is placed on atomic structure, gas laws, energy changes, reaction stoichiometry, and electronic structure of atoms. Strong algebra skills will be necessary for successful completion of this course. *Corequisite: CHEM-1201.* (NW, SM)

**CHEM-1201****General Chemistry I Laboratory (1) (B)**

This laboratory course is designed to develop basic laboratory techniques and to complement the material covered in CHEM-1200. *Corequisite: CHEM-1200.* (NW, SM)

**CHEM-1210****General Chemistry II (3) (S)**

This course is a continuation of CHEM-1200, with major emphasis placed on gas phase and solution equilibria, kinetics and the mechanisms of chemical reactions, thermodynamics and electrochemistry. *Prerequisite: CHEM-1200/1201.* *Corequisite: CHEM-1211.* (NW)

**CHEM-1211****General Chemistry II Laboratory (1) (S)**

This laboratory course is designed to develop basic laboratory techniques and complement the material covered in CHEM-1210. *Corequisite: CHEM-1210.* (NW)

**CHEM-2200****Organic Chemistry I (3) (F)**

This course represents the first semester of a year-long course and is designed to give the student an understanding of many fundamental concepts of organic chemistry. The student will gain an understanding of how compounds are synthesized, the mechanism of reaction and the accepted nomenclature through the study of alkanes and cycloalkanes, alkenes, alkynes and alkyl halides. Stereochemistry and the use of spectroscopy to identify compounds will also be covered. *Prerequisite: CHEM-1210/1211.* *Corequisite: CHEM-2201.*

**CHEM-2201****Organic Chemistry I Laboratory (1) (F)**

This laboratory course is designed to develop skills in the basic techniques of organic chemistry. Students will gain experience in the purification of compounds using basic

techniques, including extraction, distillation, recrystallization, and thin-layer chromatography. Students will learn to interpret NMR and IR spectra, to identify unknown samples, and to communicate scientific results in a professional manner. *Corequisite: CHEM-2200.*

**CHEM-2210****Organic Chemistry II (3) (S)**

This is a continuation of CHEM-2200. It represents the second semester of a year-long course. The student will gain an understanding of how compounds are synthesized, the mechanism of reaction, and the accepted nomenclature as we study the following types of organic compounds: alcohols, ethers, aldehydes, ketones, aromatic compounds, amines, and carboxylic acids and their derivatives. *Prerequisite: CHEM-2200.* *Corequisite: CHEM-2211.*

**CHEM-2211****Organic Chemistry II Laboratory (1) (S)**

This laboratory course involves the synthesis of organic compounds, the characterization of synthetic products using spectroscopic analysis, and the development of an understanding of the techniques and design strategies applied in the field of synthetic organic chemistry. *Prerequisite: CHEM-2201.* *Corequisite: CHEM-2210.*

**CHEM-2801****Introduction to Chemistry/Biochemistry Research (1) (F)**

This course provides an opportunity for students to engage in research as a freshman or sophomore. Students will be introduced to hands-on chemical or biochemical research in collaboration with a faculty member. Training in experimental laboratory technique, record keeping, data analysis, and an introduction to the use of scientific literature will be provided. This course may be taken up to four times. It does not count towards the chemistry minor. *Prerequisite: Freshman or sophomore standing.*

**CHEM-2811****Introduction to Chemistry/Biochemistry Research (1) (S)**

This course provides an opportunity for students to engage in research as a freshman or sophomore. Students will be introduced to hands-on chemical or biochemical research in collaboration with a faculty member. Training in experimental laboratory technique, record keeping, data analysis, and an introduction to the use of scientific literature will be provided. This course may be taken up to four times. It does not count towards the chemistry minor. *Prerequisite: Freshman or sophomore standing.*

## **CHEM-3050**

### **Scientific Glassblowing (2) (I)**

This course examines the principles and theory associated with glassblowing. It provides the student with a working knowledge of common glassblowing techniques, with emphasis on those appropriate to the repair and production of scientific glassware. The student will have hands-on experience with glassblowing. *Permission of instructor required. Note: This course does not fulfill any requirements for a major or minor in chemistry.*

## **CHEM-3150**

### **Computational Chemistry (3) (D)**

This course provides an introduction to the methods and applications of computational chemistry. Topics include molecular mechanics, Hartree-Foch theory, semi-empirical methods, density functional theory, basis sets, geometry optimization, transition state searches, and molecular property calculations. Hands-on exercises and projects accompany the lectures. *Prerequisites: CHEM-1210, MATH-1350, and PHYS-2110 or permission of the instructor.*

## **CHEM-3250**

### **Environmental Chemistry (3) (D)**

The goal of this course is to introduce the student to the fundamental chemical principles of the environment. Special care will be placed on important reactions that affect the atmosphere, the hydrosphere, and the lithosphere. The contribution of industrial effluents will be evaluated on the basis of their local and global impact. *Prerequisite: CHEM-2200.*

## **CHEM-3300**

### **Quantitative Analysis (3) (F)**

The student will develop an in-depth knowledge of basic statistics, gravimetric and volumetric analyses, chemical equilibrium, acid-base chemistry, and spectrophotometry. In particular, advantage will be taken of an understanding of the processes underlying chemical equilibria to achieve quantitative analysis. Emphasis will be placed on using Excel spreadsheets for data analyses, including statistics. *Prerequisite: CHEM-1210/1211. Corequisite: CHEM-3301.*

## **CHEM-3301**

### **Quantitative Analysis Laboratory (1) (F)**

The student will learn and use the basic wet chemistry techniques of volumetric and gravimetric analysis. Hands-on introduction to spectroscopy experimentation and analysis is included. *Corequisite: CHEM-3300.*

## **CHEM-3311**

### **Instrumental Analysis Laboratory (1) (S)**

The student will gain hands-on introduction to spectroscopy and chromatography experimentation with chemistry instruments. Experiments will be conducted using atomic absorption, gas chromatography, HPLC, mass spectroscopy, NMR, FTIR, and electrochemistry instrumentation. *Prerequisite: CHEM-3300/3301.*

## **CHEM-3400**

### **Inorganic Chemistry (3) (S)**

This course involves a modern study of bonding, structure, and mechanism of reactions of inorganic compounds. Thermodynamics, kinetics, and theory of structure and bonding are unifying concepts to examine trends in reactivity, structure, and properties of the elements and their compounds in relation to their position in the periodic table. These periodic trends will provide a foundation for an initial understanding of inorganic chemistry. The applications of inorganic chemistry to material science, the environment, biology, and medicine will be explored. *Prerequisite: CHEM-2210/2211.*

## **CHEM-3401**

### **Inorganic Chemistry Laboratory (1) (S)**

This course will provide practical experience in the synthesis and characterization of inorganic molecules. Students will perform multi-step syntheses using modern synthetic techniques. A variety of chemical and spectroscopic characterization methods will be used.

## **CHEM-3500**

### **Biochemistry I (3) (F)**

This course is designed to meet the needs of majors and pre-health professionals through the introduction of the structure and function of the major biochemical classes, biocatalysis, biological membranes and biosignaling, metabolism, and metabolic and hormonal regulation. *Prerequisite: CHEM-2210/2211. Corequisite: CHEM-3501.*

## **CHEM-3501**

### **Biochemistry I Laboratory (1) (F)**

In this course, students will gain experience in wet laboratory and in silico computational experimental techniques, as well as computerized data reduction and analysis. Students will become familiar with initial rate determination of Michaelis constants and characterization of reversible and irreversible inhibition. Further, students will gain hands-on experience in modeling enzyme-ligand bonding and structure-based drug design. *Note: All Chemistry and Biochemistry majors need to take this lab as a corequisite.*

## **CHEM-3510**

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

This course is a continuation of CHEM-3500 and introduces the fundamentals of molecular biological DNA information technologies, bioenergetics, the catabolism and anabolism of fatty acids, amino acids and nucleic acids, gene and chromosome structure, and genetic and epigenetic gene expression. *Prerequisite:* CHEM-3500. *Note:* All Biochemistry majors must take CHEM 3511 as a corequisite.

## **CHEM-3511**

### **Biochemistry II Laboratory (1) (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, thermalcyclers, fraction collectors, and plate readers. *Prerequisite:* CHEM-3500 /3501. (WC)

## **CHEM-3650**

### **Polymer Chemistry (3) (D)**

This course deals with the design, preparation, and properties of macromolecules. Upon successful completion of this course, students will understand various methods of polymer synthesis, including step-growth polymerization and chain-growth polymerization. Students will understand the mechanism of polymer formation, reactions of polymers, and the physical properties of various polymers. *Prerequisite:* CHEM-2210.

## **CHEM-3800**

### **Physical Chemistry I (3) (S)**

This course is an introduction to thermodynamics and chemical kinetics. Topics include gas laws, temperature, heat, work, the Laws of Thermodynamics, phase diagrams, chemical equilibria, rate laws, elementary reactions and reaction mechanisms. *Prerequisites:* CHEM-1210/1211, MATH-1350, and PHYS-2110. *Corequisite:* CHEM-3801.

## **CHEM-3801**

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

This course provides students with hands-on laboratory experience exploring concepts introduced in CHEM-3800. Experiments exemplify the Laws of Thermodynamics and properties of materials. Students perform professional scientific reporting and data analysis, conduct a search of the relevant scientific literature, and employ scientific instrumentation for data collection. *Corequisite:* CHEM-3800.

## **CHEM-4200**

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

The nature of atoms and molecules, chemical bonding, molecular structure, and the link between molecular properties and bulk thermodynamic properties of matter are investigated via the fundamental concepts of quantum mechanics and statistical mechanics. *Prerequisites:* CHEM-1210/1211, MATH-1350, and PHYS-2110, or permission of instructor. *Corequisite:* CHEM-4201.

## **CHEM-4201**

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

This course will provide students with hands-on laboratory experience exploring concepts introduced in CHEM-4200. Experiments involve atomic absorption spectroscopy, gas-phase rotational vibration spectroscopy, and electronic spectroscopy. Students perform professional scientific reporting and data analysis, conduct a search of the relevant scientific literature, and employ scientific instrumentation for data collection. *Corequisite:* CHEM-4200.

## **CHEM-4350**

### **Advanced Organic Chemistry I (3) (D)**

This course (subtitled Structure and Mechanism) is intended to build on, organize, and interrelate the factual information obtained in the introductory sophomore course and serves as a basis for the study in greater depth of individual organic reactions and of the methods by which chemists obtain information about chemical processes. It includes an in-depth study of the mechanisms of major organic reactions, and focuses on substitution, addition, elimination, radical, and pericyclic mechanisms. *Prerequisite:* CHEM-2210.

## **CHEM-4450**

### **Topics in Biochemistry (3) (F)**

In this course, topics relevant to modern biochemistry and molecular biology are explored utilizing concepts and terminology studied in Biochemistry I. Topics include mechanisms of catalysis in cells, derivations of rate equations, pH-rate profiles, as well as advances in the biochemistry of cells, including cell function, cellular regulation & signaling, DNA and RNA replication, energy utilization, and cancer. *Prerequisites:* CHEM-3510 or BIOL-4475. *Note:* All Biochemistry majors must take CHEM-4451 as a corequisite.

## **CHEM-4451**

### **Topics in Biochemistry Laboratory (1) (F)**

This course will introduce students to advanced biochemistry lab skills including protein and DNA purification, enzyme assays, protein characterization, electrophoresis, and chromatography in the further investigation of

topics covered in CHEM-4550. Equipment operation can include spectrophotometers, thermocyclers, fraction collectors, plate readers, and electrophoresis units. *Prerequisites: CHEM-3500/3501. Corequisite: CHEM-4450.*

### **CHEM-4457**

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

This course acquaints the student with special techniques, current technologies in teaching strategies, and devices for teaching the natural sciences and evaluating student progress in the classroom and laboratory. Students demonstrate an understanding of concepts and practices of engineering, technology, and the application of science that can be used in developing instruction for students in the chemistry classroom. Content also includes the planning and presentation of laboratory work and material; the use and maintenance of equipment; and the selection and purchase of laboratory supplies. Some consideration will be given to the journals, handbooks, and other technical literature useful in teaching science.

### **CHEM-4650**

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

This course is an examination of the basic foundations of organometallic chemistry including symmetry methods, bonding, magnetism, and reaction mechanisms. *Prerequisite: CHEM-2210.*

### **CHEM-4801, 4802, 4803**

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

This course is an independent or collaborative investigation of a problem in any of the areas of chemistry or biochemistry. Minimum of five hours laboratory work and consultation per week. Students will conduct a comprehensive literature search and submit a research proposal. Recommended for all junior and senior majors. *This course is by permission of the instructor only.*

### **CHEM-4811, 4812, 4813**

#### **Research II (1) (S)**

This course involves independent or collaborative investigation of a problem in any of the areas of chemistry or biochemistry with a minimum of eight hours laboratory work and consultation per week. Students will prepare a comprehensive, well-documented research report at the end of the semester. Recommended for all junior and senior majors. *Prerequisite: CHEM-4801, which must be completed in the preceding semester; and with permission of the instructor.*

### **CHEM-4900, 4901, 4902, 4903**

#### **Chemistry & Biochemistry Colloquium (1) (B)**

Weekly meetings at which recent developments in chemistry and biochemistry will be presented by staff,

students, and guest lecturers. Students enrolled in this course are expected to attend all presentations to receive credit. In-class training will include the topics of résumé writing, oral-visual presentations, ethics in science, and other subjects. All seniors must take CHEM-4903 and 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 Chemistry and Biochemistry majors. (for CHEM-4903 only OC, VC)*

### **CHEM-COMP**

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

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### **Civil Engineering**

#### **CIVL-2000**

#### **Computing in Civil Engineering (1) (F)**

This course develops computation and numerical analysis skills for solving civil engineering problems. Students develop proficiency in iterative methods, optimization, and structured scientific programming. Discipline-specific and general-purpose computing applications are introduced for subsequent use in the civil engineering curriculum.

#### **CIVL-2150**

#### **Geomatics and Terrain Modeling Laboratory (2) (F)**

This is an introductory course in the collection of terrain data from the field and creation of digital terrain models. It includes field measurement of angles, distances, and elevations, as well as digital collection of terrain data using total station and GNSS equipment. The student will use field data to create digital terrain models using design software. The course provides an introduction to horizontal curves, vertical curves, site grading, and watershed delineation among other topics.

#### **CIVL-3010**

#### **Soil Mechanics and Civil Engineering Materials Laboratory (2) (S)**

Students explore aspects of soil mechanics and civil engineering material properties through statistically designed experimentation. Soil mechanics topics include determining soil index properties, grain size distribution, permeability, moisture density relations, shear strength, and consolidation of soils. Civil engineering material topics include engineering properties of concrete, asphalt, steel, and composites. Students perform lab work in teams and communicate results by oral presentations and written reports. *Prerequisites: ENGR-2320, ENGR-3150, CIVL-3120, and ENGL-1010. (WC)*

**CIVL-3020****Environmental and Hydraulic Engineering Laboratory (2) (F)**

This is a lab-based course that complements Hydraulic Engineering and Environmental Engineering courses. Hydraulics topics include fluid properties, flow measurements, open channel flow, pipe flow, and hydraulic machinery, and applications of statistical design of experiments. Water and wastewater treatment topics include: BOD, total and suspended solids, water hardness, chlorination, alkalinity, coagulation, and jar testing. Students conduct experiments in teams and communicate experimental results by written reports and oral presentations.

*Prerequisites: ENGL-1010, CIVL-3310, and ENGR-3150. (WC)*

**CIVL-3120****Soil Mechanics (3) (F)**

Course topics include principles of soil mechanics including weight-volume relationships, classification, compaction, effective stress, permeability and seepage, consolidation, shear strength, site exploration, introduction to lateral earth pressure, and slope stability.

*Prerequisite: ENGR-2320.*

**CIVL-3230****Hydraulic Engineering (3) (S)**

This course covers topics such as fluid statics and dynamics, open channel flow, transitions and controls, hydraulic structures, hydraulic machinery, and hydraulic modeling.

*Prerequisite: ENGR-3300.*

**CIVL-3310****Environmental Engineering (3) (S)**

Course topics include environmental quality, water quality modeling, water & wastewater treatment systems, sludge processing, solid wastes, hazardous wastes, and environmental law. *Prerequisite: ENGR-3300.*

**CIVL-3510****Structural Analysis (3) (F)**

Course topics include reactions, shear and bending moment, plane and space trusses, influence lines, deflections, virtual work, energy methods, approximate analysis, consistent deformations method, slope deflection and moment distribution methods, and an introduction to matrix methods. Students will use the computer for analysis. *Prerequisite: ENGR-2320.*

**CIVL-3550****Building Component and System Design (3) (S)**

This course covers the design of structural components and systems commonly used in building construction including beams, columns, floors, roofs, and walls.

Students explore the use of various materials such as wood, steel, reinforced concrete, masonry, and prefabricated architectural elements. *Prerequisite: ENGR-2320.*

**CIVL-4140****Foundation Engineering (3) (S)**

This course covers the fundamentals of foundation design. It covers the following topics: soil improvements and ground modifications, soil exploration and sampling, bearing capacity, spread footings, mat foundations, settlement analysis, drilled shafts, and pile foundations. *Prerequisite: CIVL-3120.*

**CIVL-4160****Transportation Engineering (3) (F)**

This course introduces students to the fundamentals of transportation engineering. Topics in this course include: transportation systems, transportation planning and future developments, design and analysis of transportation facilities including traffic operations, highway geometry, and pavement engineering. *Prerequisite: CIVL-3120.*

**CIVL-4210****Hydrology (3) (F)**

This course covers watershed characterization, and how to apply probabilistic and statistical methods to conduct frequency analyses, model rainfall-runoff, analyze hydrographs, and model groundwater hydrology. Students are introduced to computer programs to conduct the analysis. *Prerequisite: ENGR-3300.*

**CIVL-4320****Environmental Engineering II (3) (F)**

Methodologies for designing potable water and wastewater systems using state-of-the-art technology are treated in this course. Additionally, methods for solving problems dealing with water quality and air quality are included. Topics covered include water purification and distribution, wastewater systems, groundwater remediation, and emissions control. This course utilized computer-aided design software and includes a system design project. *Prerequisite: CIVL-3310.*

**CIVL-4440****Contracts and Specifications (3) (S)**

In this course, students learn to develop and interpret contracts. Additionally, students develop an understanding of criteria for developing engineering specifications and drawings. Topics covered in the course include construction contracts; basic engineering estimating; construction administration, observation, safety, and warranty issues; and other related project and legal matters of concern to engineers.

**CIVL-4510****Steel Design (3) (S)**

Course topics include selection of sections, bolted and welded connections, trusses, bearings, lightgage structural members, fatigue of structural members and introduction to plastic design. *Prerequisite: CIVL-3510.*

**CIVL-4530****Reinforced Concrete (3) (F)**

Course topics include materials and specifications, axially and eccentrically loaded columns, strength beam theory, shear stresses, bond and development length, serviceability, and one-way slabs. *Prerequisite: CIVL-3510.*

**CIVL-4600****Civil Engineering Design (3) (S)**

This is a capstone course in which students integrate previous engineering design and science courses to design a project. These projects can be in the areas of environmental, geotechnical, structures, water resources, or transportation engineering. In the course, students cover the major areas of project development, such as problem definition, research, development and evaluation of design alternatives. Students also utilize project scheduling techniques and apply design standards and realistic constraints. Other topics covered include project management, effective team-working, engineering ethics, and computer aided design. Group design reports and individual oral presentations are required. *Prerequisites: Minimum of two Civil Technical Electives.*

**CIVL 4700****Civil Engineering Seminar (1) (F)**

This seminar includes reports and presentations on current topics in civil engineering. Topics are related to business, public policy, leadership, and professional licensure. *Prerequisite: Senior Standing. (OC)*

**CIVL-COMP****Senior Comprehensive Exam (cr)****Classics****CLSC-COMP****Senior Comprehensive Exam (cr) (B)****Sheridan Center for Classical Studies**

The Sheridan Center for Classical Studies at Benedictine College forms minds and hearts by promoting the liberal arts and the Catholic intellectual tradition. The Center introduces students to the power of a living tradition to renew culture and to transform individuals through the intellectual and moral virtues.

Courses offered through the Sheridan Center have the CLST prefix.

**CLST-5010****Education & the Human Person (3) (M)**

This course is a study of the nature and faculties of the human person, which underpins the vision of classical education, to answer two questions: who is being educated, and what for. Special attention is paid to theological anthropology in the Catholic tradition as contrasted with materialist accounts of the human person. Topics include: the connection between anthropology and pedagogy; faculty psychology in the tradition of Augustine and Aquinas, including the perfection of faculties by the virtues; the nobility and importance of the vocation of teaching; the right to education; and the role of education in social renewal and social justice.

**CLST-5020****History & Theory of Classical Education (3) (M)**

As a history of classical education from the Greeks to the present day, this course surveys the development of the Western tradition of paideia, including the liberal arts of the Trivium and Quadrivium. As a theory of classical education, this course identifies and elucidates underlying principles of classical teaching which can be applied at various levels of education and in various disciplines including the theory and principles of good seminar leadership and the importance of fostering appreciation for beauty and a sense of awe. Attention is paid to the points of continuity and rupture between classical education and progressive education.

**CLST-5115****Classical Methods of Reading (3) (F)**

Reading in the classical tradition is an exercise in self-formation, shaping the imagination, directing thinking, and forming habits of acting and feeling. This course is a practical, wholistic introduction to the art of teaching reading in a classical school. It applies the principles of classical education to the teaching of reading at different grade levels, with an emphasis on grammar, literature, poetry, and fiction. Topics include: determining challenging, grade-appropriate instruction; applying seminar leadership and Socratic teaching to the language arts; comparing different classical methods and curricula; and integrating reading across the curriculum.

**CLST-5125****Classical Methods for Mathematics (3) (S)**

This course is a practical, wholistic introduction to the art of teaching mathematics in a classical school. It applies the principles of classical education to the teaching of mathematics at different grade levels, with an emphasis on classic methods of solving mathematical problems and the importance of quantitative reasoning to a liberal education. Topics include: determining challenging,

grade-appropriate instruction; applying seminar leadership and Socratic teaching to mathematics; comparing different classical methods and curricula; and integrating mathematical reasoning across the curriculum.

#### **CLST-5135**

##### **Classical Methods for the Sciences (3) (F)**

Classical liberal education is Socratic and experiential. This course is a practical, wholistic introduction to the art of teaching the natural sciences. It applies the principles of classical education to teaching science at different grade levels, covering both scientific consensus and direct experience of the scientific process. Topics include: determining challenging, grade-appropriate instruction; applying seminar leadership and Socratic teaching to the sciences, especially in through lab experiments; comparing different Classical methods and curricula; and integrating the sciences across the curriculum.

#### **CLST-5145**

##### **Classical Methods for Geography & History (3) (S)**

This course is a practical, wholistic introduction to the art of teaching geography, history, and the development of cultures. It applies the principles of classical education to teaching geography and culture at different grade levels. Topics include: determining challenging, grade-appropriate instruction; applying seminar leadership and Socratic teaching to geography and history; comparing different Classical methods and curricula; and integrating geography and history across the curriculum.

#### **CLST-5215**

##### **Classical Methods for the Catholic Faith (2) (M)**

This course is a practical, wholistic introduction to teaching the Catholic faith. It applies the principles of classical education to teaching the faith at different grade levels, emphasizing biblical and doctrinal literacy, moral and liturgical formation, and personal experience and prayer. Topics include: determining challenging, grade-appropriate instruction as envisioned by the U.S. bishops; promoting the experience of prayer; comparing different classical methods and curricula; and integrating faith formation across the curriculum.

#### **CLST-5225**

##### **Classical Methods for Language Instruction (2) (M)**

This course is a practical, wholistic introduction to the art of teaching language in a classical school. It applies the principles of classical education to the teaching of the second languages at different grade levels, with an emphasis on teaching Latin; however, the pedagogical methods discussed have application to modern languages, as well. Topics include: determining challenging,

grade-appropriate instruction; applying seminar leadership and Socratic teaching to second languages, including living Latin; comparing different classical methods and curricula; and integrating second language learning across the curriculum.

#### **CLST-6110**

##### **Classical Tradition in the Ancient World (3) (F)**

This course immerses students in the great literary, political, and philosophical books of the ancient Greco-Roman world. This immersion has two distinct goals. First, students will better understand the enduring questions that animate the Western tradition of classical *paideia* and will formulate their own responses to those questions. Second, students will study the theory and art of leading seminar-style discussions, so that the course serves as a *practicum* on seminar-style pedagogy for future teachers.

#### **CLST-6120**

##### **Classical Tradition in the Medieval World (3) (S)**

This course immerses students in the great literary, political, and philosophical books of the medieval Latin West. This immersion has two distinct goals. First, students will better understand the enduring questions that animate the Western tradition of classical *paideia* and will formulate their own responses to those questions. Second, students will study the theory and art of leading seminar-style discussions, so that the course serves as a *practicum* on seminar-style pedagogy for future teachers.

#### **CLST-6130**

##### **Classical Tradition in the Renaissance World (3) (F)**

This course immerses students in the great literary, political, and philosophical books of the Renaissance. This immersion has two distinct goals. First, students will better understand the enduring questions that animate the Western tradition of classical *paideia* and will formulate their own responses to those questions. Second, students will study the theory and art of leading seminar-style discussions, so that the course serves as a *practicum* on seminar-style pedagogy for future teachers.

#### **CLST-6140**

##### **Classical Tradition in the Modern World (3) (S)**

This course immerses students in the great literary, political, and philosophical books of the modern world. This immersion has two distinct goals. First, students will better understand the enduring questions that animate the Western tradition of classical *paideia* and will formulate their own responses to those questions. Second, students will study the theory and art of leading seminar-style discussions, so that the course serves as a *practicum* on seminar-style pedagogy for future teachers.

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## Criminology

### CRIM-1000

#### Introduction to Crime and Justice (3) (B)

This course is a survey of crime and criminal justice in the U.S. Topics include measurement of crime, criminal law, and an overview of the criminal justice system (police, courts, and corrections). Emphasis is on the tension between crime control and due process concerns. (PC)

### CRIM-3000

#### Criminal Law (3) (S)

This course explores the basic principles of Anglo-American criminal law, including the essential elements of a crime, crimes against the person, crimes against property, laws governing the use of force, the requirements for criminal liability, defenses to the criminal charge, and criminal punishments. *Suggested prerequisite: CRIM-1000.*

### CRIM-3100

#### Theories of Crime and Deviance (3) (S)

This course is a survey of classical and contemporary theories of crime and deviance. It focuses on identifying the key social, developmental, and situational mechanisms involved in crime and deviance. *Prerequisite: Sophomore standing or above. (WC)*

### CRIM-3200

#### Crime Analysis (3) (D)

This course provides an examination of the techniques used in tactical, strategic, and administrative crime analysis. Emphasis is on the application of crime pattern theory to problem-oriented and intelligence-led policing strategies. (VC)

### CRIM-3220

#### Religion and Crime (3) (D)

This course is designed to introduce students to contemporary and classic research on the impact of religion on crime, deviance, and corrections. *Suggested prerequisite: CRIM-3100.*

### CRIM-3225

#### Criminal Investigations (3) (D)

This course covers the fundamentals of the criminal investigation process and methods. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-1000.*

### CRIM-3250

#### Policing in America (3) (D)

A sociological overview of the history, organization, and functions of American policing. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-1000.*

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## CRIM-3300

#### Juvenile Delinquency (3) (F)

This course includes the history of juvenile courts, developmental theories of delinquency, and the role of religion, the family, schools, and peers in delinquency causation and prevention. *Prerequisite: Sophomore standing or above. (WC)*

### CRIM-3400

#### The Corrections System (3) (D)

A sociological overview of the history, organization, and functions of jails, intermediate sanctions, and prisons in the U.S. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-1000.*

### CRIM-4200

#### Crime & Place (3) (F)

This course focuses on the analysis of locations that attract and repel crime, displacement of crime, and identifying and measuring crime concentrations. *Prerequisite: Sophomore standing or above. Suggested prerequisite: CRIM-3100.*

### CRIM-COMP

#### Senior Comprehensive Exam (cr)

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## Computer Science

### CSCI-1010

#### Computer Science Fundamentals (3) (F)

This course provides an introduction to computer science and programming fundamentals for students who have had no previous programming experience. Topics include hardware, networks, databases, artificial intelligence, operating systems, and the Internet. The students will use a high-level programming language to learn about variables, conditional execution, user interaction, looping, and functions. There is an integral laboratory component.

### CSCI-1050

#### Web Programming (3) (D)

This course serves as an introductory programming course with a focus on using JavaScript to create interactive web pages. The topics covered include: virtual machines; web servers; server-side and client-side programming models; fundamental programming techniques; fundamental HTML; interactive HTML forms; cookies; and working with the browser's object models.

### CSCI-1140

#### Introduction to Computer Science I (4) (B)

This course introduces the fundamental concepts of computer programming from an object-oriented perspective. Topics covered include simple data types and some

simple data structures, message passing, subclasses, inheritance, polymorphism, and conditional and iterative control structures. Through study of object design, this course also introduces the basics of software engineering. A closed lab is an integral part of this course.

*Prerequisite: Ready to take Pre-calculus or higher.*

### **CSCI-2000**

#### **Programming Short Course (2) (D)**

This course is designed to provide the student with a working knowledge of a particular programming language. Students write programs of moderate complexity in the given language. May be taken more than once if the programming language is different. *Prerequisite: Permission of instructor.*

### **CSCI-2150**

#### **Introduction to Computer Science II (4) (S)**

This course continues the introduction of object-oriented programming begun in CSCI-1140, with an emphasis on algorithms, data structures, software engineering, and the social context of computing. A closed lab is an integral part of the course. *Prerequisite: CSCI-1140.*

### **CSCI-2300**

#### **Programming for Scientists and Engineers (3) (S, Even years)**

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, and object-oriented programming. *Corequisite: MATH-1300. Students who have received credit for CSCI-2150 may not take this course without permission of instructor.*

### **CSCI-2560**

#### **Discrete Mathematical Structures II (3) (S)**

This course continues the discussion of discrete mathematical structures introduced in MATH-2550, focusing particularly on topics that contribute to further study of computer science as a discipline. Topics include relations, matrices, computational complexity, elementary computability, discrete probability, recurrence relations, and a continuation of the study of graph theory begun in the previous course. *Prerequisites: MATH-2550 and CSCI-1140.*

### **CSCI-3100**

#### **Database Systems (4) (F, Odd years)**

This course uses the idea of information as a unifying theme to investigate a range of issues focusing on database systems design and management. Topics include ER modeling, relational algebra and calculus, SQL,

functional dependency theory, normalization techniques, query processing and optimization, and other issues such as concurrency and security. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and MATH-2550.*

### **CSCI-3500**

#### **Algorithm Design and Analysis (4) (S, Even years)**

This course introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematics theory and practical considerations of efficiency. Topics include asymptotic complexity bounds, techniques of analysis, and algorithmic strategies. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and CSCI-2560.*

### **CSCI-3570**

#### **Theory of Automata (3) (F, Odd years)**

This course covers computer science theory through the study of formal languages and their corresponding automata, including: regular languages and finite-state automata, context-free languages and pushdown automata, and recursively enumerable languages and Turing Machines. The relationship between these languages/automata and the classes P, NP, and NP-complete are also studied. *Prerequisites: CSCI-2150 and CSCI-2560.*

### **CSCI-3600**

#### **Concepts of Programming Languages (4) (F, Even years)**

Syntax and semantics of programming languages. Grammars, parsing, data types, control flow, parameter passing, run-time storage management, binding times, data abstraction, scripting, concurrency, exception handling, language design and evaluation. Programming paradigms to be studied include object-oriented, imperative (procedural), functional, and logic-based. *Prerequisite: CSCI-2150.*

### **CSCI-3800**

#### **Artificial Intelligence (4) (D)**

This course provides an investigation into how to model and implement intelligent behavior using computers. Topics include search algorithms, reasoning, heuristics, game trees, knowledge representation and machine learning. A closed lab is an integral part of the course. *Prerequisite: CSCI-2150.*

### **CSCI-3920**

#### **Directed Software Projects (3) (B)**

This course provides students with experience in the development or maintenance/enhancement of one or more software projects of a size and scope smaller than those encountered in the senior capstone. *Permission of instructor.*

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**CSCI-4200****Computer Architecture (4) (F, Even years)**

This course introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. Topics include digital logic, data representations, as well as multiprocessors and alternate and contemporary architectures. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and MATH-2550.*

**CSCI-4400****Operating Systems and Networking (4) (S, Odd years)**

This course introduces the fundamentals of operating systems together with the basics of networking and communications. The main topics include basic operating systems principles, concurrency, scheduling, memory management, security, and basics of networking and communications including World Wide Web technologies. A closed lab is an integral part of the course. *Prerequisites: CSCI-2150 and MATH-2550*

**CSCI-4920****Software Engineering (3) (F)**

This course combines a range of topics integral to the design, implementation, and testing of a medium-scale software system with the practical experience of implementing such a project as a member of a programming team. This course also treats material on professionalism and ethical responsibilities in software development and human-computer interaction. *Prerequisites: Senior computer science major and two upper-division computer science courses.*

**CSCI-4930****Senior Capstone (2) (S)**

This course, a continuation of CSCI-4920, provides a structured opportunity for the students to complete the software project they designed and began implementing in CSCI-4920. Formal presentations, both oral and written, of the students' work are integral components. *Prerequisite: CSCI-4920. (OC, VC, WC)*

**CSCI-COMP****Senior Comprehensive Exam (cr)**

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**Dance****DANC-1010****Introduction to Dance (1) (D)**

This course is designed to introduce the student to basic movement theories, efficiency of movement, centering, alignment, and body awareness. It introduces the following disciplines: tap, ballet, jazz, and modern. Proper dance attire is required.

**DANC-1500****Dance Wellness/Injury Prevention (1) (D)**

Strategies and skills required for the lifelong health of the dancer including proper stretching and techniques for avoiding common dance injuries are discussed in this course.

**DANC-2020****Musical Theatre Dance (2) (D)**

This course acquaints the dancer with the elements of a dance within a musical production. This involves working with a musical score while keeping the style of the dance true to the production. Students will become familiar with all aspects of staging a musical production. *Prerequisites: DANC-1010 and DANC-2055, or permission of instructor.*

**DANC 2030****Modern Dance (2) (D)**

This course will provide an introduction to and expansion upon modern dance technique, which uses the body as an expressive tool. Students will study techniques and vocabulary—such as body/spatial/sensory awareness, structures, alignment, and gesture—based on Martha Graham, Lester Horton and Doris Humphrey. Floor and center work will be included. Proper dance attire is required.

**DANC-2040, 2050****Ballet I, II (2 ea) (D)**

Classical and modern approaches to the language of ballet will be covered. Barre and center work included. Proper dance attire required. *Prerequisite: DANC-1010.*

**DANC-2055, 2065****Jazz I, II (2 ea) (D)**

This course provides an introduction and expansion of the techniques of jazz dance including, but not limited to, isolation and basic rhythmic skills and abilities characteristic of the jazz style. Proper dance attire is required. *Prerequisite: DANC-1010.*

**DANC 2070****Lyrical Dance (2) (D)**

Lyrical dance is a contemporary fluid form of dance fusing ballet, modern, and jazz techniques. The dancer will learn to invest movement with feeling, motion, and style, illustrating the story of a song. Center work and full combinations will be included. Proper dance attire is required.

**DANC-2080, 2085****Tap I, II (2 ea) (D)**

Includes basic and intermediate levels, steps and methods of tap dance, and terminology and rhythm structures of various tap styles (Broadway, Jazz, Rhythm, Hoofing). Tap shoes are required. *Prerequisite: DANC-1010.*

**DANC-3010****Advanced Tap/Jazz/Ballet/Modern (3) (D)**

Requires comprehensive competency testing as well as outside observation, rehearsal and evaluation hours. This course is a continuation and expansion of the skills and concepts involved in tap, jazz, ballet, and modern. *Prerequisites: DANC-2040, DANC-2055, and DANC-2080.*

**DANC-3500****Dance Pedagogy (2) (D)**

This course will prepare the dancer for professional practice as an instructor with basic principles and techniques of teaching dance in schools, private studios, and agencies. The course will include lesson planning and teaching practice in selected dance activities. *Prerequisite: DANC-3010.*

**DANC-3800****History of Dance (3) (D)**

Students will examine major topics in dance history, i.e., the meaning and function of dance in pre-industrial societies—communal and court dance, and the transformation and development of dance as a theatre art in the modern world. (AE)

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**Economics****ECON-1000****Economics of Social and Public Issues (3) (F)**

This course is intended to develop and apply elementary economic analysis to current events throughout the world. We will explore social and political issues using the framework of economic reasoning; this will include introductions to demand and supply analysis in addition to elasticity and market analysis. A series of economic applications will often accompany the course material. (PC)

**ECON-1010****Introduction to Economics (3) (I)**

This course is a general introduction to economics. The course is designed for non-business and non-economics majors who wish to learn the basics of economics. (PC)

**ECON-2090****Principles of Macroeconomics (3) (B)**

This is a beginning study of the macroeconomic relationships of the American economic system, involving the measurement and determination of national income, monetary and fiscal policy in an international context and economic growth. (PC)

**ECON-2100****Principles of Microeconomics (3) (B)**

This is a beginning study of microeconomic relationships involving the study of demand and supply and the study of costs to understand the operation of product and resource markets. We explore the conditions for competition, efficient resource allocation, the distribution of income, and topics in international trade. (PC)

**ECON-3000****Contemporary Economic Thinking (3) (F)**

This course examines the thought of modern contemporary economists (starting in the 1960s) for the alternative perspectives that they present on how our economy operates. The focus is less on the technical aspects of their thought and more on the broader visions and economically historical implications presented by the economists. No tests. Papers only. Students must turn in rough drafts of the first three papers. *Prerequisites: ECON-2090 and ECON-2100. (WC)*

**ECON-3060****Money and Banking (3) (S)**

This course is a study of money, credit and banking institutions, and the development of monetary thought in the context of contemporary economic and political influences. It is an analysis of the events after the monetary revolution of the 1970s, as this impact has been felt by the monetary and financial organizations and operations of our day. *Prerequisites: ECON-2090 and ECON-2100.*

**ECON-3090****Macroeconomic Activity (3) (S)**

This course involves theoretical discussion of income determination through the rationale and use of national income statistics coupled with the study of monetary theory and policy. It provides a graphic and statistical approach to income determination, consumption, investment, and the role of government within the framework of monetary, as well as a real, analysis through the use of a computer. Major Concentration Course. *Prerequisites: ECON-2090 and ECON-2100, and Junior standing.*

**ECON-3100****Intermediate Microeconomic Theory (3) (F)**

This course is an approach to the problems of price theory by considering the behavior of firms and individuals acting to maximize profits and well-being. Theoretical analysis, with practical applications, of the price theory, production functions and income distribution are discussed. Major Concentration Course. *Prerequisites: ECON-2090 and ECON-2100, and Junior standing.*

**ECON-3120****Public Finance and Fiscal Policy (3) (I)**

Taxation, expenditure, and debt management are investigated and analyzed with respect to their optimal use as tools of fiscal policy and their impact on the attainment of the objective of fiscal policy. A general equilibrium analysis of federal, state, and local government economic activities is undertaken with additional considerations at the levels of macro and micro analysis. Major Concentration Course. *Prerequisites: ECON-3090 and ECON-3100.*

**ECON-3150****International Economics (3) (S)**

This course deals with principles and practices of international trade, methods of payments and exchange controls, free trade and tariffs, international organizations and agencies of cooperation. *Prerequisites: ECON-2090 and ECON-2100.*

**ECON-3200****Managerial Economics and Pricing Theory (3) (F)**

This course explores the development of the specific theoretical and analytical tools of economics in managerial decision-making. Emphasis is placed on decision-making and pricing across differing market structures. The course includes reviews of empirical studies and illustrations of applications along with problems and case analysis. *Prerequisites: ECON-2090 and ECON-2100.*

**ECON-3260****Catholic Social Teaching (3) (S)**

This course examines the topics of world peace, a just world order, an equitable distribution of goods and resources, favorable terms of trade, the widening gap between the wealthy and poor nations and religious freedom in the light of major Catholic documents and papal teaching. *Cross-listed as THEO-3260. (F)*

**ECON-4000****Seminar In Economic Growth (2-3) (F)**

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

**ECON-4010****Seminar in Economic Development (2-3) (S)**

This course is analysis of development patterns of developing economies. The broadest area of inquiry in economics, development economics studies economic, social, cultural, and political perspectives are discussed. *Open to economics majors and minors only. Permission of instructor. (GP)*

**ECON-4030****Seminar in Economic Policy (2-3) (I)**

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

**ECON-4110****History of Economic Thought (3) (S)**

Contributions of individual thinkers and of schools of thought from Aristotle to the present are examined as they influence economic thought and the political economy. We use original sources, as well as textbook work to focus on the vision of such thinkers as Adam Smith, Karl Marx, and John Maynard Keynes, as well as on their analytical contributions. Major Concentration Course. *Prerequisites: ECON-3090 and ECON-3100, and Senior standing.*

**ECON-4130****Introduction to Econometrics (3) (F)**

The course presumes a knowledge of statistics and follows the economic reasoning developed in economics theory courses. It uses mathematical and statistical techniques to estimate, predict, and test economic relationships. A series of economic applications will often accompany the course material. *Prerequisites: ECON-3100, and either BUSI-2650 or MATH-1220, and Senior standing.*

**ECON-4160****Labor Economics (3) (I)**

This course is a study of labor problems and industrial relations, an examination of the history of the trade union movement, the determination of wages, hours and working conditions through collective bargaining, the role of the government, management, and labor legislations. *Prerequisite: ECON-3100.*

**ECON-COMP****Senior Comprehensive Exam (cr)**

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## **Education**

### **EDUC-0101, 0102, 0103, 0104, 0105, 0106, 0107, 0108**

#### **St. Joseph of Cupertino Practicum (0) (B)**

This course prepares students to live and work in a diverse society. The course promotes the inclusivity of students with exceptionalities by providing opportunities within and beyond the typical school-based course work. Students explore and master specific skills through practical experiences in multiple settings, and students develop competencies required to be a productive, engaged member of society. This course will support social and career development in an environment that targets the life and career plans of the individual learner. Transportation is the responsibility of the student. *Prerequisite: Admission in the St. Joseph of Cupertino program.*

### **EDUC-2200**

#### **Introduction to Education (2) (B)**

This course is designed as a comprehensive introduction to the teaching profession and includes a discussion of cultural and social issues that currently impact today's 21st century teachers. This course will provide future teachers with fundamental background material to begin formulating their own philosophy of teaching. *Corequisite: EDUC-2201.*

### **EDUC-2201**

#### **Introduction to Education Field Experience (1) (B)**

This field experience is designed to inform the decision-making process of students considering a career in elementary or secondary education. Students are required to shadow two teachers in different learning environments for a minimum of twelve total hours in order to acquire a beginning understanding of the roles and responsibilities of a teacher. Students are encouraged to find observation placements outside of the Atchison school districts, typically in their hometown, over a break. A parallel tutoring experience comprising twenty hours will be arranged, with approval by the professor, for students who do not return home over college breaks. The students will complete various activities while observing and write a reflective comparison paper on their experience. *Transportation for field experience is the responsibility of the student. Corequisite: EDUC-2200.*

### **EDUC-2209**

#### **Theology Methods for Elementary Teachers (2) (F)**

This course is designed to prepare students with methods and materials appropriate to teach the Catholic faith in the elementary classroom. The concepts emphasized

include curriculum development; liturgy planning; organization of retreats; sacrament preparation; and an historical understanding and incorporation of Catholic Church traditions. The students will also be exposed to methods of cross-curricular integration of religious teachings and the use of technology, media, and religious materials in the classroom.

### **EDUC-2214**

#### **Integrated Art and Music Methods (3) (B)**

The course is designed for candidates to explore and use the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theater) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. *Corequisite: EDUC-2214F.*

### **EDUC-2214F**

#### **Field Experience in Integrated Art & Music Methods (0) (B)**

*Transportation for field experience is the responsibility of the student. Corequisite: EDUC-2214.*

### **EDUC-2220**

#### **Psychoeducational Development (3) (B)**

A basic introduction to the psychological foundations of education with a focus on the major issues of child and adolescent development, learning theories, aggression/bullying, social and emotional learning, functional behavior analysis (FBA), foundations of research in education, positive behavior support (PBS), assessment and testing, and the importance of self-concept and mental health for student and professional educator. Students will receive instruction on foundations of visual communication in order to create an original video group project explaining one aspect of content presented in the course.

### **EDUC-2222**

#### **Introduction to K-12 Special Education (3) (B)**

This course examines the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs. Students will learn the various groupings of individuals with exceptionalities under the Individuals with Disabilities Education Act (IDEA) including identification, prevalence, characteristics, services available, and the impact of the disability on education. Mental, physical, behavioral, and sensorial exceptionalities are discussed. National, state, and local law and policies impacting the education of individuals with exceptionalities will be examined along with the historical foundations and future trends in special education. The principles of universal design, inclusion, collaboration,

community partnerships, assistive technology, and multicultural responsiveness are embedded and emphasized throughout this course.

### **EDUC-2222**

#### **Characteristics of Individuals With Exceptionalities (3) (S)**

This course is an in-depth study of the characteristics, assessment, and identification process that is at the core of understanding students with high-incidence exceptionalities. Students in this course will understand major federal and state legislation, incidence, and prevalence of persons with high-incidence disabilities across the lifespan. Social, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in eligibility per IDEA, placement alternatives, education, and educational support of individuals with high-incidence disabilities will be examined. Multicultural competence and responsiveness is discussed in depth, along with various laws and legislation affecting the lives of individuals with exceptionalities across all settings. The role of technology in the daily life of individuals with exceptionalities will be reviewed. Fifteen hours of supervised experience with individuals with exceptionalities equally distributed between community-based programs, the K–6 environment, and the 6–12 environment are required. *Transportation for field experience is the responsibility of the student.* Prerequisite: EDUC-2222.

### **EDUC-3301**

#### **Social Studies Methods and Media (2) (B)**

This course prepares teacher education students for teaching social studies at the elementary level (K–6) by promoting all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. The teacher candidate understands and uses the central concepts, tools of inquiry and structures of social studies (people and places, civics and government, geography, economics, history) to plan, implement and assess social studies learning experiences that engage all learners in critical thinking, creativity and collaborative problem solving. Corequisite: EDUC-3307. Prerequisite: Acceptance into Teacher Education Program.

### **EDUC-3303**

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

In this course the teaching candidates understand and use scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all learners in curiosity, exploration, sense-making, conceptual development, and problem solving.

Additionally, teaching candidates will learn concepts including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process. *Prerequisite: Acceptance into Teacher Education Program. Corequisite: EDUC-3314.*

### **EDUC-3307**

#### **Building Community Through Integrated Social Studies and Science (1) (B)**

In this course the teacher candidate understands and uses the central concepts, tools of inquiry, and structures of social studies (people and places, civics and government, geography, economics, history) to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. *Taken concurrently with EDUC-3301. Transportation for field experience is the responsibility of the student.* Prerequisite: Acceptance into Teacher Education Program.

### **EDUC-3312**

#### **School as Community (3) (B)**

In examining the social, cultural, and political dimensions of schools and classrooms, this course supports two goals. The first goal is to expose and engage students in a multicultural, diversity experience. Students work with children/adolescents from different racial, ethnic, low SES, religious backgrounds, and intellectually disabled citizens. In addition, students examine and discuss multiple dimensions of diversity, with particular attention on the impact that culture, race and ethnicity, socioeconomic status, exceptionality, sex and gender, geography, religion, and language have on school-age children and adolescents. Other themes are also explored including the student's own professional development in these areas, as well as the use of educational technology. The second goal of the course to provide an in-depth experience with the conceptual framework of the education program, which is built upon the theme of preparing "Educators as Builders of Community." Students will engage in, and work to develop, reflect on, and articulate their own contributions as a Builder of Community. Students are advised to continually focus and reflect on the Conceptual Framework, i.e. "What am I doing to contribute to my classes' community?" "What contributions am I making to a school's community?" "How am I contributing to the wider community?" "What have I learned about how to build community?" Students will be held accountable to demonstrate they are a *Builder of Community.* Prerequisite: Acceptance into Teacher Education Program. Corequisite: EDUC-3313.

**EDUC-3313****School as Community Diversity Field Experiences  
(1) (B)**

The diversity and field experiences component of the EDUC-3313 course is particularly designed to expose students to diverse individuals and educational settings and to the wide range of community resources that support the holistic needs of children and their families. The experience requires students to spend 50 hours where they engage in a variety of settings, enabling them to practice and critically reflect on the issues addressed in EDUC-3312. *Taken concurrently with EDUC-3312. Transportation for field experience is the responsibility of the student.* Prerequisite: Acceptance into Teacher Education Program. Corequisite: EDUC-3312.

**EDUC-3314****Mathematics Methods and Assessment (3) (B)**

The teacher candidates understand and use their knowledge of major concepts and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Application of concepts in twenty hours of field experience is required. *Prerequisites: To be taken concurrently or following MATH-1110 and MATH-1120, and acceptance into Teacher Education Program. Corequisites: EDUC-3314F and EDUC-3303.*

**EDUC-3314F****Field Experience for Mathematics Methods & Assessment (0) (B)**

*Transportation for field experience is the responsibility of the student. Corequisites: EDUC-3314 and EDUC-3303.*

**EDUC-3317****Integrated Language Arts Practicum (1) (B)**

Required supervised practicum in partnership schools taken concurrently with EDUC-3319. Students will work directly with K-6 students in English/Language Arts (Reading, Writing, Speaking and Listening). Responsibilities include observation and support of classroom instruction and planning and delivery of a language arts lesson. *Transportation for field experience is the responsibility of the student.* Prerequisite: Acceptance into Teacher Education Program. Corequisites: EDUC-3319, EDUC-3301, and EDUC-3307.

**EDUC-3319****Integrated Language Arts Methods (5) (B)**

Candidates demonstrate a high level of competence in combining methods of English/Language Arts and children's literature in a balanced approach to literacy instruction. Candidates use the central concepts, tools of inquiry, and structures of Reading, Writing, Speaking, Listening, and Language to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Science of Reading research and strategies are embedded in course content. *Prerequisites: Acceptance into Teacher Education Program. Corequisites: EDUC-3317, EDUC-3301, and EDUC-3307.*

**EDUC-3320****Curriculum for Individuals With Exceptionalities (3) (D)**

This course explores the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support content area instruction and to make data-based decisions. Teacher Candidates uses Individual Education Plans (IEPs), learning environments, individual learner characteristics, assessment, teacher knowledge of subject matter, and technology for effective instructional planning and implementation. During the field experience hours, Teacher Candidates will demonstrate the use of a variety of evidence based instructional strategies including effective adaptation, learner performance, and transition to promote learning and improve learner outcomes in both K-6 and K-12 learning classrooms. *Prerequisites: EDUC-2222, EDUC-2226 (or can be taken concurrently with EDUC-2226), and acceptance into the Teacher Education Program. Corequisite: EDUC-3320F.*

**EDUC-3320F****Field Experience for Individuals With Exceptionalities (0) (D)**

*Transportation for field experience is the responsibility of the student. Corequisite: EDUC-3320.*

**EDUC-3321****Functional Behavior Assessment, Positive Behavior Support, and Classroom Management (3) (S)**

The central purpose of this course is the application of behavioral principles in educational settings. The course presents definition and measurement of behavior, reinforcement strategies, systematic program development,

basic formats for classroom instruction, and techniques for monitoring student progress. The course emphasizes procedures for increasing academic and socially appropriate behavior through simulations and practical application assignments. Candidates will develop skills to perform functional assessment-based interventions (FABI), including the coordination of functional behavior assessments (FBAs) and the planning and carrying out of behavioral intervention plans (BIPs) to manage behavior and facilitate appropriate behavioral responses. The candidates develop knowledge of positive behavior interventions and supports (PBIS), classroom management, and behavioral analysis; demonstrate cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners. This course meets state-level accreditation standards for the Kansas State Department of Education (KSDE). Supervised field experiences with individuals with disabilities is required to apply course content. *Prerequisite: EDUC-2222.*

### **EDUC-3322**

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

This course moves beyond the classroom, providing knowledge and skills to form useful, collaborative relationships with families, school members, local communities and public and private services to best serve the needs of students. Teacher Candidates understand the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of a learner. Emphasis is placed on life-long planning and the inclusion of families in decision-making and understanding legal rights regarding program development and implementation. Professional and parent speakers are integral to the class in order to gain insight into the needs of families and individuals with high incidence exceptionalities. Internet and community resources are researched towards the development of a comprehensive service guide. Ten hours of supervised experiences with individuals with exceptionalities is required. *Transportation for field experience is the responsibility of the student. Prerequisites: EDUC-2222 and EDUC-2226.*

### **EDUC-3324**

#### **Methods and Strategies for Individuals With Exceptionalities (3) (S)**

Teacher Candidates learn to use a variety of evidence-based instructional strategies; including effective

adaptions, learner performance, and transitions; to promote learning and improve learner outcomes. Coursework presents appropriate methods and strategies for supporting the instructional needs specific to reading, writing, math, and other content areas through the principles of universal design for learning and how to utilize technology to support literacy and make data-based decisions. 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 strategies appropriate to the adaptive needs of students served within each setting. Supervised field experiences with individuals with disabilities is required to apply course content. *Prerequisites: EDUC-2222 and EDUC-2226.*

### **EDUC-3324F**

#### **Methods and Strategies for Individuals With Exceptionalities Field Experience (0) (S)**

*Transportation for field experience is the responsibility of the student. Corequisite: EDUC-3324.*

### **EDUC-3326**

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

This course is an introduction to assessment of individuals with exceptionalities. Teacher Candidates learn to use a variety of assessment instruments, procedures, and technologies for learning screening, evaluation, eligibility determination, instructional planning, progress monitoring, and technology considerations. Both the traditional model and Response to Intervention model of assessment will be studied. Teacher candidates will demonstrate knowledge and in skill in the use of problem solving models; including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier Systems of Support (MTSS); conducting Functional Behavioral Assessments (FBA) and the development of Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrate cultural sensitivity in the development and use of social skills curriculum; and promotes the self-determination skills of learners. A minimum of ten hours of supervised experiences with a variety of assessments is required. *Transportation for field experience is the responsibility of the student. Prerequisites: EDUC-2222 and EDUC-2226.*

### **EDUC-3330**

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

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

**EDUC-3332****Teaching Reading in the Content Areas (2) (B)**

The purpose of this course is to prepare pre-service teachers with reading strategies necessary to assist in enhancing and improving their content area. This course will prepare pre-service teachers with the skills they will need to help their students read content assignments with more understanding and to fulfill requirements for secondary school certification in teacher education programs. Science of Reading research and strategies are embedded in course content. Practicum experiences of twenty hours required. *Prerequisite: Education major. Corequisite: EDUC-3332F.*

**EDUC-3332F****Field Experience for Reading in the Content Area (0) (B)**

*Transportation for field experience is the responsibility of the student. Corequisite: EDUC-3332.*

**EDUC-3357****General Secondary Methods and Media (3) (B)**

Using a multicultural approach, students will learn principles and processes involved in planning and organizing for instruction and evaluation in the secondary school that meets the needs of a diverse population of students. Students will explore and use a variety of methods and media. It is recommended that this course precede special methods in content fields. *Corequisite: EDUC-3358.*

**EDUC-3358****General Secondary Methods Field Experience (1) (B)**

Taken concurrently with EDUC-3357, 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. *Transportation for field experience is the responsibility of the student. Prerequisite: Education major. Corequisites: EDUC-3357.*

**EDUC-4451****Philosophy of Education (3) (B)**

This intensive seminar will provide students an opportunity to gain an understanding of historical and philosophical traditions that have shaped educational thought and practice in the United States. Readings from primary

and secondary sources will focus on past educational practices that were deliberately exclusive. Students learn how contemporary educational practices work to be inclusive of constituents from diverse backgrounds. The course seeks to advance the students' understanding of the nature of education, particularly the notion that educators are builders of community, and to assist students in framing their beliefs about teaching and learning in PK–12 schools. The relevance of philosophy to teacher decision-making will be made evident as students construct their own educational philosophy. *Prerequisite: Education major. (PI, WC)*

**EDUC-4455****Differentiated Instruction (3) (B)**

This course is a survey of learner diversity, student needs, and instructional and assessment techniques to meet the needs of all learners. Topics will include Learning Profiles, Learning Environments, Curriculum, Data-based Decision Making, and Assessment. Teacher candidates will demonstrate understanding of learner development, student diversity, and individual differences to create instructional plans to support student needs. Through instructional plans and projects, candidates will create an environment inclusive of high standards that supports individual and collaborative learning and encourages positive social interactions, active engagement in learning, and learner self-motivation. *Permission of instructor.*

**EDUC-4462****Classroom Management (2) (B)**

An intense study of student behavior; discipline techniques; and time, resource, and space management. Particular focus is given to self-monitoring strategies, teaching social skills, and balancing extrinsic and intrinsic rewards. The course is designed for regular and special education teachers. *Prerequisite: Permission of instructor.*

**EDUC-4470****Student Teaching Seminar (2) (B)**

This seminar prepares and supports teacher candidates for the professional responsibilities of student teaching. The course provides a weekly instructional forum for collaborative problem solving of typical situations that arise during the student teaching process. In addition, a critical portion of this course provides training in professional writing. Candidates will submit drafted sections (Tasks) of the PPAT (Praxis Performance Assessment for Teachers) to the instructor. Editing feedback is provided for students to rewrite before submitting each Task to the Educational Testing Service. *Permission of instructor. (WC)*

**EDUC-4471****Special Education Student Teaching Seminar (1) (D)**

This seminar prepares and supports special education teacher candidates for the professional responsibilities of student teaching and provides a weekly forum for collaborative problem solving of situations that arise during the student teaching process. The course also prepares teacher candidates in the development of the Special Education Student Teacher Case Studies. *Prerequisite: Admission to Student Teaching.*

**EDUC-4491****Supervised Student Teaching of Individuals With Exceptionalities (10) (D)**

Professional Block. Designed to meet the needs of prospective special education teachers who wish to qualify for teaching individuals with exceptionalities. Prospective special education teachers will observe, participate, and teach, as well as engage in professional activities and extracurricular activities with individuals with disabilities under the supervision of selected cooperating special education teachers. *Admission is by application only and approval of the Committee on Teacher Education.*

**EDUC-4492****Supervised Student Teaching in Elementary School (5–12) (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 Praxis Performance Assessment for Teachers (PPAT), a teacher work sample. The PPAT 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. *Transportation for student teaching is the responsibility of the student. Admission is by application only and approval of Committee on Teacher Education. (OC)*

**EDUC-4493****Supervised Elementary K–6 Special Education Practicum (2) (S)**

Through course readings, assessments, and intensive time in a K–6 special education classroom, the special education candidate will demonstrate effective communication skills to enhance collaboration and consultation among school professionals as a member of the special education

team. The candidate will learn and apply evidence-based instructional strategies including effective adaptations, learner performance, and transitions to improve learner outcomes. The candidate will assist in planning for and implementing effective instruction and services based on learner needs and informed by data, will implement the IEP, deliver instruction, evaluate IEP implementation, and collaborate with the special education team to begin planning for effective transition services. This course requires a minimum of 14 hours a week during the semester in the special education placement with increasing levels of responsibility and leadership under the guidance of a mentor teacher. *Prerequisite: EDUC-3326.*

**EDUC-4494****Supervised Secondary 6–12 Special Education Practicum (2) (F)**

Through course readings, assessments, and intensive time in a 6–12 special education classroom, the special education candidate will demonstrate effective communication skills to enhance collaboration and consultation among school professionals as a member of the special education team. The candidate will learn and apply evidence-based instructional strategies including effective adaptations, learner performance, and transitions to improve learner outcomes. The candidate will assist in planning for and implementing effective instruction and services based on learner needs and informed by data, will implement the IEP, deliver instruction, evaluate IEP implementation, and collaborate with the special education team to begin planning for effective transition services. This course requires a minimum of 14 hours a week during the semester in the special education placement with increasing levels of responsibility and leadership under the guidance of a mentor teacher. *Prerequisite: EDUC-3326.*

**EDUC-4496****Supervised Student Teaching in Secondary School (5–10) (B)**

Professional Block. Teaching experience in approved cooperating secondary schools. Prospective teachers observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers and clinical supervisors. The student must have senior standing and an adequate background in the teaching field that normally will constitute the academic major. During student teaching, all candidates complete the Praxis Performance Assessment for Teachers (PPAT), a teacher work sample. The PPAT 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. *Transportation for student teaching is the responsibility*

of the student. Admission is by application only and the approval of the Committee on Teacher Education. (OC)

### **EDUC-4497**

#### **Modified Teaching Experience (5–10) (B)**

Professional Block. This course prepares students for an educational career in positions that do not require a teaching license. This senior level course is conducted at a school, community outreach service or educational institution. The Benedictine College student enrolled in this course is required to fulfill many, but not all, of the responsibilities and requirements normally completed by student teachers. Specific requirements are individually determined based on the particular setting and the needs and abilities of the respective Benedictine College student. This course does not lead to teaching licensure. *Transportation for the modified teaching experience is the responsibility of the student.* Prerequisites: EDUC-4455 (can be taken concurrently) and EDUC-4462 (can be taken concurrently). Corequisite: EDUC-4470. (OC).

### **EDUC-5510**

#### **Introduction to School Leadership (2) (F)**

This course examines leadership theory and practice that leads to a responsive culture with shared vision, values, and responsibility in P–12 schools. Emphasis is placed on developing an understanding of collaboration, team building, and conflict resolution techniques; forming effective relationships with all stakeholders in the P–12 community; understanding the influence of local, state, and national policy decisions on instruction; multiculturalism and diversity in P–12 education; and the creation of processes that support collaborative leadership and improved practice. A primary objective for this first course in the sequence is to create a community of caring relationships in the newly formed cohort. Cooperative learning and group problem solving activities are employed for achieving this objective.

### **EDUC-5512**

#### **Introduction to Educational Research (3) (D)**

This course is an introduction to educational research and descriptive statistics. Designed to assist the student in developing competencies in the various methods and strategies of educational research, including skills in the interpretation and evaluation of current research. Research that is conducted by school leaders to assess the effectiveness of the school community in achieving its desired mission (action research) will be an area of emphasis. The expected outcome of this course is that the student will apply research findings and implications in various school settings.

### **EDUC-5515**

#### **Models and Strategies in Instructional Leadership (3) (S)**

This course is an advanced study of human development patterns, birth through adolescence, with an emphasis on learning and instructional theories. Candidates will examine effective instructional strategies that include pre-assessment and assessment tools to determine adequacy of instructional approaches; the components of alternate instructional models, particularly in designing the curriculum to meet the needs of students with exceptionalities, English language learners, and students from diverse backgrounds, incorporating multicultural education in the curriculum. The role of the principal in leading and supporting teachers to implement student-centered instructional strategies is emphasized.

### **EDUC-5516**

#### **Practicum in Instructional Leadership (1) (S)**

This course is a structured, field-based experience in an elementary, middle, or secondary school. This practicum requires a minimum of 50 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth) and Standard 4 (Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources).

### **EDUC-5518**

#### **Building Community in the Classroom (3) (D)**

This course studies the teacher's role in creating and sustaining classroom communities that support student growth and development. Candidates will understand the needs and goals of all stakeholders, including the effect poverty, disadvantages, and resources have on P–12 student learning. Candidates will create an action plan that recognizes diversity, family, and student needs, and uses school and community resources to overcome barriers and build strong partnerships with the goal of student learning. Emphasis is on building candidate capacity to build and sustain positive school relationships with families, caregivers, and community partners.

### **EDUC-5519**

#### **The Catholic School Teacher (3) (D)**

This course studies the role of the Catholic school teacher as indicated through post Vatican II documents on education and research. Candidates will examine the diversity

in Catholic schools and doctrine that promotes knowledge and respect for all cultures, exceptionalities, and ethnicities. Emphasis is placed on the importance of the teacher in creating a Catholic community through curriculum, teacher collaboration, spiritual development, and focus on developing the whole child.

### **EDUC-5529**

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

This course is designed to assist candidates with the use of current technology-based management systems and to use a variety of media and formats, including information and web-based technology to manage, communicate, interact, and collaborate with colleagues, parents, and other education stakeholders. Emphasis is on both teachers and building leaders continually improving teaching and learning, inspiring students to positively contribute to and responsibly participate in the digital world, collaboration with both colleagues and students to discover and share resources and ideas and solve problems through learner-driven activities and environments.

### **EDUC-5532**

#### **Foundations of Curriculum Development (K–12)**

**(3) (S)**

This course examines social and psychological influences upon curricular design and implementation. Instructional models, and their supporting theoretical rationale; barriers to effective implementation of innovative curricula; alignment and systematic evaluation of educational curricula and programs will be examined. Emphasis is placed on understanding, creating, and evaluating comprehensive, rigorous, and coherent curricular and instructional P-12 school programs, including the study of the societal forces that affect school curriculum (particularly in designing the curriculum to meet the needs of students with exceptionalities and students from diverse backgrounds, as well as how to incorporate multicultural education in the curriculum).

### **EDUC-5534**

#### **Assessment and School Improvement (3) (F)**

This course assists candidates in understanding and promoting continual school improvement. Candidates will examine the relationship between curriculum, assessment, and school improvement initiatives. Using critical thinking and problem-solving skills, candidates will learn to assess learners, examine performance levels, and analyze assessment data to improve practice and meet school improvement goals.

### **EDUC-5540**

#### **Mentoring and Teacher Leadership (3) (D)**

This course examines the teacher's role in mentoring and induction programs, coaching, and professional development. Participation in learning communities and the role of a teacher as mentor and peer coach is studied and practiced. Through a study of adult learning theory, teacher development, communications styles and reflection, the candidate will develop and implement mentoring and coaching strategies.

### **EDUC-5542**

#### **Current Trends & Practices in Teaching (3) (D)**

This course examines recent trends in the development of school policy and practice, particularly in meeting standards, accountability, and the influence of outside stakeholders. Emphasis will be placed on research based best practice in effective instruction. Candidates will develop a personal professional development plan in this course.

### **EDUC-5546**

#### **Directed Study (1–4) (D)**

An independent in-depth study of a specific educational topic and/or action research project. Candidates must enroll in two semesters for a minimum of four credit hours of EDUC-5546.

### **EDUC-5552**

#### **Effective Instructional Strategies (3) (D)**

This course examines effective classroom instruction strategies that include: planning for effective instruction; pre-assessment and assessment tools to determine the adequacy of the instructional approach; instructional models and the appropriateness of their applications; integration of Common Core Standards and teaching for depth; data analysis to inform instructional planning; and meeting the needs of all students.

### **EDUC-5570**

#### **Classroom Management for Practicing Teachers**

**(3) (M)**

The teacher candidate will understand how to promote collaborative learning environments that are inclusive of high standards; effective use of discipline and management techniques; effective implementation of directions, praise, feedback, routines, transitions, and procedures; and how to effectively manage time and space in an elementary or secondary classroom so that students can learn. Candidates use an understanding of learner development and individual differences to create environments that support individual and collaborative learning,

encourage positive social interaction, active engagement in learning, and self-motivation, and embed teacher and student use of technology to create productive and engaging learning environments.

### **EDUC-5571**

#### **Meeting the Needs of All Learners for Practicing Teachers (3) (M)**

The teacher candidate will understand how learners grow and develop and use the understanding of individual differences and development within and across the cognitive, linguistic, social, emotional, and physical areas to create an environment inclusive of high standards. The candidate designs and implements developmentally appropriate, relevant, and rigorous learning experiences that supports individual and collaborative learning, and these experiences encourage positive social interaction, active engagement in learning, and self-motivation.

### **EDUC-5572**

#### **Integrating Health, Movement, and Physical Activity in the Elementary Classroom (3) (F)**

The teacher candidate will understand and demonstrate applications of health, human movement and physical activity to support the learning needs of K–6 students. Course content will examine current research in brain-based learning, health and wellness initiatives, and learning standards that can be integrated into cross-curricular learning experiences. The candidate will understand and apply the 21<sup>st</sup> century skills “Social Skills & Collaboration” to a K–6 lesson or unit and provide an artifact as evidence of learners growing in these skills as a result of instruction.

### **EDUC-5573**

#### **Integrating the Arts in the Elementary Classroom (3) (F)**

The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the arts (music, visual arts, dance, and theatre) to plan, implement, and assess artistic learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. Course content will examine current research in the benefits of art and creativity on K–6 learners and explore strategies, tools, and resources for integrating the arts into cross curricular learning experiences. Candidates will understand and apply the 21<sup>st</sup> century skill of “Creativity” to a K–6 lesson or unit and provide an artifact as evidence of learners growing in this skill as a result of instruction.

### **EDUC-5574**

#### **Math Methods for the Practicing Teacher (3) (S)**

The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of mathematics (counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability) to plan, implement, and assess mathematical learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Course content will examine the research on growth mindset relating to math instruction, instruction and assessment strategies to promote higher order thinking, and how to promote the NCTM Standards for mathematical practice in the K–6 classroom. Candidates will understand and apply the 21<sup>st</sup> century skill of “Critical Thinking” to a K–6 lesson or unit and provide an artifact as evidence of learners growing in this skill as a result of instruction.

### **EDUC-5575**

#### **Science Methods for the Practicing Teacher (3) (S)**

The teacher candidate will understand and demonstrate scientific disciplinary core ideas, cross-cutting concepts, and science and engineering practices to plan, implement, and assess science learning experiences that engage all elementary learners in curiosity, exploration, sense-making, conceptual development, and problem solving. Content will examine STEM resources and methods to effectively integrate cross curricular content. Candidates will understand and apply the 21<sup>st</sup> century skill of “Information Literacy” to a K–6 lesson or unit and provide an artifact as evidence of learners growing in this skill as a result of instruction.

### **EDUC-5576**

#### **Language Arts Methods for the Practicing Teacher (3) (F)**

The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the English/language arts (reading, writing, speaking and listening, and language) to plan, implement, and assess language arts learning experiences that engage all students in critical thinking, creativity, and collaborative problem solving. Content will examine the research base for the science of reading to support all developing readers, promote an understanding of strategies, tools, and resources for developing phonemic awareness and literacy, and explore strategies that promote reading fluency and comprehension. Candidates will understand and apply the 21<sup>st</sup> century skill of “Communication” to a K–6 lesson or unit and provide an artifact as evidence of learners growing in this skill as a result of instruction.

**EDUC-5577****Social Studies Methods for the Practicing Teacher (3) (F)**

The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the social studies (people and places, civics and government, geography, economics, history), to plan, implement, and assess social studies learning experiences that engage all learners in critical thinking, creativity, and collaborative problem solving. Content will examine strategies, tools, and resources to present effective social studies instruction and the integration of social studies topics into language arts standards to support cross curricular connections. Candidates will understand and apply the 21<sup>st</sup> century skill of “Leadership” to a K–6 lesson or unit and provide an artifact as evidence of learners growing in this skill as a result of instruction.

**EDUC-5578****Technology in Instruction & Assessment for Practicing Teacher (3) (M)**

The teacher candidate will acquire skills for successfully utilizing various educational technologies to support instruction and assessment. Candidates will be exposed to technology and media literacy concepts to aid in the evaluation and selection of tools for the educational setting that promote engagement and improved student learning.

**EDUC-5579****Content Seminar for Practicing Teacher (3) (M)**

This seminar prepares and supports practicing teachers on topics of classroom management, supporting learners' academic, social, and emotional needs, communication and collaboration with learners, families, colleagues, school professionals, support staff, and community members, and the preliminary development of components of the Praxis Performance Assessment for Teachers (PPAT).

**EDUC 5581****Secondary Pedagogy and Instruction for Practicing Teachers (3) (F)**

The teacher candidate will understand and demonstrate the central concepts, tools of inquiry, and structures of the discipline he/she teaches and create content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content. Candidates will examine research-based strategies and methods to support students through varied and developmentally appropriate instruction within their discipline

and begin creating a resource file for standards-aligned materials to support instruction in their discipline.

**EDUC 5582****Secondary Content Methods 1 (3) (F)**

The teacher candidate will understand and plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context. Candidates will plan, implement, and assess learning experiences for their class in conjunction with input and feedback from mentor teachers. Candidates will meet weekly with their mentor teachers and complete weekly reflection journals on assigned topics.

**EDUC 5583****Secondary Pedagogy and Assessment for Practicing Teachers (3) (S)**

The teacher candidate will understand and demonstrate how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions. Students will explore a variety of resources and strategies and methods of assessment that engage learners in monitoring their own progress, specifically embedding technology and differentiation into their assessment plans. Candidates will continue development of their resource file for standards-aligned materials that support assessment in their discipline.

**EDUC 5584****Secondary Content Methods 2 (3) (S)**

The teacher candidate will understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. Candidates will plan, implement, and assess learning experiences for their class in conjunction with input and feedback from mentor teachers. Emphasis will be placed on developing and applying appropriate assessment techniques to ensure students obtain and apply knowledge. Candidates will meet weekly with their mentor teachers and complete weekly reflection journals on assigned topics. They will submit five or more lesson plans for evaluation using the Practicum 2 Portfolio Rubric measuring instructional planning, assessment, application of content, and reflection of one's practice.

**EDUC 5585****School as Community for Practicing Teachers (3) (F)**

The teacher candidate will use understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. Course content will explore diversity of race, ethnicity, religion, language, culture, socioeconomic status, gender, geography, and learner exceptionalities to understand how these differences contribute to the uniqueness of students and how the teacher candidate can best support the needs of each student relative to their lived experiences and needs as an individual.

**EDUC 5586****Supporting Literacy in the Content Area (3) (F)**

Teacher candidates will develop an understanding of language and the literacy process to promote effective teaching in secondary classrooms. Course content examines reading and writing in content areas, and instructional strategies to support students' literacy development. Candidates will understand and apply knowledge of how reading, writing, speaking, and listening skills are acquired, developed, and deepened so that they can promote the acquisition of their discipline-specific curriculum in a supportive classroom environment that promotes high standards for all.

**EDUC-6606****School Leadership, Management, and Finance (4) (M)**

This course introduces the basic theories and concepts underlying school building administration with a focus given to cooperative practices and shared decision-making. The course emphasizes the role and responsibility of the principal in organizing, supervising, and budgeting educational funds for program needs at the building level, implementing pupil services, and managing co-curricular programs and activities. Candidates will analyze school-based policies and procedures that protect the welfare and safety of students and staff. Emphasis is on understanding, monitoring, and evaluating P-12 school management, operational, and fiscal systems.

**EDUC-6612****Supervision in Education (3) (F)**

The role and responsibility of the principal in selecting and supervising personnel at the building level are core content in this course. Leadership theory, change processes, models of evaluation and development programs are examined and analyzed. Major topics in this course include staff selection, orientation, professional development and evaluation. Legal concepts related to the

selection and evaluation of personnel are reviewed. Emphasis is placed on developing and supervising the instructional and leadership capacity of personnel in the school community.

**EDUC-6613****Practicum in Supervision (1) (F)**

This is a structured, field-based experience in an elementary, middle, or secondary school. This practicum requires a minimum of 50 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 1 [Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community], Standard 2 [Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth], and Standard 5 [Acting with integrity, fairness, and in an ethical manner].

**EDUC-6622****Educational Law (3) (S)**

Legal rights, duties, and responsibilities of building level leaders are studied in this course. The policies, laws, and regulations enacted by state, local, and federal authorities that affect P-12 schools are examined and candidates analyze how law and policy are applied consistently, fairly and ethically within the school. Special topics in this course include basic constitutional issues related to students and school personnel and identifying and applying legal concepts and theory to special education, student disciplines, student rights, personnel practices, professional negotiations, and other powers, duties and liability concerns of the principal and school system.

**EDUC-6623****Practicum in Legal, Ethical, and Community Issues (1) (S)**

This is a structured, field-based experience in an elementary, middle, or secondary school. This practicum requires a minimum of 30 clock hours in the candidate's home school, designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth), Standard 4 (Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing community resources), Standard 5 (Acting with integrity, fairness, and in an ethical manner), and Standard 6 (Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context).

This final practicum section requires an additional 20 clock hours working with an administrator in a school that is demographically and structurally different than the candidate's home school.

#### **EDUC-6640**

#### **Partnering With Parents and the Community (3)**

This course studies the principal's role in creating and sustaining school communities that support student growth and development. Candidates will understand the needs and goals of all stakeholders, including the effect poverty, disadvantages, and resources have on P–12 student learning. Candidates will create an action plan that recognizes diversity, family, and student needs, and uses school and community resources to overcome barriers and build strong partnerships with the goal of student learning. Emphasis is on building candidate capacity to build and sustain positive school relationships with families, caregivers, and community partners.

#### **EDUC-6642**

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

This course analyzes the skills necessary for effective leadership in interactions with the school, the school system, and the community. Candidates will acquire knowledge and develop an understanding of the decision-making process, creation of an appropriate organizational climate, personal and professional ethics, group facilitation and planning, communication skills, and the appropriate involvement of schools with the communities in which they serve. Emphasis is placed on collaboratively developing, articulating, implementing, and supporting a vision for learning that is shared by all stakeholders.

#### **EDUC-6643**

#### **Practicum in the Principalship (1)**

This is a structured, field-based experience in an elementary, middle, or secondary school. This practicum requires a minimum of 50 clock hours designed to assist the candidate in acquiring experience and proficiency as defined by KSDE/ISLLC knowledge and performance indicators for Standard 1 (Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school and community), Standard 2 (Advocating, nurturing, and sustaining a building climate and instructional programs conducive to student learning and staff professional growth), Standard 3 (Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment), Standard 4 (Collaborating with families and community members, responding to diverse community needs and interests, and mobilizing

community resources), Standard 5 (Acting with integrity, fairness, and in an ethical manner), and Standard 6 [Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context].

#### **EDUC-6580**

#### **Supervised Teaching Practicum (3) (B)**

The candidate has a supervised 12-week practicum in an accredited and approved school setting. The candidate's mentor teacher will provide evaluation and feedback a minimum of three times utilizing the CPAST instrument. The successful completion of this course denotes a candidate's mastery of the InTASC standards and the ability to be recommended for full Kansas teaching licensure.

#### **EDUC-6680**

#### **Special Education Leadership (3) (S)**

Candidates will learn about the instructional, legal, educational, social, and emotional needs of students who qualify for services under IDEA to make instructional and resource decisions that promote their rights. Candidates will examine the legal context for supporting special education services in schools; identify instructional support processes and systems that benefit all learners; and examine and identify methods of providing supportive, equitable, culturally responsive, and inclusive school cultures [KSDE Standard 3].

#### **EDUC-6688**

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

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## **Electrical Engineering**

#### **EENG-2010**

#### **Introduction to Digital Electronics (2) (S)**

This course introduces to the student the fundamental principles in digital circuit design, including Boolean algebra and other mathematical operations, Karnaugh maps, logic gates, flip flops, and counters. Circuits are implemented both with integrated circuits and with programmable logic devices configured by HDL.

#### **EENG-2020**

#### **Digital Electronics Laboratory (1) (S)**

This course provides a hands-on experience in digital electronic circuit design and implementation. *Corequisite: EENG-2010.*

#### **EENG-2060**

#### **Linear Circuit Analysis I (3) (F)**

This is an introductory course in the electrical engineering analysis of circuits, including circuit theory, resistors,

capacitors, inductors, and transformers; DC and sinusoidal steady state circuit analysis; and AC power. Students must earn a grade of “C-” or better to take subsequent electrical engineering courses at Benedictine College or from the University of North Dakota. *Prerequisite: PHYS-2110.*

### **EENG-3060**

#### **Circuits Laboratory I (1) (F)**

This laboratory course complements and reinforces the concepts taught in EENG-2060. Students will also learn how to properly use equipment to analyze circuits experimentally. *Corequisite: EENG-2060.*

### **EENG-3070**

#### **Circuits Laboratory II (1) (S)**

This laboratory course complements and reinforces the concepts taught in EENG-3130. Students will also learn how to use properly equipment to analyze circuits experimentally. *Corequisite: EENG-3130.*

### **EENG-3080**

#### **Electronics Laboratory I (1) (F)**

This laboratory course complements and reinforces the concepts taught in a first-year electronics course. Topics include semiconductor bias, bipolar, field effect, metal oxide semiconductor characteristics, circuit parameters; and circuit topologies such as filters and amplifiers. Circuits are constructed and measured containing diodes, transistors, and integrated circuits such as operational amplifiers. Students will also learn how to use equipment properly to analyze circuits experimentally. *Prerequisite: EENG-3070.*

### **EENG-3090**

#### **Electronics Laboratory II (1) (S)**

This laboratory course complements and reinforces the concepts taught in a second-year electronics course. Topics include printed circuit board layout and design, and systems with feedback; and circuit topologies such as oscillators, receivers, current mirrors, power amplifiers, and differential amplifiers. Circuits are constructed and measured containing diodes, transistors, and integrated circuits such as operational amplifiers. Students will also learn how to use properly equipment to analyze circuits experimentally. *Prerequisite: EENG-3080.*

### **EENG-3130**

#### **Linear Circuit Analysis II (3) (S)**

This course covers both transient and steady-state analyses of linear electric circuits, including two-port circuits, single and polyphase systems, operational amplifiers, LaPlace and Fourier transforms, Transfer Functions, and Fourier analysis. *Prerequisite: EENG-2060. Corequisite: MATH-3100.*

### **EENG-3140**

#### **Signals and Systems (3) (F)**

This course is an introduction to signal processing that includes the following topics: passive filters; Laplace transform applications; Fourier transform; Z-transform; Nyquist sampling theorem; and other topics as time permits (possible topics include state variables; introduction to control and communications theory; discrete Fourier transform). *Prerequisite: EENG-3130. Corequisite: MATH-3100.*

### **EENG-3160**

#### **Electric and Magnetic Fields (3) (F)**

This course covers fields produced by simple distributions of electric charges and magnetic poles, field mapping, and application to engineering problems. *Prerequisite: EENG-2060. Corequisite: MATH-3100.*

### **EENG-3210**

#### **Electronics I (3) (F)**

This course covers the fundamentals of electronic circuits, modeling circuits containing Diodes, BJT and MOSFET Transistors, voltage regulators, and Integrated Circuits like Operational Amplifiers. Topics include: semiconductor physics, I-V characteristics and circuit parameters of components; circuit topologies such as filters and amplifiers. *Prerequisite: EENG-3130. Corequisite: EENG-3080.*

### **EENG-4010**

#### **Electric Drives (2) (F)**

This course covers the following topics: power electronic circuits to drive and control motor and mechanical loads, power integrated circuits, variable speed drives and their electronic controls. It also includes mathematical definition of random and deterministic signals and a study of various modulation systems. *Prerequisite: EENG-3210.*

### **EENG-4020**

#### **Electric Drives Laboratory (1) (F)**

This laboratory course complements and reinforces the concepts taught in EENG-4010. Topics explored in this laboratory include: open-circuit and short circuit testing for transformers, single phase motor control modeling, control of stepper motors, and servo motors using pulse-width modulation techniques. *Prerequisite: EENG-3210; Corequisite: EENG-4010.*

### **EENG-4050**

#### **Control Systems I (3) (S)**

This course is an analysis of control systems and their performance. Topics include mathematic modeling and dynamic response of linear control systems; stability analysis; design of linear controllers using the root locus; and frequency response techniques. *Prerequisites: EENG-3140 and MATH-3100.*

**EENG-4060****Control Systems Laboratory (1) (S)**

This laboratory course complements and reinforces the concepts taught in EENG-4050. Laboratory exercises will allow students to operate control systems while visualizing the effect of varying parameters on system behavior. *Corequisite: EENG-4050.*

**EENG-4090****Applied Electromagnetics (3) (S)**

This course provides an introduction to the design and implementation of distributed networks. Topics include time domain solution of Maxwell's Equations, electromagnetic waves in matter, and the fundamentals of transmission lines. *Prerequisites: EENG-3130 and EENG-3160.*

**EENG-4210****Electronics II (3) (S)**

This course covers the design of electronic circuits using diodes, BJT and MOSFET Transistors, and Integrated Circuits. Topics include: feedback, active filters, precision signal and amplifier circuits, difference amplifier, instrumentation amplifier, low noise signal and amplifier circuits, oscillators, power converters (AC/DC), current mirrors, and current steering circuits. *Prerequisite: EENG-3210. Corequisite: EENG-3090.*

**EENG-4510****Computer Hardware (3) (D)**

This course is the study of the complete computer system including the digital hardware interconnection, organization, and the various operation and control methods necessary for realizing digital computers and analog systems. *Prerequisites: EENG-2010 and CSCI-2300.*

**EENG-4520****Embedded Systems (2) (S)**

This course is the study of microcontroller hardware and software with an emphasis on interfacing the microcontroller with external electronic devices such as transceivers, sensors, and actuators for communications and control within an embedded system. *Prerequisites: EENG-2010, CSCI-2300, and EENG-3210.*

**EENG-4530****Embedded Systems Laboratory (1) (S)**

This laboratory course complements and reinforces the concepts taught in EENG-4520. Laboratory exercises will allow students to design, build and test embedded systems while learning how to interface input and output devices as well as sensors. *Corequisite: EENG-4520.*

**EENG-4600****Electrical Engineering Design I (3) (F)**

This is the first course in the two-semester capstone design experience for the electrical engineering undergraduate degree. It emphasizes design methodologies, communications, and teamwork. Students will select an electronic system to design, capture end-user requirements, perform component trade studies, and lead a critical design review at the end of the semester. *Prerequisites: EENG-4050, EENG-4210, and EENG-4520. (OC, VC, WC)*

**EENG-4610****Electrical Engineering Design II (3) (S)**

This is the second course in the two-semester capstone design experience for the electrical engineering undergraduate degree, emphasizing design methodologies, communications, and teamwork. Students will be required to build and test a prototype of the electronic system designed in EENG-4610, Electrical Engineering Design I. Students will prepare written reports and deliver oral presentations on their design choices, with critique by the instructor. *Prerequisite: EENG-4600. (WC)*

**EENG-4810****Microwave Systems and Antennas (3) (D)**

This course provides students with the tools needed to analyze and design microwave systems and antennas for wireless communication. Topics in microwave systems include transmission line theory, two-port network analysis, S-parameters, and microwave power dividers. The study of antennas begins with an examination of fundamental antenna parameters. Other topics include dipole antennas, antenna arrays, wideband microstrip antennas, aperture antennas, matching techniques, and antenna measurement theory. *Prerequisites: EENG-3210 and EENG-4090.*

**EENG-4820****Communication Systems (3) (D)**

This course provides an introduction to the fundamentals of analog and digital communications systems including signal transmission and reception. Topics include: filtering, sampling, modulation/demodulation, broadcasting, satellite communications and cellular communications. *Prerequisite: EENG-3140.*

**EENG-4910****Power Electronics (3) (D)**

This course applies the principles of electronics to energy conversion and power control. Topics include: characteristics of power electronics, modeling and analysis of power systems, control techniques, power electronics

circuit design such as inverters, rectifiers, power amplifiers, DC-DC, DC-AC and AC-DC converters and other applications. *Prerequisite: EENG-4210.*

### **EENG-4940**

#### **Digital Signal Processing (3) (D)**

This course is an introduction to the analysis and processing of signals using both continuous time and discrete time analysis tools. The course will cover the following topics: signal classifications, discrete Fourier transforms, Z-transform, digital filters, and practical applications. *Prerequisite: EENG-3140.*

### **EENG-COMP**

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

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### **English**

*Note: If a student does not have the prerequisite for a given course, please consult with the instructor concerning special permission to take the course.*

### **ENGL-1000**

#### **English Composition With Review (4) (B)**

This is an English composition class that includes an additional hour for further work on mechanics, content, and organization. The course assists the student in developing strategies and skills necessary for college-level writing. It focuses on 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 ENGL-1010. (C)

### **ENGL-1010**

#### **English Composition (3) (B)**

This is an intensive course in expository writing, required of all students except those achieving exceptional scores on the College Level Examination Program tests or other tests designed by the department. Some attention is given to basic skills, but primary emphasis is on effective communication. The major modes of discourse and the fundamentals of research are covered thoroughly. Students may not get credit for both this course and ENGL-1000. (C)

### **ENGL-1020**

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

This course provides an introduction to literature by types of genres: selected fiction, poetry, and drama. The course may also devote attention to specific plays and films

presented on campus during the semester. The literature is drawn from British and American authors, as well as authors in translation, and represents various periods as well as works produced by men and women of different races and creeds. Papers of response and criticism regarding the various genres are required. (AE, WP, WC)

### **ENGL-1030**

#### **Honors English Research Seminar (3) (F)**

Honors Scholars are required to complete Honors English Research Seminar in place of English Composition. This course is an advanced expository writing course with a strong emphasis on research writing. *Requisite: Must be in the Honors Program.* (C)

### **ENGL-1500**

#### **World Literature I: Ancient to Renaissance (3)**

#### **(D)**

This course is primarily an exploration of literary masterpieces of Western Civilization from Homer to Shakespeare. It may, however, include work from outside western culture. (AE, WP, WC)

### **ENGL-1550**

#### **World Literature II: Enlightenment to the Present (3) (D)**

This course studies major literary masterpieces of Western civilization from Moliere to Swift, with equal attention to literature of the East, including writing from the history of colonialism. (AE, GP, HI, WP, WC)

### **ENGL-1600**

#### **British Literature to 1750 (3) (B)**

This course is a general survey of English literature from earliest times to 1750. Works and writers surveyed may include Beowulf, Chaucer, Malory, Spenser, Shakespeare, Milton, Dryden, Pope and Swift. (AE, WP, WC)

### **ENGL-1650**

#### **British Literature after 1750 (3) (B)**

This course is a general survey of English literature from 1750 to the present. Representative writers may include Burns and the major romantics, Austen, Dickens, Tennyson, Browning, Wilde, Conrad, Yeats, Woolfe, Joyce, Auden, and contemporary writers. (AE, WP, WC)

### **ENGL-1700**

#### **American Literature to the Civil War (3) (B)**

This course is a study of American Literature from Colonial times to the Civil War with attention given to national movements, growth of literary genres, and the works of the chief writers, especially those of the "American Renaissance": Hawthorne, Poe, Melville, Emerson, Thoreau, and Whitman. Also the canon is

broadened to include Native American, black, and women writers. (AE, HI, WP, WC)

### **ENGL-1750**

#### **American Literature after the Civil War (3) (B)**

This course entails a study of American Literature beginning with Twain and including such writers as James, Chopin, Freeman, Jewett, Crane, Cather, Washington, DuBois, Frost, Hurston, Eliot, Hemingway, Fitzgerald, Dunbar, Hughes, and Faulkner. Includes Native American writers, Hispanics, and other minority writers not mentioned in the description above but affecting American thought. (AE, HI, WP, WC)

### **ENGL-2200, 2210, 3200, 3201**

#### **Loomings Practicum I, II, III, IV (1 ea) (B)**

This course involves laboratory work on *Loomings*, the campus literary magazine. Students engage in the practical tasks of producing a magazine from campus-wide submissions. It includes editorial tasks in selection, layout and design, copyediting, art, and photography. Students meet regularly with his or her advisor to resolve organizational and production issues and to receive professional critique. *Permission of instructor.*

### **ENGL-3010**

#### **Old and Middle English Literature (3) (I)**

This course includes readings in the literature of the Old and Middle English period from Beowulf through Malory, with special emphasis on Chaucer. Related continental literature may be used to encourage a broader appreciation of medieval culture. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

### **ENGL-3020**

#### **Shakespeare (3) (S)**

This course studies Shakespeare as poet and dramatist; selections from the comedies, histories, and tragedies. Attention is given to the historical and literary background or setting; some consideration also of secondary works of major Shakespearean critics and scholars. (AE, WP, WC)

### **ENGL-3030**

#### **Renaissance Literature (3) (I)**

This course emphasizes a reading of the most significant poetry and prose of the period, with particular emphasis on the major poetic forms (lyric, sonnet, and epic), representative dramatic works exclusive of Shakespeare, and concentration on Spenser, Sidney, the sonnets of Shakespeare, the metaphysical poets, and Milton. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

### **ENGL-3040**

#### **Restoration and Eighteenth Century Literature**

#### **(3) (I)**

This course entails a study of the major writers of 1660–1790, including the study of representative works in poetry, drama, and the novel, and such writers as Dryden, Pope, Swift, Defoe, Johnson, and Goldsmith. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

### **ENGL-3050**

#### **Colonial and Revolutionary Literature, 1650-1820**

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

This course will focus on the beginnings of American literature and follow its development through the Revolutionary War and a few decades afterwards. We will look at many genres, including Puritan and Neoclassical poetry, Native American tales, early satire, and American sketch writing. We will also read many full-length works as well as contemporary scholarship and literary criticism on works of the period. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

### **ENGL-3060**

#### **Classical Mythology (3) (D)**

This course includes a study of the principal myths found in classical mythology and by extension the arts and literature they influenced throughout the ages. Students will be asked to relate the stories of the myths to modern day literature and the arts. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE)

### **ENGL-3070**

#### **Romanticism and the American Renaissance,**

#### **1820–1865 (3) (D)**

This course is an in-depth examination of one of the most fruitful periods in American literature. Poetry, short stories, and full-length novels will all be represented. Possible authors include Nathaniel Hawthorne, Herman Melville, Emily Dickinson, Edgar Allan Poe, William Gilmore Simms, Catharine Maria Sedgwick, Washington Irving, Solomon Northup, Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Frederick Douglass, Margaret Fuller, and Harriet Beecher Stowe. Contemporary scholarship and literary criticism on works of the period will also be included. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

## **ENGL-3110**

### **The Novel (3) (D)**

Students in this course study the development of the novel through reading and discussion of a number of representative novels from the eighteenth, nineteenth, and twentieth centuries such as works by Austen, Dickens, Eliot, Dostoyevsky, Hawthorne, Paton, Faulkner, Ellison, and Morrison. This course is designed to promote an understanding of the most popular literary form in modern times. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

## **ENGL-3120**

### **Short Story (3) (D)**

This course is a study of the theories, techniques, and historical developments of the short story form, from its inception to the present. Nineteenth and twentieth-century analysis of the form includes attention to allegory, sketches, Romanticism, Naturalism, Realism, Modernism, Postmodernism, and more. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

## **ENGL-3130**

### **Poetry (3) (D)**

This course is a study of the theories, techniques, and historical developments of the poetic form. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

## **ENGL-3140**

### **The Play (3) (D)**

This course is a study of the theories, techniques, and historical developments of the play as a literary form. Plays will be studied as they reflect aesthetic trends of their eras as well as with regard to the specifics of the play as a genre. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WP, WC)

## **ENGL-3150**

### **Film (3) (D)**

This course is a study of the theories, techniques, and some historical developments of the film genre. This course emphasizes the similar and different ways film and literature convey meaning. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC, VC)

## **ENGL-3250**

### **Creative Writing (3) (F)**

In this course, students receive writing instruction in one or more genres, which may include poetry, creative

non-fiction, and fiction. Emphasis placed on the creative process, functions of language in creative writing, audience, and the like, facilitated through close reading of numerous published works, in-class writing exercises, and the use of a writing journal. Students give and receive peer critiques, and a portion of class time is dedicated to workshop-style discussion of student writing. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (WC)

## **ENGL-3260**

### **Advanced Composition (3) (I)**

This course is an intensive study of the various modes of discourse used in compositions and the theories of composition. Several written compositions and a research paper are assigned throughout the semester. *Prerequisite: ENGL-1010 or ENGL-1030.*

## **ENGL-3270**

### **Writing Fiction (3) (S)**

In this course, students receive writing instruction in short fiction. Emphasis placed on the creative process, modes and motives of the short story, occasions for storytelling, functions of language and voice in creative writing, audience, and the like. These are facilitated through close reading of numerous published works, in-class writing exercises, and the use of a writing journal. Students give and receive peer critiques, and a portion of class time is dedicated to workshop-style discussion of student writing. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (WC)

## **ENGL-3357**

### **Young Adult Literature in Language Arts (2) (D)**

This course addresses issues in teaching young adult literature, multicultural literature and other issues in teaching high school English such as grammar and dealing with censure. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

## **ENGL-4010**

### **Romantic Literature (3) (D)**

The emphasis of this course is on six poets: Blake, Wordsworth, Coleridge, Byron, Keats, and Shelley, and on the major essays of the period. Attention is also given to representative novels of the period such as those by Mary Shelley and the Brontës. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

**ENGL-4020****Victorian Literature (3) (D)**

The emphasis of this course is on poems by Tennyson, Browning, Arnold, and Hopkins, on novels by Dickens, Eliot, and Hardy, and essays by Newman, Ruskin, and Carlyle. Attention is given to the minor poets as time permits. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

**ENGL-4040****Modern American Literature, 1890-1945 (3) (D)**

This course is a study of major ideas, themes, and artistic developments in early 20th-century American literature. This course will study major themes and forms of modernism by questioning the distinction between "modern" and "modernist" and examining examples of each. The course will consider how Modernism as an artistic movement developed out of the nineteenth century and then influenced the contemporary era. Authors may include Kate Chopin, Robert Frost, Edith Wharton, Willa Cather, Ezra Pound, Eugene O'Neill, T.S. Eliot, F. Scott Fitzgerald, Ernest Hemingway, William Faulkner, Langston Hughes, Zora Neale Hurston, and Nella Larsen. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.*

**ENGL-4050****Twentieth Century British Literature (3) (D)**

This course includes the reading and discussion of representative poetry, drama, and the short novel, by writers such as Conrad, Yeats, Joyce, Lawrence, Auden, Thomas, Lessing, Woolf, Eliot, Beckett, and the poets of the First World War. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE)

**ENGL-4060****Contemporary American Literature (3) (D)**

This course focuses on the study of American literature from approximately 1945 to the present. Some of our central questions concern the foundations of contemporary American literature in a postmodern age as well as how the literature of the last sixty years has developed a foundation for the concerns of American writers in the 21st century. The course examines new themes and new approaches that are woven into the traditional and tried patterns and themes of the past. It also examines the contributions from authors of different American ethnicities. Authors may include O'Connor, Welty, Tennessee Williams, Angelou, Haruf, Bellow, Ellison, Kerouac, Baldwin, Walker, Sandra Cisneros, Amy Tan, Sherman Alexie, the Beat Poets, and other contemporary poets.

Non-fiction, fiction, poetry and drama are all represented.

*Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

**ENGL-4110****Literary Criticism (3) (S)**

This course is a survey of literary criticism. Attention is given to the historical development of criticism and to the major critical approaches to literature. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, PI, WP)

**ENGL-4130****Christianity and Literature (3) (D)**

This course is primarily designed to analyze and interpret the spiritual dimensions of various genres of literature. Class activities include the study of essays, fiction, and poetry. Possible topics include angelology; faith and science; Ignatian, Carmelite, and mystic spirituality; the contemplative tradition; and the sanctification of the ordinary. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, F)

**ENGL-4140****The Vikings: History and Literature (3) (D)**

The Vikings is a junior/senior level course concentrating equally upon the literature and history of the Norse people from their beginning to about 1300 A. D. Readings include Norse/Icelandic literature in English translation as well as modern historical and literary scholarship. Students will produce a major research paper and an in-class presentation based on individual or group work. Students are expected to know the basics of research methods in literature and MLA style documentation. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

**ENGL-4200****Legends of King Arthur (3) (D)**

King Arthur is a junior/senior level course devoted to in-depth investigation of medieval Arthurian literature, especially in English and French. As major assignments, students will do an individual research paper of 10-20 pages and an in-class presentation based on individual or group work. Students are expected to know the basics of research methods in literature and MLA style documentation. *Prerequisite: One from ENGL-1500, ENGL-1550, ENGL-1600, ENGL-1650, ENGL-1700, ENGL-1750.* (AE, WC)

**ENGL-4250****Creative Writing II (3) (D)**

This course builds on the foundation laid by learning in Creative Writing I (ENGL-3250), inviting students to build on the foundations of various genres, and with a significant emphasis in innovation in poetry and various narrative forms. Again, emphasis is placed on the creative process, functions of language in creative writing, audience, and the like, facilitated through close reading of numerous published works, in-class writing exercises, and the use of a writing journal. Students give and receive peer critiques, and a portion of class time is dedicated to workshop-style discussion of student writing. *Prerequisite: ENGL-3250. (WC)*

**ENGL-4310****Introduction to Linguistics (3) (D)**

This course, a beginning course in the scientific study of language, studies the background of modern linguistics as well as contemporary descriptions of English.

**ENGL-4457****Methods of Teaching Language Arts (2) (D)**

This course is designed to prepare students to teach language arts at the secondary level. Focus is on teaching literature and grammar and is extended to include methods of teaching speech communication, theater arts, and journalism. In addition, the students identify suitable teaching materials, and prepare tests for units in literature, composition, speech, and journalism based on their knowledge of adolescents as language users.

**ENGL-4500****Modern Catholic Fiction (3) (D)**

This course focuses on 20th and 21st century fiction by Catholic authors. How do these writers bring their readers the good, the beautiful, and the true while engaging their audience with gripping narratives, deep characterization, quotable dialogue, and other hallmarks of great literature? We look at several genres, from mystery to fantasy and historical to regional. Potential students should be avid and skilled readers. *Prerequisites: THEO-1100; and one from ENGL-1600, ENGL-1650, ENGL-1700, or ENGL-1750.*

**ENGL-4910****Language and Literature Seminar (3) (B)**

This seminar provides for the interpretation and criticism of literature not encountered in detail in other English and modern language courses. Seminar situations offer opportunities to explore issues such as race, creed, class, gender, culture, and interdisciplinary topics among various literatures. Open to majors from other college departments. *Prerequisite: Junior or senior standing. (OC)*

**ENGL-COMP****Senior Comprehensive Exam (cr)**

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**Engineering****ENGR-1001****STEM Fundamentals of Robotics and Makerlabs (3) (F)**

This is an introductory “hands-on” lecture course that introduces basic STEM (Science, Technology, Engineering, and Math) concepts for non-STEM majors. The course will initially focus on basic electrical concepts including: electric charge, voltage, current and power. These concepts will be further developed and applied to the study of the basic components and how they are arranged in the electric circuits and systems that permeate our daily life. Hands-on activities will be used throughout the course to complement and reinforce the concepts taught during lectures. As the course progresses, students will be taught how to survive and even thrive in a “makerspace” by utilizing 3-D printing and building simple robots capable of performing various tasks. *Prerequisite: MATH-1020 or equivalent. (NW)*

**ENGR-1200****Introduction to Engineering (2) (F)**

This course reviews the origins and current state of the engineering profession and its four main disciplines. Students learn an engineering analysis process and a design process, review the use of units, develop problem-solving skills, practice technical communication skills, and apply professional skills, including teamwork, project management, and engineering ethics. An introduction to the laws of dynamics, kinematics, and thermodynamics provides students the background necessary to solve simple engineering problems. *Corequisites or Prerequisites: MATH-1250 or MATH-1300.*

**ENGR-1500****Technical Drawing (2) (S)**

This is a course in graphical communication, expression and interpretation applicable to engineering, sciences, and other technical fields of study. Computer Aided Design (CAD) is the primary computer drafting tool used in conjunction with manual instruments of drawing. The ability to visualize in three dimensions is developed through shape description, sketching and multi-view projection exercises. The course includes the engineering and architectural scales, engineering lettering, geometric constructions, and pictorial projections. Descriptive geometry, using geometric dimensioning and tolerancing standards, is an essential aspect of this course. CAD

instruction covers making parts of varying complexity, functioning assemblies, and technical drawings. (VC)

### **ENGR-1520**

#### **Introduction to Engineering Design Laboratory**

**(1) (S)**

[Formerly ENGR-1220] 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: design process, problem solving, electronics, programming, controls, and working in a team. Students will complete projects in which they will build and program robots and other devices, troubleshoot them, and demonstrate they have achieved the design objectives. *Prerequisite or Corequisite: ENGR-1500.*

### **ENGR-2000**

#### **Computer Applications in Engineering (2) (F)**

This course introduces students to the fundamentals of computer programming to solve engineering problems. Students will learn to perform calculations using selection statements and loops, design structured programs using I/O, existing codes, and subroutines, and perform post processing. *Corequisite: ENGR-1200.*

### **ENGR-2300**

#### **Statics (3) (F)**

This course is an introductory course in mechanics that directs the student toward the use of Newtonian physics in the solution of statically determinate particles and rigid bodies when acted upon by outside forces. These solutions will result in the quantification of external forces, resultant forces, reactions and moments (or coupled forces) as well as associated positions for equivalent force systems. *Prerequisite: PHYS-2100 or PHYS-2000.*

### **ENGR-2310**

#### **Dynamics (3) (S)**

Applies Newtonian Physics to study kinematics and kinetics of both particles and rigid bodies in plane motion. This includes: integral forms of Newton's 2nd Law (work/energy and impulse/momentum); solutions using both analytical and numerical techniques; use of Cartesian, path, and polar coordinate systems; non-constant mass systems. *Prerequisites: ENGR-2300 and either ENGR-2000 or CIVL-2000.*

### **ENGR-2320**

#### **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. *Prerequisite: ENGR-2300.*

### **ENGR-3150**

#### **Statistical Analysis of Data (3) (B)**

This course provides students with the basic statistical skills needed to draw legitimate conclusions from experimental data. It covers the fundamentals of probability theory and emphasizes several probability distributions: binomial, Poisson, exponential, normal, and lognormal. Students learn how to calculate confidence intervals, perform hypothesis tests, fit empirical models with linear regression, and perform analysis of variance. *Corequisite or Prerequisite: MATH-2300.*

### **ENGR-3170**

#### **Engineering Economy and Society (3) (B)**

This course provides students with an understanding of the principles and methodology of engineering economics. It helps students develop proficiency with these methods in making practical design decisions. In particular, the course covers cost estimation techniques, the time value of money, depreciation and income taxes, evaluating projects with the benefit-cost ratio method, break even and sensitivity analysis, probabilistic risk analysis, capital budgeting process, and decision making formalities. Students engage in a regular and serious study of the influence of technological and innovative design decisions on persons, business endeavors, the environment, economies, and communities. (PC)

### **ENGR-3250**

#### **Thermodynamics (3) (S)**

This course explores fundamental matter and energy relationships applied to both closed and open systems. Course topics include determination of thermodynamic properties, the laws of thermodynamics (zeroth, first, second), and basic cycles (power, refrigeration). *Prerequisites: PHYS-2100 and MATH-1350.*

### **ENGR-3300**

#### **Fluid Mechanics (3) (F)**

This course provides the student an introduction to the static and dynamic properties of ideal and real fluids. Course topics include the application and use of continuity, energy, and momentum principles in the engineering and study of laminar, turbulent, compressible, and incompressible fluid flow. The study of laminar and turbulent flow of fluids in closed conduits and open channels; flow through orifices, weirs, and venturi meters; and flow in pipe networks and pumping systems are emphasized. *Prerequisites: MATH-2300, PHYS-2100, and either ENGR-2300 or CENG-2010.*

## **ENGR-3400**

### **Materials Laboratory (2) (F)**

This course provides the student with the laboratory procedures common to the mechanical design area. Students will explore the methods and applications of mechanical property measurements, including torsion, tension, and bending tests. The course covers quantitative metallography, corrosion, heat treatment, strain gages, and mechanical property measurements. *Prerequisite: ENGR-2320 or ENGR-3500.* (WC)

## **ENGR-3410**

### **Thermofluids Laboratory (2) (S)**

In this laboratory course, students apply fluid mechanics, thermodynamics, heat transfer, and statistics knowledge to develop and execute experimental designs. Preparation of experimental proposal memorandum and technical reports develops technical writing skills. *Prerequisite: ENGR-3150; Prerequisite or Corequisite: ENGR-3600.* (WC)

## **ENGR-3500**

### **Materials Science (3) (F)**

This is a course in engineering materials and their applications. The technological uses of metals, ceramics, plastics, and composite materials are discussed and explained in terms of their basic atomic structure, and mechanical, thermal, electrical, and degradation properties. Material selection in engineering design is emphasized. *Prerequisite: CHEM-1200.*

## **ENGR-3600**

### **Heat and Mass Transfer (3) (S)**

This course provides an analytical study of the transfer of thermal energy via convection, conduction, and radiation, as well as mass transport; derivation and utilization of the differential equations of change; applications of the energy balance in the analysis of heat and mass transfer equipment. *Prerequisites: ENGR-3300 or CENG-3300 and either ENGR-3250 or CENG-3250.*

## **ENGR-3901, 3902**

### **Engineering for Human Development I (2), II (1) (D)**

Design and build of an engineering project in a developing country. Community appraisal, initial project design, implementation, assessment and exit strategy will be developed during the fall semester. Final design and implementation will take place in the spring semester with delivery as part of the spring break mission trip. Includes readings on Catholic social teaching and human development and engineering technical content as pertains to the particular project. *Open to engineering majors of all disciplines. Must have junior standing.*

*Travel for installation of the project as part of the mission trip is encouraged, but not required. Students must complete both courses in the sequence to receive credit for an engineering elective.*

## **ENGR-4150**

### **Design of Engineering Experiments (3) (D)**

This course builds on the statistical foundation of ENGR-3150. It focuses on the design and analysis of experiments including screening designs, full factorials, designs with blocking, response surface methods, linear regression, path of steepest ascent, mathematical modeling, and analysis of variance. *Prerequisite: ENGR-3150.*

## **ENGR-4799**

### **Cooperative Education (0–6) (F, S)**

## **ENGR-4830**

### **Project Engineering (3) (D)**

This course provides students with the skills and knowledge necessary to manage effectively an engineering project from initiation to completion. Students will learn the methodology and techniques of defining, planning, executing, controlling, and closing a project. Techniques for time estimating, scheduling, monitoring, and managing resources, risk, and contingencies will be emphasized.

## **ENGR-4840**

### **Quality Engineering (3) (D)**

This course utilizes the DMAIC methodology (Define, Measure, Analyze, Improve, and Control) as a framework to teach students to manage, control, and improve quality. The course provides a solid foundation in statistical process control (SPC) concepts, such as process capability, control charts, etc. Students will apply statistical tools from previous courses (e.g. hypothesis testing, linear regression, etc.) and learn new techniques to reduce process variability and improve product quality. It also focuses on the design and analysis of experiments including screening designs, full factorials, designs with blocking, response surface methods, components of variance, robust parameter designs, and path of steepest ascent. *Prerequisite: ENGR-3150.*



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## **Entrepreneurship**

**ENTR-1241 (1), 1242 (2), 2241 (1), 2242 (2), 3241 (1), 3242 (2), 4241 (1), 4242 (2)**

### **Cray Entrepreneurship Lab (1–2) (B)**

Students will study social entrepreneurship and engage in “hands-on” projects to make a difference in the community. These projects can encompass personal, local, and/or global perspectives. Service-learning projects serve as the heart of the Cray Lab experience. The service-learning projects integrate community service with instruction and reflection to enrich the learning experience and teach civic responsibility. Students identify a community service need, investigate issues, research and evaluate possible solutions, develop and implement a plan of action, and assess their results. A maximum of six hours of Cray Lab credit may apply toward graduation. This course is open to all students regardless of their major.

## **ENTR-2100**

### **Entrepreneurial Principles (3) (B)**

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.

## **ENTR-3100**

### **Entrepreneurial Venture Planning (3) (S)**

This course examines the psychological and sociological factors surrounding business creation and ownership. Different types of entrepreneurship (high-growth, micro, social, franchise) will be examined. Emphasis is placed on recognizing and seizing opportunities to improve technological, commercial, and organizational processes. Entrepreneurs create new goods, improve the quality of goods, introduce new methods of producing goods, open up new markets, find new sources of supply, and transform both organizations and industries. Students will demonstrate the feasibility of the venture through the formation, development, and activation of a written business plan for a new organization. *Prerequisite: MGMT-2250 or ENTR-2100.*

## **ENTR-3110**

### **Entrepreneurial Accounting & Finance (3) (S)**

This course takes critical pieces from undergraduate business courses covering elements of financial health (business and personal) and related financial statements for the owner, organizing and capital funding options for a new business enterprise, accounting principles, practices, and financial reports for a business, and using accounting software to manage the accounting records and reporting for the business enterprise. This course is required for Entrepreneurship minors and is recommended for entrepreneurs in other major fields of study across campus desiring to run their own business. *Prerequisite: ENTR-2100.*

## **ENTR-3120**

### **Entrepreneurial Management & Marketing (3) (F)**

This course takes critical pieces from undergraduate business courses in management and marketing and condenses them for entrepreneurs. From a management perspective, this course addresses issues faced by new, rapidly growing businesses: building a management team, hiring new employees, managing strategic growth of a business, and adapting organizational structure as business expands. From a marketing perspective, this course examines practical marketing concepts for evaluating the potential for new products, services, or business opportunities: how to obtain and evaluate market data, determine customer demand, analyze the competition, design effective promotions, develop and implement effective sales strategies, and write a successful marketing plan. *Prerequisite: ENTR-2100.*

## **ENTR-4100**

### **Entrepreneurial Social Ventures (3) (S)**

This course introduces the concept of social entrepreneurship in theory and practice. It exposes students to the concept of social innovation, change-making, and how social entrepreneurs transform society to deliver social impact in their home communities. It will prepare students to be effective through social entrepreneurial pursuits in addressing social problems including poverty, education, healthcare, and sustainability, among others. In addition, this course helps students to understand the role of measuring social impact and how measurement tools are important to investors, donors, and beneficiaries to help ensure that scarce resources are utilized effectively. *Prerequisite: ENTR-2100.*

## **ENTR-4900**

### **Entrepreneurial Practicum (3) (B)**

The entrepreneurial practicum course gives students the opportunity to create and launch a viable business entity.

With guidance from the facilitator, the student proceeds from concept into strategic planning, future projections, sustainability targets, exit strategy (if appropriate), legal formation, capitalization, and initial execution. The student proposes how the business entity can operate both profitably and ethically, integrating the skills and knowledge acquired in the previous Entrepreneurship courses.  
*Prerequisites: ENTR-3100, ENTR-3110, ENTR-3120, and ENTR-4100.*

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### **English as a Second or Foreign Language**

#### **ESLG-1010**

##### **Introduction to American Culture (1) (D)**

This course presents an introduction to U.S. culture. Lectures, readings, materials presented online, local excursions, campus activities, and guest speakers will help students adjust to their new environment, and help prepare them for related general education courses. Topics include early American cultural development, frontier images, agriculture, business, politics, religion, family, education, and sports. Information on health and safety, aspects of cultural adjustment, expectations of the U.S. academic classroom, and the Benedictine heritage are also included. Students will share their experiences and reactions in both written and oral form.

#### **ESLG-1050**

##### **Writing With Grammar I (4) (F)**

This course will develop composition skills and the use of grammatical structures at the sentence and paragraph level. Students will learn to write simple, compound, and complex sentences and to develop descriptive and narrative paragraphs using the process approach. Grammar points will be addressed and practiced through informal and formal written assignments.

#### **ESLG-1055**

##### **Writing With Grammar II (4) (F)**

This course will develop composition skills and the use of grammatical structures. Students will learn to write well-organized paragraphs and expository essays. Students are introduced to composition skills and rhetorical styles through analysis of authentic reading materials and experience of the writing process. Grammar points will be addressed and practiced through informal and formal written assignments.

#### **ESLG-1070**

##### **Reading With Vocabulary (4) (F)**

This intermediate-level course will develop the reading skills necessary for non-native English-speaking students to function effectively in the college academic

classroom. Textbooks and authentic reading material will be used to improve students' basic and critical reading skills. Strategies for vocabulary-building and increasing reading speed will be developed through learning effective dictionary usage and word attack skills.

#### **ESLG-1090**

##### **Integrated Skills (3) (F)**

This course is designed to improve the four English language skills areas of listening, speaking, reading, and writing. Emphasis will be placed on developing critical thinking skills through interpretation, analysis, and synthesis of information. Written and oral assignments will be based on the text and other materials presented in class. Activities will include discussion, pair and group work, academic listening and note-taking, oral presentations, and library research.

#### **ESLG-2040**

##### **Listening/Speaking English as a Second Language (4) (S)**

This intermediate-level course will develop the oral and aural skills necessary for non-native English-speaking students to function effectively in the college academic classroom and in the American environment. Discussions, interviews, debates, and oral presentations provide listening and speaking opportunities while authentic language is presented in a variety of formats to enhance listening and note-taking skills.

#### **ESLG-2050**

##### **Intermediate Composition (3) (S)**

This intermediate-level course will continue to develop composition skills as students advance to academic writing across the curriculum. Using a variety of paragraph development methods, students will write expository essays based on authentic college level readings. Discussion and analysis of the readings are integral to the writing process and will prepare students for advanced composition and reading classes.

#### **ESLG-2070**

##### **Reading Across the Curriculum (3) (S)**

This advanced-level course provides a variety of reading materials authentic to the college disciplines within the humanities, social sciences and sciences. Students will learn jargon specific to the disciplines to improve their vocabulary and employ strategies to address comprehension and critical thinking.

#### **ESLG-2090**

##### **Advanced Integrated Skills (3) (S)**

This advanced-level course continues to integrate skills in listening, speaking, reading, and writing. However,

materials, assignments, and activities will reflect an advanced higher academic level. Emphasis will be placed on developing critical thinking skills through interpretation, analysis, and synthesis of information. Written and oral assignments will be based on the text and other materials presented in class. Activities will include discussion, pair and group work, academic listening and note-taking, oral presentations, and library research.

### **ESLG-2220**

#### **Advanced Composition and Research (3) (F)**

This advanced-level course focuses on conducting original research and analysis, finding and using primary source materials, and identifying relevant secondary sources for background, literature review, and methodology. Students then move on to writing and re-writing two research papers, one APA style and one MLA style. A combination of written materials, library resources and internet databases will be used. Writing summaries, paraphrasing, and documentation/citation of sources are key aspects of the class. Students learn standard proofreading symbols and utilize these in peer-editing and self-revision. Academic honesty and plagiarism issues are addressed. *Prerequisite: ESLG-2050 or consent of ESL Director.* (WC)

### **ESLG-2930**

#### **Public Speaking (3) (S)**

This advanced-level course focuses on major forms and techniques of public speaking. Students will work alone and in groups to develop good speaking style, gestures, visual aids, eye contact, and audience interaction. Students will individually research, prepare and present four major speaking presentations: persuasive, informative, instructional speeches, and one full length research presentation appropriate for an academic conference. Students are introduced to major historical examples of public speaking that demonstrate each area of theory and technique discussed. Students will work on creating introductions with a clearly stated thesis, organizing information in a logical manner, using transitional words and phrases, and creating insightful conclusions. Students will address credibility of information and must cite sources. *Prerequisite: ESLG-2040 or consent of ESL Director.* (OC)

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### **Evangelization and Catechesis**

#### **EVCA-2100**

#### **Mission to the Nations (3) (F)**

This course will offer an in-depth study of the practice of evangelization and catechesis throughout the history of the Church with special concentration on the pedagogy of God, Christ the Divine Pedagogue and the major contributions to catechesis up to the Second Vatican Council.

#### **EVCA-2150**

#### **New Evangelization (3) (S)**

This course will offer an in-depth study of the practice of evangelization and catechesis in the world today. Particular emphasis will be given to the teachings of the Second Vatican Council and Church teaching on the topic of evangelization and catechesis following the Council. The New Evangelization itself will be defined in contradistinction to traditional evangelization and studied in depth. The causes of the new situation in Western culture, the re-evangelization of the baptized and the method by which to accomplish this re-evangelization will be examined in particular.

#### **EVCA-2500**

#### **Catechesis of the Good Shepherd I (3) (F)**

The Catechesis of the Good Shepherd (CGS) is a Montessori-based method of religious formation for children. It seeks to create and facilitate a hands-on, child-appropriate place of prayer called an atrium. This level-one course will provide the participants with a foundation in the theory and practice of the CGS method, while also providing the practical help needed to develop and facilitate an atrium for children ages 3–6 years. Completion of both I and II meet the requirements for certification from the national organization for level I (ages 3–6).

#### **EVCA-2525**

#### **Catechesis of the Good Shepherd II (3) (S)**

The Catechesis of the Good Shepherd (CGS) is a Montessori-based method of religious formation for children. It seeks to create and facilitate a hands-on, child-appropriate place of prayer called an atrium. This level-one course will provide the participants with a foundation in the theory and practice of the CGS method, while also providing the practical help needed to develop and facilitate an atrium for children ages 3–6 years. This course continues and completes the work begun in EVCA-2500. Completion of both I and II meet the requirements for certification from the national organization for level I (ages 3–6).

**EVCA-3100****Youth Ministry and Catechesis I (3) (F)**

The Church's plan for distinctly Catholic transmission of the faith to youth and adolescents will be unpacked both in theory and praxis. Magisterial catechetical texts and texts from the field will teach students how to educate increasingly complex youth about the faith, while at the same time nurturing a growing relationship with Jesus Christ. Professional development as a lay minister will be explored. *Prerequisite: THEO-1100.*

**EVCA-3150****Youth Ministry and Catechesis II (3) (S)**

Building on Youth Ministry and Catechesis I, this course will continue to teach youth ministry and catechetical theory and will pay particular attention to developing students as strong practitioners in both the art and craft of youth ministry and catechesis, preparing them to serve as an ecclesial professional. *Prerequisite: EVCA-3100.*

**EVCA-3200****Divine Pedagogy: Catechesis in Scripture (3) (D)**

This course will provide an overview of Sacred Scripture, with the aim of developing a Catholic Biblical worldview; the course will seek to connect Catholic life and doctrine with its Scriptural foundations. In developing these biblical principles that underlie Catholicism, the student will acquire the ability to utilize Scripture effectively in the work of Catechesis.

**EVCA-3300****Catechetical and Missionary Saints (3) (D)**

This course will introduce students to the saints of the past who both successfully initiated evangelical and catechetical endeavors as well as profoundly taught how to do so. Particular emphasis will be given to those saints who greatly influenced the Church's catechetical tradition and who spread the faith to different cultures and geographical regions. American missionaries and figures will be given special notice.

**EVCA-3400****The Papacy and the New Evangelization (3) (D)**

This course explores the nature and methods of the New Evangelization from the privileged vantage point of papal teaching. Students will read writings from one or more twenty-first century pontiffs, touching on a broad array of issues alive in the Church today. Above all students will focus on how they can apply the principles of papal thought in their ministry, especially in view of addressing challenging issues that are vital to get right in order to effectively communicate the Catholic faith in the world today.

**EVCA-4500****Seminar (3) (S)**

The purpose of the course is to give an in-depth presentation of evangelical and catechetical questions and/or missionary and catechetical methods through reading and discussion, research and papers. The subject matter of the seminar will vary from semester to semester.

**EVCA-4700****Missionary Practicum (1–4) (B)**

The Missionary Practicum is designed to give students an opportunity to practice the New Evangelization. Each student in the class will engage in one work that seeks to bring about the directives of the Second Vatican Council or the teaching of the Church thereafter regarding ecumenism, evangelization or catechesis. This will consist of a project in the college or local community that is designed by the student and will foster a better understanding of the Faith and a deeper level of commitment to living this faith. *Prerequisite: Permission of instructor.*

**EVCA-COMP****Senior Comprehensive Exam (cr)**

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**Exercise Science****EXSC-1100****Physical Fitness (1) (F)**

This course is designed to develop an interest in, and an understanding of, the components of physical fitness. Endurance, flexibility, and strength will be improved through a variety of activities. *This course will satisfy the general education fitness requirement.*

**EXSC-1101****Aerobics (Fitness) (1) (B)**

This course is designed to enhance body tone, strengthen muscles, and improve cardiovascular development through rhythmic activities. *This course will satisfy the general education fitness requirement.*

**EXSC-1105****Beginning Gymnastics and Body Mechanics (1) (F)**

This is a basic course in tumbling and in the use of gymnastic apparatus. Focus will be on the physical fitness training needed for participation in gymnastics including flexibility, cardiovascular endurance, muscular strength and muscular endurance. *This course will satisfy the general education fitness requirement.*

**EXSC-1106****Beginning Swimming (1) (B)**

This course focuses on basic swimming techniques: floating, proper breathing, and beginning stroke development. Water safety is also emphasized. A student's stroke development will be evaluated using Red Cross criteria. *This course is open to the entire student body and will satisfy the general education fitness requirement.*

**EXSC-1107****Beginning Weight and Circuit Training (Fitness)****(1) (B)**

This course is designed to teach techniques and safety in basic weight training. Circuit training will also be included for all around fitness development. *This course will satisfy the general education fitness requirement.*

**EXSC-1108****Intermediate Swimming (Fitness) (1) (B)**

Four basic swimming strokes and water safety are covered in this course, as well as Intermediate Red Cross swimming tests. The course is open to the entire student body. *This course will satisfy the general education fitness requirement.*

**EXSC-1109****Karate (Fitness) (1) (B)**

This course is designed to improve physical fitness, mental focus, and overall health of the karate practitioner. The course covers basic stances, blocks/parries, strikes, kicks, and forms. Students will utilize basic skills learned when introduced to sparring and self-defense. *This course will satisfy the general education fitness requirement.*

**EXSC-1111****Varsity Sport Activity (1) (B)**

This may be used only one time in one's college career. *Participation in a varsity sport will count one credit and will satisfy the exercise science general education fitness requirement. Credit will be awarded upon recommendation of the coach.*

**EXSC-1112****Water Safety Instructor (1) (D)**

This is a Red Cross certification course that qualifies the student as a WSI. Emphasis is on teaching techniques and allows one to teach basic swim courses. *Prerequisite: EXSC-1108.*

**EXSC-1114****Aikido (Fitness) (1) (B)**

This course is a Japanese martial art designed to improve physical fitness, mental focus, and overall health of the aikido practitioner. The course covers basic entries,

movement, arm locks, wrist locks, throws, projections, holds, break falls and rolls. Students will utilize basic skills learned when introduced to sparring and self-defense. *This course will satisfy the general education fitness requirement.*

**EXSC-1115****Wellness for Life (1) (B)**

This course provides students with information, skills, and strategies to promote wellness for life. It is designed to provide opportunities for the student to discover and to choose healthy lifestyles. This is a general education requirement for all students. (C)

**EXSC-1116****Lifestyle FIT (1) (B)**

Lifestyle FIT is a fun activity class that is unique for each individual from beginner to advanced. Muscular strength, muscular endurance, stretching and cardiovascular exercises will be linked to strengthen core, tone muscles, increase flexibility and improve cardiovascular endurance. This course incorporates the use of a gratitude journal to enhance the physical fitness training. *This course will satisfy the general education fitness requirement.*

**EXSC-1117****Brazilian Jiu-Jitsu (1) (D)**

This course is designed to improve fitness, health, and overall wellness through Brazilian Jiu-Jitsu (BJJ). The course covers basic BJJ knowledge and skills, such as movements, positions, and concepts in a progressive skill building approach. It emphasizes proper technique, mobility, pressure, and leverage awareness. It establishes a foundational knowledge of BJJ, including utilization of ground techniques for self-defense. *This course will satisfy the general education fitness requirement.*

**EXSC-1123****Country and Social Dancing (1) (S)**

This course introduces a variety of country, ballroom and folk dances. It includes basic dance steps and fundamentals of dance etiquette.

**EXSC-1126****Zumba Fitness (1) (B)**

This course is designed to promote healthy living and exercise through the ZUMBA® Fitness Program, a Latin-inspired, dance-fitness class that incorporates Latin and international music and dance movements, creating an exhilarating and effective fitness system. This course combines fast and slow rhythms that tone and sculpt the body using the basic principles of aerobic, interval, and resistance training to maximize caloric output, cardiovascular benefits, flexibility, and total body toning. *This course will satisfy the general education fitness requirement.*

**EXSC-1128****Fitness Swimming (1) (B)**

This course is designed to assist students in a swimming program that develops overall muscular strength and muscular endurance, flexibility and cardiovascular fitness. *Prerequisite: At least intermediate swim level. This course will satisfy the general education fitness requirement.*

**EXSC-1150****Foundations of Human Movement (2) (B)**

A study of the historical developments, philosophy, principles, and career opportunities. An orientation to health, physical education, and recreation.

**EXSC-2209****Personal and Community Health (2) (B)**

This course presents information concerning personal, family and community health. The course is vitally essential to the individual in meeting the needs of daily living, professional, parent and community responsibilities. The student will understand health education content, disciplinary concepts, and will be able to apply these concepts to the content knowledge development of a healthy educated person.

**EXSC-2210****First Aid and Personal Safety (2) (B)**

This course is designed to prepare the student with first aid knowledge and skills necessary to assist victims of most injuries and emergency situations. American Heart Association (AHA) certification is awarded for successful completion of Adult, Infant, and Child CPR-AED-Basic Life Support (BLS). For students pursuing AHA certification, a separate fee is required.

**EXSC-2220****Techniques of Team Sport (2) (F)**

This course is designed to provide the student with the skills and the knowledge of rules, scoring and strategies of team sports, including basketball, soccer, volleyball, and baseball/softball. *This course is limited to teaching physical education and coaching concentration students or permission of the instructor.*

**EXSC-2222****Techniques of Individual Sport (2) (S)**

This course is designed to provide the student with the skills and knowledge of recreational individual sport activities. This may include: tennis, bowling, golf, racquetball, badminton, and anaerobic training. *This course is limited to teaching physical education and coaching concentrations or permission of the instructor.*

**EXSC-2240****Structural Human Anatomy (3) (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 an Exercise Science major with a concentration in Coaching, Strength and Conditioning, Sports Management or Leisure Management.*

**EXSC-2250****Mindful Eating (1) (D)**

This course provides students with a flexible, non-diet, mindfulness-based approach to eating, physical activity, and self-care. Mindful eating is an ancient practice with profound applications for preventing and resolving common eating challenges in a modern food-abundant environment. Delving much deeper than the obvious advice to “eat less, exercise more,” students will explore the six crucial decision points in the mindful eating cycle and develop sustainable skills for effective lifestyle management they can apply personally and professionally.

**EXSC-2260****Muscular Involvement for Resistance Training (2) (D)**

This course is designed to provide students with an overview of the educational concepts, performance techniques, program design, and leadership skills needed to teach instructor-led exercise programs and design personal training programs. The course will include basic analysis and application of safe and effective exercise procedures for all fitness levels. The student will also develop the ability to analyze the agonist, antagonist, and synergistic involvement of muscles of resistance training movements.

**EXSC-2263****Care and Prevention of Athletic Injuries (3) (B)**

This course deals with care and treatment of injuries within the scope of the physical education instructor, coach, and certified athletic trainer through the understanding of the health education content and applying disciplinary concepts to the prevention, evaluation, management, and rehabilitation of athletic injuries. Laboratory experience will include taping techniques and using modalities in a training room setting.

**EXSC-3302****Elementary Physical Education Curriculum (2) (B)**

This course focuses on theory and practice of methods, planning, and administering the activity program of developmentally appropriate games, skills, rhythms, and gymnastics to promote the health of the elementary

student through human movement. Special emphasis is placed on the implementation of Physical Activity and Health Education in the classroom based on SHAPE National Standards for Physical Education and Health. *This course is limited to Teaching Physical Education and Elementary Education majors or permission of the instructor.*

### **EXSC-3303**

#### **Basic Nutrition (3) (B)**

A study of nutrient needs, food habits, food fads and fallacies, and global food needs as they apply to the understanding of health content and disciplinary concepts. Emphasis is placed on the application of nutritional health concept requirements for individuals during infancy, childhood, adolescence, and adulthood to create healthy educated persons.

### **EXSC-3310**

#### **Introduction to Personal Training (3) (F)**

This course is an introductory course to prepare the student for certification as a Personal Trainer. Exercise prescription, technique, and client assessment will be included. *Prerequisite: EXSC-2240, EXSC-2263, EXSC-3303 or permission of the instructor.*

### **EXSC-3320**

#### **Essentials of Strength and Conditioning (3) (S)**

This course will cover the essential component of strength and conditioning as they pertain to the modern athlete. This includes the body's physical response to exercise, adaptations to anaerobic training, nutritional factors in sport, performance testing, program design, and administration of athletics conditioning. *Prerequisite: EXSC-3310 or permission of the instructor.*

### **EXSC-3330**

#### **Advanced Weight and Plyometric Training (2) (S)**

This course is a combination of lecture and activity that is designed to teach students the knowledge and skills necessary to participate in a safe and effective advanced weight-training program. Proper weight training and spotting skills will be emphasized. Students will demonstrate and perform: plyometric, speed and agility, sport specific, power, open/closed chain and endurance exercises. This class *does not* satisfy the general education exercise science fitness activity requirement.

### **EXSC-3340**

#### **Sports Nutrition (3) (S)**

The National Council on Strength and Fitness (NCSF) Sport Nutrition Specialist course builds upon foundational knowledge related to nutrition by exploring the intricacies of improving sport performance through adjustments to dietary practices. The course will provide

the scientific basis for sport nutrition and covers the principles, background, and rationale for current sport nutrition guidelines.

### **EXSC-3350**

#### **Psychology of Sport and Methods of Coaching (2) (F)**

This will be an introduction to sports psychology and coaching methods as related to sports and athletics. Emphasis will be on personality, attention, anxiety, arousal, intervention strategies, motivation as they relate to individual and team athletics.

### **EXSC-3351**

#### **Theory of Coaching and Officiating Football (2) (D)**

This course will examine the techniques of officiating football and the study of the rules, theory, practice, and methods of coaching football.

### **EXSC-3352**

#### **Theory of Coaching and Officiating Basketball (2) (D)**

This course will examine the techniques of officiating basketball and the study of the rules, theory, practice, and methods of coaching basketball.

### **EXSC-3353**

#### **Theory of Coaching and Officiating Baseball and Softball (2) (D)**

This course will examine the techniques of officiating baseball and softball and the study of the rules, theory, practice, and methods of coaching baseball and softball.

### **EXSC-3354**

#### **Theory of Coaching and Officiating Track and Field (2) (D)**

This course will examine the techniques of officiating track and field and the study of the rules, theory, practice, and methods of coaching track and field.

### **EXSC-3355**

#### **Theory of Coaching and Officiating Soccer (2) (D)**

This course will examine the techniques of officiating soccer and the study of the rules, theory, practice, and methods of coaching soccer.

### **EXSC-3357**

#### **Tests and Measurements in Health and Exercise Science (3) (B)**

This course primarily focuses on the theory and application of statistical concepts and skills up through the analysis of variance using both descriptive and inferential statistics. Quantitative data will be gathered and analyzed through the study and administration of assessments in

the field of Health, Physical Education, and Exercise Science. Emphasis will be placed on applying these statistical concepts in the testing, assessment, and interpretation of data to promote healthy educated persons.

### **EXSC-3365**

#### **Special Physical Education and Recreation (2) (S)**

This course deals with special physical education, characteristics of different disabling conditions, and how to adapt activities to the special population. The student will understand how individuals learn and develop, including special needs learners, providing safe, developmentally appropriate opportunities that support physical, cognitive, social and emotional development in the physical education environment. *This course is limited to Teaching Physical Education and Education majors or permission of the instructor.*

### **EXSC-3366**

#### **Physiology of Exercise (3) (B)**

This course helps in understanding the functional responses and adaptations the body makes to exercise. Fitness testing, exercise prescription, and research will be important aspects of the course. These concepts will be used in developing physically educated learners. *Prerequisite: BIOL-2242, BIOL-2243, or EXSC-2240.*

### **EXSC-3369**

#### **Theory of Coaching and Officiating Volleyball (2) (D)**

This course will examine the techniques of officiating volleyball and the study of the rules, theory, practice, and methods of coaching volleyball.

### **EXSC-3380**

#### **Kinesiology and Biomechanical Analysis (3) (B)**

This course develops an advanced understanding of the anatomical and mechanical principles of human movement. It is beneficial for those in pre-professional tract (allied health professions), athletic health care and teaching physical education/coaching. These concepts will be used in developing physically educated learners. *Prerequisites: BIOL-2242, BIOL-2243 or EXSC-2240. (VC)*

### **EXSC-4402**

#### **Organization and Administration of Exercise Science and Sport (2) (S)**

This course provides information and practical experience in organizing and administering programs in physical education, fitness, intramurals, recreation and athletics. Legal aspects, management techniques, public relations and organizational procedure are covered. *This course is limited to Exercise Science majors, Strength and Conditioning majors, or permission of the instructor.*

### **EXSC-4404**

#### **Outdoor Leadership (2) (D)**

This course provides knowledge and practical experience in outdoor recreational activities, cooking and camping skills. Leadership skills and responsibilities will be addressed for different types of camps and programs.

### **EXSC-4411**

#### **Sports Management Practicum (1-4) (D)**

For the student pursuing the sports management program, this will allow practical application as a culmination of all coursework. The student will be placed in a job situation for actual experience. *Prerequisite: Sports Management declaration.*

### **EXSC-4422**

#### **Strength and Conditioning Practicum I (1) (B)**

This course is designed to give the student the practical experience necessary for strength and conditioning. Students are expected to implement a pre-season, in-season, and/or post-season strength and conditioning program for an assigned team.

### **EXSC-4423**

#### **Strength and Conditioning Practicum II (1) (B)**

This course is designed to give the student the practical experience necessary for strength and conditioning. Students are expected to implement a pre-season, in-season, and/or post-season strength and conditioning program for an assigned team.

### **EXSC-4457**

#### **Methods and Techniques of Teaching Physical Activities and Health (3) (F)**

This course provides the knowledge and practical experience for organizing and teaching a variety of Pe activities, as well as methods and techniques for teaching health education. Limited to those students who have been accepted to the Teacher Education Program. (OC, WC, VC)

### **EXSC-COMP**

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

### **EXSC-SWMP**

#### **Swimming Proficiency (cr)**

A student may be exempt from the HWES swimming requirement if proficiency is shown by passing a swimming skill test.

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## Fine Arts

### **FIAR-1100**

#### **Introduction to Fine Arts (3) (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 art galleries, plays, ballet, and concerts, as well as on-campus performing arts events. (AE)

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## Finance

### **FINC-2930**

#### **Personal Finance (2) (D)**

This course is an introduction to the topics of wealth and finance, focusing on issues faced by the individual and/or household. Specific topics include personal financial planning and budgeting, financial aspects of career planning, tax strategy, consumer credit issues, purchasing decisions, insurance, and investing. *Prerequisite: Sophomore standing.*

### **FINC-3100**

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

This course is a study of the firm's problems of obtaining, allocating, and managing capital funds. It examines the sources of capital funds, the costs of obtaining these funds, the management of the firm's capital structure, and financial planning for growth and expansion. Emphasis is placed on composition of capital structure, capital budgeting, and cost of capital theories. *Prerequisite: ACCT-2090.*

### **FINC-3920**

#### **Entrepreneurial Finance (3) (S)**

This course will provide students with an overview of the issues in finance that are unique to entrepreneurial firms. The specific needs of new or emerging businesses are presented and solutions developed. The course will follow the "life cycle" of the firm, from start-up to harvest. Students will explore both internal and external finance options, external expansion, working capital management, and valuing the business for sale. Case study will be an integral part of the course. *Prerequisite: FINC-3100.*

### **FINC-4100**

#### **Corporate Finance (3) (F)**

Building on the concepts of present value, the focus of this course is on the theory of and methods that corporations use to be as efficient with their assets as possible. These methods will help students understand how to

select and manage an asset mix as well as how to optimally fund the company with the end goal of maximizing cash flows and business value. *Prerequisite: FINC-3100.*

### **FINC-4650**

#### **Financial Spreadsheet Modeling (3) (S)**

This course is focused on developing advanced skills in financial forecasting using Microsoft Excel and the principles of corporate accounting and finance. Students learn how to build spreadsheet models that fully integrate all financial statements, financial ratios, and other data used in forecasting future performance and needs. The models include formulas for start-up capitalization, sales and asset growth, generation of free cash flow, working-capital and long-term financing, depreciation and amortization scenarios, taxation based on the entity form, valuation, etc. It is a project and task oriented course. *Prerequisites: FINC-3100 and FINC-4100.*

### **FINC-4780**

#### **Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisite: Recommendation of a business department faculty member and junior or senior standing.*

### **FINC-4900**

#### **International Finance (3) (F)**

This course focuses on building a practical and theoretical understanding of international financial management. Topics include exchange rate determination, governmental influence on exchange rates, international arbitrage, direct foreign investment and multinational cost of capital and capital budgeting. *Prerequisite: FINC-3100.*

### **FINC-4910**

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

This course is the study of security investment with emphasis on the tools for investment analysis. *Prerequisite: FINC-3100.*

### **FINC-4940**

#### **History of Financial Institutions & Markets (3) (S)**

This course is an advanced finance course that explores the origin of money and its importance in the growth and development of an advanced economy. The emergence and function of fiat currency and the foundations of a modern banking system is explored. A general history of money and banking in the United States and key historical events in this process are covered. (HI)

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**FINC-4950****Advanced Corporate Finance (3) (S)**

An integrative, terminal course for the senior Finance major, this course consists of financial and strategic planning that is a dynamic process involving: 1) analyzing the interactions of all the firm's decisions regarding its products-investment, financing, short-term, long-term to find the "best" plan for the firm, 2) projecting the consequences of decisions to see the links between past, present, and future decisions, 3) determining which alternatives to undertake, and 4) measurement of performance versus the plan. *Prerequisite: FINC-4100.*

**FINC-4991, 4992, 4993, 4994****CAW Fund I, II, III, IV (1) (B)**

CAW Fund will use value investing techniques to buy and sell real securities and to manage an actual investment portfolio comprised of funds allocated from the Benedictine College endowment. This course is limited to finance majors of junior and senior status. *Prerequisite: Students must apply for acceptance into the course and receive permission from the instructor.*

**FINC-6590****Financial Management (3)**

The nature of strategic decisions related to the source and use of funds for capital expenditures are central to this course. Examination and analysis of risk in financial decision-making, and the financial instruments that have evolved to manage capital will be studied. Attention is given to the process and role of capital budgeting and control of capital usage. *Prerequisite: ACCT-5510.*

**FINC-COMP****Senior Comprehensive Exam (cr)**

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**Foreign Languages****FORL-4457****Methods of Teaching Foreign Languages (2) (D)**

This course acquaints the student with techniques, methodologies, and technologies for instruction and assessment of foreign language. Students will demonstrate an understanding of the principles of language acquisition at the different stages of learner development and levels of language proficiency and use this knowledge to create linguistically and developmentally appropriate learning experiences. Students will learn theories of second-language acquisition, and gain experience in lesson planning, and assessment preparation and administration. Field experiences at the primary and secondary levels are required.

**FORL-COMP****Senior Comprehensive Exam (cr)**

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**French****FREN-1000****Beginning French (4) (F)**

This course is intended for students with little or no previous knowledge of French. It is a hybrid course that meets three days a week and has a substantial component of reading, writing, and practice online. This course is designed to develop a basic ability to communicate with French-speaking people and to understand and appreciate their cultures. Emphasis is on basic authentic functional communication in the target language and development of the student's ability to read, write, and speak the language and to gain a basic understanding of the spoken language. (C)

**FREN-1020****Second Semester French (4) (S)**

This hybrid course is a continuation and completion of the program described for FREN-1000. At the end of this course the student should achieve a novice-high or intermediate-low level of proficiency according to ACTFL guidelines. *Prerequisite: FREN-1000. (C)*

**FREN-2010****Intermediate French (4) (D)**

This is an intensive hybrid course designed to improve skills in reading, writing, speaking, and comprehending French. Students will also gain a greater understanding of French and Francophone cultures in order to transition from the intermediate to advanced-level study of French. *Prerequisite: FREN-1020 or placement exam.*

**FREN-3010****French Phonetics (3) (D)**

In this course, students gain knowledge of the basic patterns of standard French pronunciation in order to improve their own pronunciation. The course includes study of phonemes (individual sounds) as well as rhythmic patterns of standard French pronunciation. Students work with laboratory and in-class pronunciation activities to improve their pronunciation of standard French. *Prerequisite: FREN-1020 or placement.*

**FREN-3040****Introduction to French Literature (3) (D)**

This course is an introduction to critical reading and appreciation of literature using texts from French poetry, prose, and drama. There is a continued development of basic skills with emphasis on reading skills. *Prerequisite: FREN-2010 or placement. (AE)*

**FREN-3300****Food in France (3) (D)**

Perhaps no aspect of a culture represents its tradition and values to the outside world more than its food. French culinary tradition is, of course, known throughout the world and is a reflection of numerous aspects of culture, history, class, agricultural and geographical conditions, economics, and social change. This course will consider the culinary traditions in France from historical and cultural, as well as aesthetic perspectives (including representations in literature and film).

**FREN-3500****Study Abroad: Immersion in French Language and Culture (1–12) (D)**

Students enroll in an approved study abroad program where they are placed in the appropriate level of intensive language courses (normally 20–23 hours of contact per week), which include the study of grammar, pronunciation, vocabulary, conversation, and contemporary civilization in French. This experience allows students to increase their proficiency in French and gain insight into the culture. Variable credit. (GP)

**FREN-3510****Advanced French Grammar and Conversation (3) (D)**

This is an advanced level course that provides the student with a greater proficiency in the language. It includes a thorough grammar review stressing difficult points of syntax; written composition, phonetics, and the practical use of the spoken language in a wide variety of contexts: in contemporary communications media, journalism, business, economics, commercial, and technical terminology. *Prerequisite: FREN-2010 or placement.* (WC)

**FREN-3610****French Civilization (3) (D)**

This course provides an historical approach to the accomplishments of the French people, including a study of French institutions and society from the Middle Ages through the twentieth century. *Prerequisite: FREN-2010 or placement.* (HI, WP, WC)

**FREN-3620****A Survey of French Literature From Its Origin to Classicism (3) (D)**

This course includes reading, discussion, and analysis of poetry and prose selected from some of the greatest and best-known masters of French literature from the ninth to the beginning of the seventeenth century. This class is taught in French. *Prerequisite: FREN-2010 or placement.* (AE, WP)

**FREN-3630****A Survey of French Literature From the Classical Period to Symbolism (3) (D)**

This course includes reading, discussion, and analysis of poetry and prose selected from some of the greatest and best-known masters of French literature from the seventeenth century to the period of symbolism. This class is taught in French. *Prerequisite: FREN-2010 or placement.* (AE, WP)

**FREN-3640****A Survey of French Literature From Symbolism to Contemporary Period (3) (D)**

This course includes readings and discussions of the major works in all the genres through textual analysis and translations. The class is taught in French. *FREN-2010 or placement.* (AE, WP)

**FREN-3650****Introduction to Francophone Literature and Cultures (3) (D)**

This course provides a general knowledge of various French-speaking literary and cultural traditions outside of geographic France, including francophone Africa, the French Caribbean, and Quebec. The course examines themes present in the literature of these regions in light of post-colonial thought and theories. *Prerequisite: FREN-2010 or placement.* (AE, GP)

**FREN-3700****History of French Cinema (3) (D)**

French cinema is renowned throughout the world for its beauty, expressiveness, and often political and cultural engagement. This course seeks to introduce students to the structure of film as an artistic form, to “read” a film’s structural and aesthetic value, and also to provide an overview of periods of French cinema, including poetic realism and the New Wave. Additionally, students will continue to progress in their development of the four skills in French: reading/writing, listening and speaking. The course structure will include viewing, reading and discussion, and is writing intensive. *Prerequisite: FREN-2010 or placement.* (AE, WC, VC)

**FREN-4710****Directed Readings (1–3) (D)**

A course in independent study designed to broaden and integrate the particular student’s comprehension of French literature and culture and make up for the deficiencies of a student’s background. *Department approval.*

**FREN-4720****Directed Readings (1-3) (D)**

A course in independent study designed to broaden and integrate the particular student's comprehension of French literature and culture and make up for the deficiencies of a student's background. *Department approval.*

**FREN-COMP****Senior Comprehensive Exam (cr)**

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**General Studies****GNST-1000****The BC Experience (1) (B)**

This course gives first-semester freshmen an academic understanding and appreciation of the value of a Catholic, Benedictine, and liberal arts education in a residential, Discovery College setting. Grounded in the Catholic intellectual tradition, the course uses discussion of texts, artifacts, and activities from many disciplines to introduce, explain, and exemplify Benedictine values and corresponding habits of mind that will equip students to become lifelong learners. Cultivating these habits helps students fully engage in their liberal arts education and appreciate complexity in the classroom and in the world. (C)

**GNST-1010****Strategies for College Success (2) (B)**

This course is designed for students who have a desire to strengthen basic learning skills and thus insure their success in college studies. The content of the course focuses on developing the following academic skills: time management, reading comprehension, test taking skills, personal resource development, note taking, and exploring a major.

**GNST-1100****Information Literacy (1) (B)**

Information Literacy is designed to provide students with an intellectual framework for understanding, finding, evaluating, and using information. These skills include a working knowledge of information technology and the ability to critically evaluate information resources. The course provides students with an opportunity for learning and refining their research skills. Emphasis is on introducing the student to library resources in all formats, including hard copy materials, online databases, electronic books, as well as government documents and special collections.

**GNST-1110****Learning Community Lab (2) (F)**

This Learning Lab is designed to give students an opportunity to explore various majors offered at Benedictine College, to immerse themselves more deeply into the life of the College, and to use academic tools to both self-reflect and to discover and develop their own unique talents within the context of growth and leadership at Benedictine College and beyond. Instruction and assessment will include oral communication. *Corequisite: GNST-1000.*

**GNST-1500****Maathai STEM Seminar (1) (F)**

This weekly seminar offered every fall introduces freshmen Maathai STEM Fellows to the expectations of the Fellowship Program, introduces them to resources for professional development, and engages them with working STEM professionals to help them develop the habits of mind necessary to successfully pursue a career in a STEM field. Invited guest speakers use this venue as an opportunity to talk about their work, their respective developmental/career choices, and generally offer advice to students starting on STEM paths. Required for all freshmen STEM Fellows.

**GNST-1650****Leadership and Organizational Change (1) (F)**

This course examines leading change by bringing national and regional leaders into the classroom. These guest lecturers, representing a wide variety of organizational settings such as public/private, profit/nonprofit, professional/nonprofessional, etc., share with students about how they enacted change within their organization. This class examines theories, concepts, and processes for leading change in organizational, community, political, and societal contexts. The focus is on contemporary issues concerning how leaders diagnose and conduct successful organizational change.

**GNST-1700****Leadership: Visions and Values (1) (S)**

This course examines leadership through direct exposure to high performing leaders. These guest lecturers from a wide variety of organizational settings, such as public/private, profit/nonprofit, professional/nonprofessional, etc., share with students their insights, vision, and values drawn from their own leadership experience. The focus is on contemporary issues concerning the role, responsibility, and process of leadership in diverse contexts.

**GNST-1750****Great Books: Ancient World (3) (D)**

This course is the first in a series of Great Books seminars. The students explore the ancient world through the great works of literature, history, and political philosophy. Students read the Greek and Roman authors in translation and engage in seminar discussions. (AE, WC, OC)

**GNST-1800, 1801, 1802, 1803****Moot Court (2) (F)**

In this course students prepare to compete as an appellate attorney in a mock Supreme Court oral argument. They will study two controversial constitutional issues and learn about how the Supreme Court works by preparing oral arguments to defend both sides of these issues. Students prepare to compete in a tournament representing the College at the end of the semester. (OC, GNST-1800 only)

**GNST-2750****Great Book: Medieval World (3) (D)**

This course is a second in a series of Great Book seminars. The students explore the medieval world through the great works of literature, history and political philosophy. Students read medieval authors in translation and engage in seminar discussions. (AE, WC, WP)

**GNST-2850****Great Books: Renaissance World (3) (D)**

This course is a third in a series of Great Book seminars. The students explore the Renaissance world through the great works of literature, politics, philosophy, and science. Students read Renaissance authors in translation and engage in seminar discussions. (PC, PI)

**GNST-3000****International Study Reflection and Practicum (1) (B)**

This course, offered only at our campus in Florence, Italy, provides students with the encouragement to become immersed in a culture other than their own. It provides them with the opportunity to reflect on the experience of living in a different culture in light of their career goals and their overall experience as a student at Benedictine College.

**GNST-3110****Peer Mentor Practicum (3) (F)**

Qualified upper-division students gain practical experience teaching and mentoring freshmen enrolled in GNST-1110, Learning Community Lab. Students complete the same assignments as the freshmen (including oral presentations), modeling excellent performance and coaching freshmen toward that standard. As peer mentors,

students enrolled in this practicum are available outside of class sessions to the freshmen enrolled in the Learning Lab. Additionally, students will work closely with faculty teaching the course to plan lessons, facilitate discussions, lead class exercises, and problem-solve course-related issues as they arise. Students learn organizational, social, and leadership skills as guides and supporters of the Learning Lab freshmen. *Permission of instructor.*

**GNST-3333****Raven Standard Seminar (1) (B)**

This course is designed to help students encounter concepts aimed at the promotion of their personal development, faith development, relationship skills, and leadership development. These concepts will provide an opportunity for increased self-awareness, the development of identity-based habits, and the formulation of a personal mission statement. As the material is presented in this course, students will be encouraged to reflect, analyze, and apply what they are learning in their lives. Ultimately, this course empowers students to live the mission of community, faith, and scholarship, presently, and in life after college.

**GNST-3500****Discovery Seminar (1) (B)**

This discussion and experience-based seminar will focus on a specific topic or issue and will be led by professors from a variety of different disciplines. The professors will model for students intellectual curiosity as the entire class pursues questions and answers related to the topic or issue through readings, field experiences, experiential learning, and/or guest speakers. May be repeated if the topic is different.

**GNST-3600****Legacy of Martin Luther King, Jr. (1) (S)**

This discussion-based seminar examines the history of the Civil Rights Movement in the United States and explores the many lasting contributions of Dr. Martin Luther King, Jr. By recognizing Dr. King's work, course participants will gain a deeper appreciation for the importance of honoring Dr. King on MLK Day and continuing his legacy of pursuing justice for all citizens.

**GNST-3750****Great Books: Modern World (3) (S)**

This course is one in a series of Great Books seminars. This semester the students will explore the modern world through the great works of literature, philosophy, and politics. Students will read authors in translation, and engage in seminar discussion. *Prerequisite: GNST-1750, GNST-2750, or GNST-2850. (HI, WC)*

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**GNST-4795****Cooperative Educational Experience (0–6) (D)**

The cooperative educational experience provides students the opportunity to take part in a co-op while maintaining their Benedictine College student status. This needs to be planned well in advance and coordinated with their department, Financial Aid, and the Business Office.

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**Greek****GREK-1000****Beginning Greek I (4) (F)**

Intensive study, with exercises of the conjugations, declensions, vocabulary and grammar of classical Greek occupy the first semester. The second semester places emphasis on translating continuous prose. (C)

**GREK-1020****Beginning Greek II (4) (S)**

Intensive study, with exercises of the conjugations, declensions, vocabulary and grammar of classical Greek occupy the first semester. The second semester places emphasis on translating continuous prose. *Prerequisite: GREK-1000 or placement.* (C)

**GREK-2120****Greek Literature in Translation (3) (D)**

Works studied in this course may range in time from the classics of antiquity through Byzantine and modern Greek. *Prerequisite: GREK-1020 or placement.*

**GREK-3110, 3120****Greek Prose Authors (3, 3) (D)**

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include rhetoric, philosophy, and history. *Prerequisite: GREK-1020 or placement.*

**GREK-4110, 4120****Greek Poets I and II (3, 3) (D)**

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include epic, drama, and lyric poetry. *Prerequisite: GREK-1020 or placement.*

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**History****HIST-1100****World Civilization to 1500 (3) (B)**

This course is a survey of major civilizations from Paleolithic times through the fifteenth century. It is intended to introduce students to some of the most prominent events, people, governments, ideas, beliefs, and cultures during this long period and across a broad geographical range that encompasses the Near East, Asia, India, Europe, Africa, and the Americas. Students will also learn to appreciate the methods of historians in studying the past. Participants will have the opportunity to read and evaluate sources from the societies that we study. Topics covered in this class include the formation and development of the societies and governments; religious and philosophical systems; cultural and societal practices; and the economy. (HI, GP, WP)

**HIST-1101****World Civilization Since 1500 (3) (B)**

This course offers a survey of the political, intellectual, social, religious, and economic history of the modern world from the sixteenth through the twentieth centuries. It emphasizes the growing interrelatedness of the major geopolitical regions of the world as they move toward global interdependence. (HI, GP, WP)

**HIST-1300****United States History to 1865 (3) (F)**

This course surveys the history of the peoples who came to make up the United States from the early discoveries of the New World to the end of the Civil War in 1865. Special attention is devoted to the development of national institutions, military and political history, ideological trends, and the impact of slavery on the nation's development. (HI, WP)

**HIST-1380****United States History Since 1865 (3) (S)**

Continuing the developments in U.S. history beyond 1865, this course carries the story to contemporary times. Special attention is devoted to America's rise to global power, cultural diversity in society, and the attendant developments in domestic policy. (HI, WP)

**HIST-2000****Historical Methods and Historiography (3) (F)**

This course introduces students to the different methods and approaches that historians use in their work. Students will gain a greater knowledge of what history and historiography are, and appreciate how insights imparted by historians continue to inform how we debate about the past. Students will learn the art of the historian, including

how to think about the meaning of historical events and trends; how to locate and evaluate primary and secondary sources; and how to analyze and discuss the past with peers. Learning the steps to compose papers and to cite properly is especially important. This class is normally only open to students who are majoring or minoring in History. Students are urged to take this course as a sophomore or junior. (WC)

### **HIST-3100**

#### **United States Diplomatic History (3) (D)**

This course traces the development of American diplomacy in the wars of the eighteenth century and the American Revolution through 1901, and examines the course of American diplomacy from Theodore Roosevelt's administration to America's achievement of world leadership at mid-twentieth century. (HI, WP)

### **HIST-3140**

#### **Medieval Travelers (3) (D)**

This course examines various travel accounts of the Middle Ages, from the fourth to the fifteenth century, both as a window into the authors' civilizations and the lands to which they journeyed. Western and Eastern travelers will be considered and compared. Students will contemplate what cultural interaction meant in the pre-modern world, the different purposes and experiences of travel, how religion informed travelers' observations, and the extent to which the different accounts are realistic or fantastic. Students will read a series of medieval travelers in a roughly chronological progression. Special emphasis will be placed on Marco Polo's Travels, which will form the basis for the term paper. (HI, GP)

### **HIST-3141**

#### **The Crusades (3) (D)**

This course examines the Crusading movement from its origins in the eleventh century to its decline in the sixteenth century. Emphasis will be laid not only on the Crusades of Western Europeans in the Near East, but also their exploits in Spain and Eastern Europe. Themes covered include traditional ideas about Jerusalem and pilgrimage; description and analysis of the events of the major Crusades; the creation and development of ideas about Crusading; notions of just and holy war; life in the Crusader kingdoms of the Near East; relations between Western Christians and Jews, Byzantines, Muslims, and heretics; religion and liturgy in the Crusades; and the role of women in the Crusades. Assignments focus on significant texts and other material produced by medieval civilization. (HI)

### **HIST-3280**

#### **Modern Asian Survey (3) (I)**

To understand the contemporary world, it is important to have a perspective on the history of the nations of the Pacific Rim. This course surveys events in Asia, especially China and Japan, from the nineteenth century to the present. (GP)

### **HIST-3300**

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

The History of Kansas provides a detailed overview of Kansas history since the arrival of humans to the area. The course, structured chronologically, follows the process of settlement by indigenous people, the dispossession of those first Kansans by people of European descent, the struggles over freedom during the territorial period, the achievement of statehood, the rush to turn Kansas into an agricultural garden, social and political reform movements, and the state's modern struggles as an agricultural, industrial, and corporate producer. The course covers these myriad topics while also focusing on the changing image of Kansas in the minds of its residents and outsiders.

### **HIST-3301**

#### **U.S. Military History (3) (D)**

This survey intends to introduce students to the entire range of the American military experience from the Indian wars of the early colonial period to the Iraq and Afghanistan wars. Special emphasis will be placed on how the United States morphed from a nation hostile to standing armies into the greatest military power the world has ever known. To that end, students will learn how the modern U.S. armed forces developed within a distinct American context and tradition. The course will also give students insights into the way wars and the military have transformed American society and culture, and conversely how American culture has impacted the American military tradition. (HI)

### **HIST-3302**

#### **Native America, 1492–1864 (3) (D)**

This course introduces students to Native North American cultures through 1864. Topics covered include pre-Columbian Native American societies and cultural traditions, the impact of European colonization, the fur trade, military and religious conquest, Indian Removal, and Native American resistance.

### **HIST-3360**

#### **Selected Themes in Early American History (3)**

#### **(D)**

This course will study in-depth certain topics in the pre-Revolutionary era of American history, with

special emphasis on the colonial history of North America through the French and Indian War.

### **HIST-3380**

#### **The Early American Republic, 1789–1828 (3) (D)**

Major themes in this course are the territorial expansion of the United States and the dramatic consequences of political, demographic, social, and economic changes. These changes gave rise to sectional tensions within American society that threatened to dissolve the union, especially the debates over slavery. (HI).

### **HIST-3381**

#### **United States Civil War, 1828–1865 (3) (D)**

Students will explore the various aspects of the U.S. Civil War in the context of previous sectional conflict and explore ideological, political, diplomatic, socioeconomic, and military issues related to the war. They will also explore the memory of the conflict as well as its meaning and relevance to modern America. (HI)

### **HIST-3382**

#### **Reconstruction and Reform, 1865–1919 (3) (D)**

The period from the end of the Civil War to World War I was characterized by reconstruction, the rise of industrial capitalism, the creation of a powerful federal government, and confrontations among different social classes in American society. The period culminated in the rise of progressivism and President Woodrow Wilson's crusade to remake global politics along American democratic principles.

### **HIST-3383**

#### **Prosperity & Depression, 1919–1941 (3) (D)**

Student will investigate how the United States emerged from World War I as one of the most advanced and prosperous countries in the world, only to lose its confidence and self-esteem following the stock market crash of 1929. This course analyzes the dramatic rise and spectacular collapse of the American nation, and the subsequent attempts by President Franklin D. Roosevelt to restore the promise of what is usually called the "American dream." (HI)

### **HIST-3384**

#### **U. S. Since 1945 (3) (D)**

Beginning with World War II, this course traces the rise of the United States as the dominant power in the world and the problems it faces as its hegemony was and is challenged both domestically and internationally. Among the topics covered are the Cold War, the struggle for minority civil rights, domestic political developments, international politics, environmental and social issues, the collapse of Soviet communism, and the rise of international terrorism.

### **HIST-3385**

#### **The History of Modern American Film (3) (D)**

This course is an American cultural history as represented through some of the nation's most important and influential films. Movie making is an original American art form that illuminates the shifting values and priorities of the United States over the last century. Films are often a social critique or a celebration of the zeitgeist and thereby contain within them a deeper, more lasting importance than simple entertainment. (VC)

### **HIST-3400**

#### **History of Latin America (3) (D)**

This course is a survey of Latin American history from 1492 to the present with emphasis on comparative social and institutional development of Latin American nations.

### **HIST-3520**

#### **Ancient Greece (3) (D)**

This course is a survey of ancient Greek history from the Greek Bronze Age (ca. 3000 BCE) to the end of the Hellenistic Age (ca. 146 BCE). The geographical focus of the course is the world of the Aegean Sea, but we will also study the interactions among Greeks and surrounding cultures like the Persian Empire. Students will learn the major events that formed this civilization as well as the unique culture and thought produced within it. Students will have the opportunity to read and analyze the evidence produced by ancient civilization. Sessions will be devoted to the study of coins and archaeology. (HI, WP)

### **HIST-3521**

#### **Ancient Rome (3) (D)**

This course is a survey of ancient Rome focusing on the period from the foundation of Rome in the eighth century BCE to the dissolution of the Western half of the Roman Empire in the fifth century CE. Sessions are roughly divided into two halves, the first covers the Roman Republic and the second covers the Roman Empire. This course sketches a narrative of ancient Rome's history, particularly its political history, although some sessions and readings will handle social, religious, military, and cultural history. Emphasis will further be placed on the archaeology and coins from the ancient Roman world. Assignments focus on significant texts and other materials produced by ancient Roman civilization. (HI, WP)

### **HIST-3522**

#### **Greek and Roman History (3) (D)**

This course is a survey of the ancient Greek and Roman world from the civilization of Mycenae (ca. 2000 BCE) to the end of the Roman Empire (ca. 500 CE). The class teaches students to interpret the evidence from this

period. Topics covered include the methods of studying classical history; the formation, development, and dissolution of the Greek and Roman worlds; the paramount political events, rulers, and wars of the ancient world; classical culture and social history including the role of women, artistic and philosophical achievements, and the position of slaves; and pagan and Christian religious traditions. Assignments will focus on significant texts and other material produced by ancient Greek and Roman civilization. (HI, WP)

### **HIST-3540**

#### **Medieval History (3) (D)**

This course covers the foundational period in European history from ca. 500 to ca. 1450, a time that would later be dubbed “the Middle Ages.” Topics covered in this class include the transition from the Roman to the early medieval world; the emergence of Barbarian kingdoms; Viking invasions; feudalism; European expansion; late-medieval government; the disasters of the late Middle Ages; religious thought and practice; women’s roles; highlights of medieval culture; the contribution of archaeology to studying the period; and the legacy of the Middle Ages. The assignments focus on texts and other material produced by medieval civilization. (HI, WP)

### **HIST-3541**

#### **Byzantine History (3) (D)**

This course is a survey of the history of the Byzantine Empire, the successor state to the Roman Empire, located mainly in Asia Minor. It focuses on the period from the foundation of Constantinople in the fourth century to the fall of Constantinople to the Ottoman Turks in 1453, although it will also include material before and after this span to place Byzantine history in context. The course will sketch a narrative of Byzantium’s history, particularly its political history, although some sessions will handle social, cultural, and religious history. The assignments will focus on significant texts and other materials produced by Byzantine civilization. (HI, GP, WP)

### **HIST-3542**

#### **The Renaissance (3) (D)**

A survey of the major developments in the Italian Renaissance from ca. 1300 to ca. 1550, the course emphasizes the nature of Renaissance humanism from Petrarch to Machiavelli, as well as the economic, political, social, and religious life of the Italian city-states. Topics covered include education, family and marriage, religion and the Church, the economy, war, social class, government, art, and architecture. (HI, AE, WP)

### **HIST-3543**

#### **Medieval England (3) (D)**

This course examines the society of England from ca. 500 to ca. 1500. The course will focus on the political, social, and religious history of England in this period, as well as their interactions with the rest of the medieval world. Topics that will receive particular emphasis are the spread and influence of Christianity, the development of government, conflicts over power, and clashes among different cultures. The assignments will focus on significant texts and other materials produced by medieval English civilization. Part of the work involves appreciating the challenges of reading and interpreting medieval sources. Non-written sources like manuscripts and the Bayeux Tapestry will also receive attention. (HI)

### **HIST-3544**

#### **Medieval Lay Religion (3) (D)**

This course examines the participation and experience of the laity in medieval Christianity. It is mainly a foray into the history of religion and social history, although elements from institutional and political history will be incorporated when relevant. The chronological emphasis is on the eleventh to the fifteenth centuries. The geographical concentration is on Western Europe and England in particular. The themes selected illustrate the experience of Christians, but some of the material refers to interaction of Christians and non-Christians or heretics. The emphasis will be placed on the lived practice of faith rather than theology. (F, WP)

### **HIST-3660**

#### **The Reformation Era (3) (D)**

A systematic consideration of the Protestant and Roman Catholic reformations of the sixteenth and seventeenth centuries, this course will emphasize theological and political developments of the period, and the impact of the fragmentation of Latin Christendom on European civilization. In addition to written primary sources, important works of religious art will be studied in this course. (HI, AE, WP)

### **HIST-3661**

#### **Early Modern Europe (3) (D)**

This course is a survey of dynastic politics and diplomacy, and of economic, social, and intellectual developments in the principal European states between 1618 and 1789. Political topics include the Age of Absolutism, the Thirty Years’ War, the English Civil War, and the coming of the French Revolution, while cultural and intellectual topics include the Scientific Revolution, the Baroque, and the Enlightenment. (HI, WP)

## **HIST-3680**

### **French Revolution and Napoleon (3) (D)**

The Enlightenment, French Revolution, and the consolidation of the two by Napoleon and the First Empire are watershed events in human history, ending the early-modern Ancien régime and ushering in the modern age. This course is designed to familiarize the student with the causes of the French Revolution, its major events, the rise of Napoleon Bonaparte, the creation and dissolution of the First Empire, and the impact of all this on Europe and the world. (HI)

## **HIST-3681**

### **Nineteenth-Century Europe (3) (D)**

The course will examine European history from the Congress of Vienna to the outbreak of World War I. Topics and themes include the Concert of Europe, the Romantic movement, industrialization, nationalism, imperialism, and the impact of intellectuals such as Marx, Darwin, and Nietzsche. (HI, WP)

## **HIST-3682**

### **Europe Since 1945 (3) (D)**

Events in Europe since the close of World War II are surveyed with special emphasis on the growing economic and political cooperation on the continent. (HI, WP)

## **HIST-3684**

### **Russian History (3) (D)**

This is a survey of Russian history in the imperial, revolutionary, Soviet, and contemporary periods with an emphasis on political and cultural history. The course begins with a geographical introduction and a synopsis of medieval Russian history. The first half of the course will focus on Imperial Russia. The second half of the course will follow the course of Soviet and post-Soviet history from the revolutionary year 1917 to the present. (HI, GP, WP)

## **HIST-3685**

### **World War I (3) (D)**

The Great War caused unprecedented destruction and left crisis and conflict in its wake. This is due, in part, to the global scope of the war, and in part to the intensity of the war, both on the front and in the home areas. This course, therefore, is designed to ask the following questions: Why was the war different than previous wars? How did it come about? Why was it so difficult to win or lose? Why did it last as long as it did? What was its legacy for the twentieth century? (HI)

## **HIST-3686**

### **World War II (3) (D)**

The Second World War is one of the most transformative of recent world events. It reshaped the balance of power

in the world; it forced peoples of all nations to reevaluate traditional relationships between themselves and their government, their social assumptions, and their cultural perceptions. This course examines the war in a social, military, and diplomatic context. Socially, this course will examine the rise of totalitarian societies, life during wartime, and the impact of “total war.” We will be discussing life in Japan, the US, the USSR, Nazi Germany, Fascist Italy, and the areas of occupation in Asia, Africa, and Europe. (GP, HI, WP)

## **HIST-3687**

### **The Holocaust (3) (D)**

This course explores the following topics: the long roots of antisemitism; the rise of the Third Reich; prewar policies implemented against German Jews; the responses of Jewish people to antisemitic prejudice and persecution; Germany’s expansionist foreign policy and the outbreak of World War II in Europe; the decision of Hitler and the Nazi leadership to implement a policy of extermination throughout Europe; the deportations, ghettos, and death camps; questions of resistance and rescue; and the issues associated with liberation, survival, remembrance, and the recurrence of genocide. (HI)

## **HIST-3720**

### **Ancient Egypt (3) (D)**

This course concentrates on the Pharaonic period of ancient Egypt, from ca. 3400 BCE to the inclusion of Egypt in the Roman Empire in 31 BCE. The geographical focus will be the lands on the banks of the Nile River and the desert surrounding them, but attention will also be paid to Egypt’s interactions with surrounding civilizations. The course will sketch a narrative account of Egyptian history, especially its political history, but some sessions will handle social and religious history as well. The assignments will focus on significant texts and other material produced by ancient Egyptian civilization. (HI, GP)

## **HIST-4000**

### **Seminar in History (3) (S)**

This senior seminar in history reviews developments in historiography, seeks to enhance research skills, and encourages the student to write at an advanced level. Each student writes a research paper based on primary sources. (OC, WC)

## **HIST-COMP**

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

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## Honors

### **HONR-4950**

#### **Senior Honors Capstone (3) (B)**

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.

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## International Studies

### **INST-4090**

#### **Seminar in International Studies (1-3) (D)**

This course deals with major current events of international importance in political, historical, geographic, linguistic, economic, cultural, environmental, and other global topic areas. May be taken more than once provided the topic varies sufficiently.

### **INST-4790**

#### **International Service Learning (1-4) (B)**

Participation in a volunteer work-program or mission work abroad. Students should meet with the chair of the Department of World Languages and Cultures in order to arrange program approval and enrollment.

### **INST-SA**

#### **Study Abroad (1-12)**

### **INST-COMP**

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

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## Italian

### **Courses taught at the Florence, Italy, campus**

#### **ITAL-1000 Beginning Italian (4) (B); 1020, Second Semester Italian (4) (B)**

Offered through our semester in Florence program, ITAL-1000 and ITAL-1020 provide students with an immersion experience in the Italian language. Students gain a basic ability to communicate in the target language and gain understanding and appreciation of Italian culture. Emphasis is on integrating the four skills of the language: speaking/listening/reading and writing in order to provide students with a high novice-low intermediate level of proficiency at the end of the semester. (C)

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## ITAL-3000

### **Europe in the Middle Ages (3) (B)**

The main subject of the lessons in the class will be the European history in the Middle Ages, between the fall of the Roman Empire to the beginning of the geographical explorations on early XVI century. The course will focus on the most important issues of that period of the European history that gave the basic features of the Western Civilization. The subject of the tours will be the history and the art of the town of Florence and neighboring areas. (AE, HI, WP, GP)

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## Journalism

### **JOUR-1200, 1210, 2200, 2210, 3200, 3210, 4200, 4210**

#### **News Practicum (2 ea) (B)**

This course provides laboratory work on *The Circuit* student newspaper and [bccircuit.com](http://bccircuit.com) online news website as well as social media platforms. Students put in action the process of story development, reporting, editing, photography, and publishing for a converged media newsroom. Students meet regularly with the practicum advisor to address organizational and production issues and to critique the newspaper. At least one practicum must be completed as a senior. Student publications are open to all students, regardless of major. *Prerequisite: JOUR-2620 or demonstrated journalism experience.*

### **JOUR-2620**

#### **News Writing I (4) (B)**

This course introduces and challenges students to define what is news. Students will learn basic news gathering techniques as well as the fundamentals of news writing. An emphasis is placed on the accuracy of both content and style following the Associated Press Stylebook. Students will have the opportunity to conduct interviews and write print articles in AP style. There also will be a brief introduction to other media platforms including digital, radio, and television. A hands-on interactive laboratory is included in this course. (WC)

### **JOUR 3220, 4220**

#### **Publications Practicum (2) (B)**

This course provides laboratory work on *The Circuit* student news and *Raven* yearbook. Students will also receive experience in social media management and web content management. Students put in action the process of developing, reporting, editing, photographing, and publishing for a converged media newsroom. Students meet weekly with a faculty adviser to address organizational and production issues. Publications practicums are open to all students, regardless of major. *Prerequisite: JOUR-2620.*

## **JOUR-3300**

### **News Writing II (3) (B)**

Building on the skills learned in JOUR-2620, News Writing I, this course focuses on media writing for news, advertising, public relations, broadcast, social media, multimedia and other forms of mass communication. The primary goal is to enhance students' professional communication skills to inform and persuade a diverse audience through multiple media channels. Students will engage in practical exercises and assignments. *Prerequisite: JOUR-2620. (WC)*

## **JOUR-3350**

### **Copy Editing (1) (S)**

Copy editing is the process of reviewing writing to make it concise and consistent with the goal of improving readability. The concepts explored in this class include mechanics, grammar, word choice and the use of the Associated Press Stylebook. Students will learn to edit copy using quick and deep-editing techniques. The skills learned in this course are applicable all forms of writing, not just journalism. This course is open to all majors. No prerequisites are required.

## **JOUR-3370**

### **Multimedia Reporting (3) (D)**

This course builds on the news writing and reporting skills learned in News Writing I and II by incorporating the converged media practices for today's industry standards including audio and video elements into stories. Students will be introduced to skills, roles and responsibilities for producing online or on-air content. This hands-on course extends beyond news reporting and explores strategic communication strategies used in modern public relations, social media management and advertising practices. The course also explores the relationship of social media in the reporting process as a way to promote content in addition to being a stand-alone reporting platform.

## **JOUR-4300**

### **Advanced Reporting/Print (3) (D)**

This course examines techniques for in-depth investigations and analysis, such as use of documents, multiple sources, surveys, content analysis, and participant observation. *Prerequisites: JOUR-2620 and JOUR-3300.*

## **JOUR-4340**

### **Feature Writing (3) (D)**

This course examines storytelling methods often used in fiction writing as applied to longer, more detailed stories for newspapers and magazines. Stories made available to campus publications. *Prerequisite: JOUR-2620.*

## **JOUR-4750**

### **Mass Media Law and Ethics (3) (D)**

This course examines the legal and ethical principles that guide modern mass media producers and organizations. This course introduces students to the major areas of media law. Case studies are used to examine the application of media law in situations that students might face in the workforce. Media ethics is studied from the philosophical foundation of major ethical systems. In both media law and ethics, the major emphasis of the course is on the application of applied principles and decision-making.

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## **Latin**

### **LATN-1000, 1020**

#### **Beginning Latin I, II (4, 4) (F, S)**

This course is offered to meet the needs of students who have had no introduction to Latin in high school and are interested in learning a reading knowledge of Latin. Emphasis is placed on vocabulary, grammar, and sight reading in the first semester. In the second semester, the emphasis is on extensive Latin reading. (C) *Prerequisite for LATN-1020: LATN-1000 or placement.*

### **LATN-2120**

#### **Latin Literature in Translation (3) (D)**

Works studied in this course range in time from the classics of antiquity to the "modern" Latin of the Renaissance.

### **LATN-3110, 3120**

#### **Latin Prose Authors I, II (3, 3) (D)**

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include: rhetoric, philosophy, and history. *Prerequisite: LATN-1020 or placement. (AE)*

### **LATN-4110, 4120**

#### **Latin Poets I, II (3, 3) (D)**

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include epic, satire, and drama. *Prerequisite: LATN-1020 or placement. (AE)*

### **LATN-4590, 4600**

#### **Directed Readings I, II (3, 3) (D)**

A program of independent study open only to advanced students under the supervision of the instructor.

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## **Mathematics**

### **MATH-1020**

#### **Mathematics as a Liberal Art (3) (B)**

This course is an exploration of the mathematical techniques that can be used to solve problems in society involving quantitative reasoning. Specific topics chosen from: voting and power; division and apportionment; graph theory; and financial mathematics. **Students who have successfully completed any course in mathematics above MATH-1120 cannot receive credit for MATH-1020.** (MR)

### **MATH-1040**

#### **College Algebra (3) (D)**

This course covers analytical geometry and elementary functions, namely polynomial, rational, logarithmic and exponential functions. *Credit is not given for both MATH-1040 and BUSI-1650.* Prerequisite: Approval through placement.

### **MATH-1110**

#### **Mathematics for Elementary Teachers I (4) (B)**

The course examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Emphasis is placed on acquiring an understanding of basic mathematics including the base ten number system, fractions, decimals, arithmetic operations, and different ways to represent these numbers and operations. Prerequisite: Intend to major in Elementary Education.

### **MATH-1120**

#### **Mathematics for Elementary Teachers II (3) (B)**

This course, a continuation of MATH-1110, examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Emphasis is placed on acquiring an understanding of basic mathematical concepts including proportional reasoning, algebra, geometry, measurement, probability, and statistics, and different ways to represent relevant concepts and procedures. Prerequisite: MATH-1110. (MR)

### **MATH-1130**

#### **Mathematics for Middle School Teachers (1) (B)**

This course, a continuation of MATH-1120, examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Emphasis is placed on acquiring an understanding of intermediate mathematical concepts including real numbers, algebra, functions, similarity, congruence, probability, and statistics, and different ways to represent relevant concepts and procedures. Prerequisite: MATH-1120.

### **MATH-1220**

#### **Introductory Statistics (4) (B)**

This course is designed to acquaint students with how statistics is applied in a wide variety of disciplines. Students are introduced to fundamental concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics discussed include displaying and describing data, the normal distribution, regression, probability, statistical inference, confidence intervals, and hypothesis tests with applications in the real world. Note: Credit will not be given if the student has taken BUSI-2650. (MR)

### **MATH-1250**

#### **Pre-Calculus (4) (B)**

This course is designed for the student with good algebra skills but lacking adequate preparation to enter calculus. The course focus is on functions modeling change. Stress is placed on conceptual understanding and multiple ways of representing mathematical ideas. The goal is to provide the students with a clear understanding of the function concept and the use of functional notation. Exponential, logarithmic, trigonometric, polynomial and rational functions are covered. Prerequisite: Intend to take MATH-1300, but lack necessary skills. (MR)

### **MATH-1300**

#### **Calculus I (4) (B)**

This course covers functions, analytical geometry, limits and continuity, differential and integral calculus of algebraic and transcendental functions and applications of differential calculus. Prerequisite: Grade of "C" or better in Pre-Calculus or equivalent or placement exam. (MR)

### **MATH-1350**

#### **Calculus II (4) (B)**

This course covers further integration techniques and applications, limits and approximations, sequences, series and improper integrals, and parametric equations. Prerequisite: MATH-1300. (MR)

### **MATH-2300**

#### **Calculus III (4) (B)**

This course covers geometry of n-space, functions of several variables, limits and continuity, differential and integral calculus of functions of several variables, and vector analysis. Prerequisite: MATH-1350.

### **MATH-2500**

#### **Linear Algebra (3) (S)**

This course covers linear equations and matrices, vector spaces, determinants, linear transformations and matrices, characteristic equations, eigenvectors and eigenvalues, and related topics. Prerequisite: MATH-1300.

## **MATH-2550**

### **Discrete Mathematical Structures I (3) (F)**

This course introduces students to non-continuous models that are important in the application of mathematics to various disciplines. The principal topics treated are mathematical logic and set language, functions, Boolean expressions and combinational circuitry, counting principles, graph theory, and an introduction to elementary number theory. Attention is given to various methods of proof, in particular to mathematical induction. *Prerequisite: Approval through placement.* (MR)

## **MATH-2900**

### **History of Mathematics (2) (S, Even years)**

This course is an introduction to the history of mathematics designed for mathematics and mathematics education majors. Emphasis is placed on the historical development of those topics in mathematics that appear in the high school and undergraduate curriculum. *Prerequisites: Sophomore standing and MATH-1300.*

## **MATH-3100**

### **Differential Equations (3) (B)**

This course covers first- and second-order differential equations, including linear and nonlinear equations, Laplace transforms, series solutions, and numerical techniques. *Prerequisite: MATH-2300.*

## **MATH-3200**

### **Probability and Statistics (3) (F, Even years)**

This course covers probability and statistical inference, discrete and continuous random variables, distributions, hypothesis testing, correlation and regression, testing for goodness of fit. *Prerequisite: MATH-2300.*

## **MATH-3300**

### **Numerical Computation (3) (D)**

This course covers finite differences, numerical differentiation and integration, linear systems and matrices, difference equations, error analysis and related topics. *Prerequisites: MATH-1350, and one of CSCI-1140, CSCI-2300 or ENGR-2000.*

## **MATH-3400**

### **Introduction to Cryptography (3) (S, Odd years)**

This course provides students with an introduction to the mathematical theory of cryptography, the practice of encoding information for the purpose of keeping it secret. Topics include classical, stream, and block ciphers, the Data Encryption Standard (DES), the Advanced Encryption Standard (AES), public-key cryptography, and methods of cryptanalysis. The course will touch on multiple areas of mathematics as needed, including

matrix algebra, modular arithmetic, finite fields, and elementary probability theory. *Prerequisite: MATH-2550 or permission of instructor.*

## **MATH-3600, 3610**

### **Modern Algebra I, II (3, 3) (F, S)**

This two-semester sequence of courses provides an in-depth introduction to some of the structures and techniques of modern algebra. The principal subjects are the theory of groups, rings, and fields. Specific examples of these will be discussed. For each structure we will discuss the appropriate substructure, quotient structure, and other topics such as homomorphisms. Current applications of algebra are also discussed. *Prerequisites: MATH-2500 and MATH-2550.*

## **MATH-4457**

### **Secondary School Mathematics Curriculum and Methodology (4) (F, Odd years)**

This course is designed to acquaint the future mathematics teacher with an overview of the curriculum and methodology of teaching mathematics at the middle and secondary school level. Focal topics discussed in this course include using relevant research, standards, and curricula to plan and create effective learning opportunities that provide all students opportunities to develop their mathematical knowledge and skills, acknowledging the mathematical practices and how to cultivate them in lessons, collaborating in professional learning opportunities to enrich mathematics instruction with mathematics-specific technology and tools, and reflecting on mathematics content, teaching, and assessment practices. Available resources from professional mathematics organizations will be examined in an effort to generate an enthusiastic, creative, and reflective approach to teaching and lifelong learning. *Prerequisites: Enrollment in Secondary Mathematics Education and EDUC-3357.* (WC)

## **MATH-4600**

### **Modern Geometries (3) (F, Odd years)**

This course covers foundations and axiomatics, Euclidean and non-Euclidean geometries, transformation geometry, projective geometry, and the geometry of inversion. *Prerequisites: MATH-2500 and MATH-2550.*

## **MATH-4700**

### **Complex Analysis (3) (S, Odd years)**

This course studies functions involving complex numbers and mappings in the complex plane. The topics include computation of limits, derivatives, line integrals, and possibly residues of complex functions, including complex exponential and logarithmic functions. Non-computational concepts include analyticity and branch

cuts. Optional topics include sequences and series of complex numbers, conformal mappings, and applications outside pure mathematics. *Prerequisite: MATH-2300.*

### **MATH-4800**

#### **Introduction to Real Analysis (3) (S, Even years)**

This course covers the real number system, metric spaces, continuity, sequences and series, differentiation, integration, sequences and series of functions. *Prerequisites: MATH-2300 and MATH-2550.*

### **MATH-4930**

#### **Directed Research (2) (F)**

*Prerequisites: Junior or senior mathematics major and permission of the department chair. (OC, VC, WC)*

### **MATH-COMP**

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

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## **Mass Communications**

### **MCOM-1000**

#### **Media and Society (3) (B)**

This course examines the social impact of modern mass media from the focus of the medium, audiences, and society. The historical and economic aspects of mediums are also examined. Emphasis is placed on providing students with media literacy skills that enable them to understand how mass media messages are created, how those messages are transmitted through various mediums to specific audiences and the underlying social, political and economic effects of mass media messages. This is not a writing course. (PC)

### **MCOM-1030**

#### **Introduction to Cinema (3) (F)**

Students examine basic cinematic concepts from both a popular and critical perspective through the viewing and discussing of selected films. A broad variety of films are used from a variety of genres. All films are chosen to illustrate specific cinematic purposes examined in class. (AE)

### **MCOM-1200, 1210, 2200, 2210, 3200, 3210, 4200, 4210**

#### **Yearbook Practicum (1 ea) (B)**

This course provides laboratory work on the *Raven* yearbook. Students engage in the practical efforts of producing a yearbook from story concept and reporting to editing, desktop publishing, and photography. Students meet regularly with their advisor to resolve organizational and production issues and to receive professional critique. **At least one practicum must be completed as a senior.** Student publications are open to all students, regardless of major.

### **MCOM-1500**

#### **Digital Media Foundations (3) (B)**

This course introduces students to the principles, practices, and techniques governing the design and development of digital media content for the web and social media. Students will also explore digital graphics, audio production, and digital video. The course combines theory and a hands-on experience for students interested in careers in journalism, advertising, social media, and public relations.

### **MCOM-1550**

#### **Photoshop Principles (3) (I)**

This course is based on the Adobe Photoshop software package, although other software packages may also be used. Students will learn to scan photographs and manipulate them using Photoshop tools and special effects filters. Students will be introduced to concepts such as correcting photos, masking images, creating duotone, tritone and quadtone images, and preparing photos for publishing in print and online.

### **MCOM-1610**

#### **Layout and Design (3) (B)**

This course examines the principles and theory of aesthetics applied to the design of print and electronic items in the form of newspapers, magazines, brochures, advertisements, and digital content. Students are presented basic design principles such as emphasis, contrast, repetition, alignment, balance, and establishing a visual hierarchy. (AE, VC)

### **MCOM-2000**

#### **Strategic Communications (3) (B)**

This course introduces students to an approach that uses research-based evidence to create strategies and tactics aimed at achieving a desired response from a given audience. Students will learn how communicators seek to maximize effects by coordinating the best combination of media, social, digital and/or interpersonal tactics to accomplish organizational or marketing goals. Students will be introduced to public relations strategies and advertising principles and will examine the roles of advertising and communicating information to different audiences.

### **MCOM-2500**

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

This introductory course explores front-end web design and development concepts and techniques. The primary focus of the course is on developing skill in HTML and CSS coding. Visual design concepts will also be discussed in relationship to designing for a specific audience while balancing aesthetic appeal with practical application. Students will apply these concepts in the design of a published website. (VC)

**MCOM-2600****Principles of Visual Communication (3) (B)**

This course explores the impact of visually mediated messages in society from multiple perspectives. Topics discussed in the course include such areas as graphic design, typography, photography, film, and computer-generated images. This class is ideal for students from any discipline interested in understanding images including visual rhetoric, visual analysis, semiotics, and formalism in order to providing a deeper understanding of images in contemporary culture. (AE, VC)

**MCOM-2610****Digital Photography I (4) (F)**

This course covers the study and application of skills required to produce compelling and fundamentally correct photographic images. Students will be introduced to the fundamental techniques of producing images for both print and web. Working exclusively in a digital format, students will learn electronic image editing, working in RAW, non-destructive editing techniques, and photo compositing. Topics covered include composition, exposure, lighting, ethics, and color. The course also emphasizes fundamental visual reporting principles and practices. (AE, VC)

**MCOM-2620****Video Production I (3) (D)**

This course examines the techniques of video production based on applied contemporary video editing practices and the use of digital and non-linear editing equipment. Major emphasis is placed on the hands-on application of basic concepts ranging from conceptualization, shooting, editing, lighting, and sound production.

**MCOM 3310****Art of Presentation (3) (D)**

In addition to the basic theory and practice of public speaking, this course will cover the essential components of modern presenting, including the dynamics of effective storytelling and the use of visual imagery. Students will explore concepts such as topic selection, audience analysis, organization, illustration, use of electronic and digital media, language, and delivery. Working independently and with peer groups, students will be actively involved in every step of the process of presentation preparation and execution. Assignments will include short presentations (personal story, paying tribute), a major presentation (informative or persuasive), presentation analyses, short response papers, and quizzes on required readings. (OC)

**MCOM 3320, 4220****Publications Practicum (2) (B)**

This course provides laboratory work on *The Circuit* student news and *Raven* yearbook. Students will also receive experience in social media management and web content management. Students put in action the process of developing, reporting, editing, photographing, and publishing for a converged media newsroom. Students meet weekly with a faculty adviser to address organizational and production issues. Publications practicums are open to all students, regardless of major.

**MCOM-3600****Signs and Symbols (3) (D)**

Students learn how symbols define self-image, shape national identity, regulate social experience, establish and reinforce authority, act as visual cues in rites of initiation, and form religious beliefs. Beginning with traditional or primitive cultures, the course travels through time to discover the meaning of signs and symbols in modern societies. This class examines symbolic thought and symbolism in religion, art, architecture, language, mathematics as well as traditional societies. In this course, students are introduced to fundamental theories and methods in order to recognize, interpret, decode, and analyze the symbols from a range of perspectives. (AE, VC)

**MCOM-3610****Digital Photography II (4) (D)**

Digital Photography II is a comprehensive program of practical exercises and academic study as it applies to producing images for media across multiple platforms. This course aims to provide students with a comprehensive understanding of photography as it relates to journalism and other mass media applications. Studio photography, personal photo essays, picture stories, and documentary projects are self-assigned. In this course, students develop a personal style, content, design, as well as an opportunity to create a professional-caliber portfolio. *Prerequisite: MCOM-2610.* (AE, VC)

**MCOM-3680****Sports Broadcasting (3) (B)**

Students will explore the development and application of producing and broadcasting live sporting events. Concepts covered include researching players and opponents, recording and editing pre-game and halftime segments and delivering game commentary (color commentary and play-by-play). Additionally, students may also participate in weekly coach's shows as their broadcasting experience grows.

**MCOM-4040****Christianity in Mass Media (3) (S)**

This course examines both the state of Christianity in the world today and its presence in mass media. We will examine the factors that led to the ascendancy of Christianity as a means of mass communications of the past and identify to what extent Christianity has continued to lead in media or to what extent it has become reactive. We will look at Christianity as it relates to journalism, radio, TV, film, print, Internet, public relations, and audio.

**MCOM-4090****Senior Seminar (1) (B)**

The senior comprehensive for Journalism and Mass Communications majors gives students opportunities to demonstrate skills learned in department courses. The course also explores tools, concepts, and issues graduates need to conduct a successful job search. Students will complete a project that demonstrates competency in a concentration area (e.g., journalism, publication design, advertising, public relations, and photojournalism). Students will also prepare an electronic portfolio of their work. *Prerequisite: Senior standing.*

**MCOM-4680****Sports Broadcasting II (3) (D)**

Sports Broadcasting II is an advanced course in the operation and use of a Tri-Caster unit to produce a live video-streamed broadcast of Benedictine sporting events. This class will deal more with the production side of video sports broadcasting rather than on-air announcing. Production elements include items such as instant replay, live text, and the sports graphic package. In addition, students will also take on a more direct role in producing, and then directing live sports events on campus throughout the semester. *Prerequisite: MCOM-3680.*

**MCOM-COMP****Senior Comprehensive Exam (cr)**

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**Mechanical Engineering****MENG-3180****Manufacturing Processes Lab (1) (S)**

This hands-on laboratory course provides experience with manufacturing techniques including welding, surface preparation and coating, additive manufacturing (including casting), machine tools (mills, lathes), CAD/CAM/CNC, and metrology. *Prerequisites: ENGR-1500 and ENGR-3500.*

**MENG-3220****Design of Machinery (3) (F)**

This course studies the design, analysis, and selection of machine components. Topics include review of static and introduction of variable load failure theories. Mechanisms include four-bar linkages, gear trains, shafts, bearings, threaded components, and bolted joints. *Prerequisites: ENGR-2000, ENGR-2310, and ENGR-2320.*

**MENG-3240****Junior Design (2) (S)**

This course is an application of design and analysis tools learned in the mechanical engineering program to an open-ended consumer product design problem. Working in teams, students will take projects from conception through design, fabrication, and testing. This course emphasizes creative design, analysis techniques, construction methods, and design report writing. *Prerequisite: MENG-3220. Prerequisite or Corequisite: MENG-3180.*

**MENG-3820****Ergonomics (3) (D)**

This course introduces the ergonomic principles of designing for the human-machine interface. Emphasis will be placed on designing products and machines that are user-friendly to the human body, reduce injuries, and accommodate physical limitations. *Prerequisite: ENGR-1500.*

**MENG-4240****System Dynamics and Control (3) (S)**

This course builds on concepts learned in ENGR-2310 and includes mathematical modeling of dynamic systems, focusing on non-time domain methods including Laplace transforms and computational solutions of responses of dynamic systems in state space. Transient response analysis and frequency response analysis of mechanical, electrical and fluid systems will be studied. Control of dynamic systems will also be investigated including classical control theory, root locus, stability, bode plots and analysis, and Nyquist theory. MATLAB used for analysis and design problems. *Prerequisites: ENGR-2000, ENGR-2310, and MATH-3100.*

**MENG-4600****Mechanical 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. *Prerequisite: MENG-3240. Corequisite: ENGR-3170.*

### **MENG-4610**

#### **Mechanical Engineering Design II (3) (S)**

This is the second course of a two-course sequence in engineering design in which teams of students will fabricate their design from MENG-4600. The course incorporates design methodologies, engineering standards, multiple realistic constraints, market analysis, design objectives, alternative designs, communication, and teamwork into a major engineering design experience. In addition to completing the project, the course will cover key elements of professional development and program management including scheduling, resource management, procurement, risk management, and negotiations. The course will culminate with a final project design report and presentation. *Prerequisite: MENG-4600.*

### **MENG-4700**

#### **Senior Seminar (1) (F)**

This seminar includes reports and presentations on current topics in engineering. Students will learn recent advances in engineered products, materials, and components. Information will also be provided regarding the Fundamentals of Engineering (FE) exam and licensure. *Prerequisite: MENG-3240. (OC)*

### **MENG-4730**

#### **Mechanical Measurements and Control Lab (2)**

**(F)**

In this course, students will conduct experiments, analyze their data, and produce oral presentations and written reports on the operation and performance of instruments and basic mechanical engineering equipment. The focus will be on experimental methods for measuring temporal and frequency response of dynamic systems. Control of dynamic systems and measurement theory will also be introduced. *Prerequisite: MENG-4240.*

### **MENG-4810**

#### **Vibration and Structural Dynamics (3) (D)**

Course topics include free and forced vibrations of single and multi-degree of freedom systems under a variety of time dependent loads. Techniques covered include modal analysis (eigenvalues, eigenvectors), numerical integration, time history analysis, and frequency response. Vibration of continuous systems will also be introduced. *Prerequisite: MENG-4240.*

### **MENG-4820**

#### **Introduction to Finite Element Analysis (3) (D)**

Course topics include finite element analysis techniques and theory. Students will use ANSYS, an industry-standard FEA package, as well as write their own FEA algorithms. Matrix methods are used throughout. *Prerequisite: ENGR-2320.*

### **MENG-4830**

#### **Environmental Stewardship (3) (D)**

This course offers students an opportunity to participate in guided research dealing with contemporary environmental issues in mechanical engineering, through the lens of the Catholic tradition, and in collaboration with scientists, theologians, philosophers, and other engineers. Research of this kind involves reading and discussing the Magisterial documents, seminal scientific data and publications, and government regulations and policies, as well as understanding the engineering practices and technologies of today. *Prerequisite or Corequisite: MENG-3240 or instructor permission. (Open to All Science and Engineering Fields).*

### **MENG-4840**

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

This course introduces the following topics: kinematic modeling, analysis, path planning and control of robotic systems. It involves the use of manipulators, sensors, and computer vision for automation. It includes hands-on activities with robotic systems. *Prerequisites: ENGR-2000, MATH-1350.*

### **MENG-4850**

#### **Heating Air Conditioning and Ventilation (3) (D)**

This course provides an introduction to the design of HVAC systems. Topics include the determination of heating and cooling loads, including psychrometrics, internal and external loads as well as how to design and size distributions systems and their components. *Prerequisites: ENGR-3250 and ENGR-3600.*

### **MENG-4860**

#### **Intermediate Thermodynamics (3) (D)**

This course includes an introduction to exergy analysis. Power cycles (vapor, gas) and refrigeration cycles are covered extensively, including the production of electricity and operational principles of engines. The course also focuses on environmental impact, including emissions and refrigerant properties. *Prerequisite: ENGR-3250.*

**MENG-4910****Intermediate Fluid Dynamics (3) (D)**

The course introduces the theory and application of one-dimensional compressible flow, including: isentropic flow in converging and converging/diverging nozzles, normal shock waves, oblique shock waves, and choked flow. Computational Fluid Dynamics (CFD) software is utilized to analyze flows, and the course explores the styles, limitations, and applications of pumps. *Prerequisites: ENGR-1500, ENGR-3250, and ENGR-3300.*

**MENG-4920****Nonlinear Dynamics and Chaos (3) (D)**

This course is an introduction to nonlinear differential equations and chaos with emphasis on applications from various fields of engineering and science. Topics include stability analysis and bifurcations, phase plane analysis, limit cycles, Poincare maps, chaos, iterated maps, fractals, and strange attractors. *Prerequisites: MATH-3100 and ENGR-2000.*

**MENG-COMP****Senior Comprehensive Exam (cr)**

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**Management****MGMT-1550****Introduction to Individual Leadership (2) (D)**

This course will direct students to recognize individual strengths and weaknesses and articulate their values, understand leadership styles, recognize the importance of cooperation, develop the ability to trust others, and have others trust you while emphasizing servant leadership.

**MGMT-2250****Principles of Business Management (3) (B)**

This course is an introduction to the management process through the functions of planning, organizing, leading, and controlling for business organizations. (PC, WC)

**MGMT-2550****Teams and Leaders (2) (D)**

This course will introduce students to the skills and techniques of building effective teams. The course will combine behavior theory and relevant business practice. It will develop transferable leadership skills learned through practice and application within team projects, class activities, and a variety of learning exercises. The application of these skills comes in the form of project management, group decision making, team development, practice of ethics, and team presentations. *Prerequisite: BUSI-1550.*

**MGMT-3250****International Management & Culture (3) (S)**

This course provides students with frameworks to understand core challenges in international management, including forces supporting and limiting globalization. Key dimensions of the international business environment are studied, including national cultures. Students will consider management decisions of multinational organizations involving international business strategies and relationships with stakeholders from diverse countries and cultures. Special emphasis is given to business in Asia, Africa, and the Middle East. *Prerequisite: MGMT-2250. (GP)*

**MGMT-3400****Enterprise Management (3) (S)**

This course will focus on the creation of new ventures and the operation and life of existing enterprises. Recognition of opportunities for new organizations or opportunities for small businesses to grow and prosper will be discussed. The major disciplines of business will be applied to small and growing ventures. The course will consider the unique role of small enterprises in society, franchises as an enterprise model, the importance of family and closely held businesses. The range of operational activities for new and small businesses will be explored. The life cycle of an enterprise will also be presented. *Prerequisite: MGMT-2250.*

**MGMT-3500****Organizational Behavior and Theory (3) (F)**

The purpose of this course is to gain an understanding of the theory, research, and applications that provide the cornerstone for managing and leading within organizations. Topics will include structure of organizations, communication, decision-making, motivation, leadership, and organizational development. Open to all majors.

**MGMT-3510****Managing Non-Profit Organizations (3) (D)**

This course examines the management aspects of an enterprise with special focus on non-profit organizations. The basic business disciplines of accounting, finance, marketing, management, legal, and human resources are discussed within the context of non-profits. Special attention is given to development of volunteer leadership, governmental relations, fundraising, mission development and organizational structure. An understanding of fiduciary responsibility and oversight are also covered. *Prerequisites: MGMT-2250, and ACCT-2090.*

**MGMT-3550****Community Leadership (3) (D)**

The course curriculum is based on the Community Leadership model developed by the Kansas Leadership Center and the Kansas Community Leadership Initiative as well as the theory of community-based social capital developed by the Saguaro Seminar at Harvard University. Students learn the skills/knowledge required to be successful in community leadership by focusing on topics such as servant leadership, team and coalition building, strategic thinking, project planning, and evaluation. Students are introduced to the community leadership networks and dynamics that define leadership in Atchison County through guest lectures and field experiences. *Prerequisite: Junior standing or faculty approval.*

**MGMT-3660****Information & Decision Management (3) (S)**

This course provides a theoretical and practical understanding of skills in the core function of decision making, including topics of planning, organizing, selecting, scheduling, and controlling projects using quantitative tools and models; decision modeling under uncertainty and risk, conditional probability, sensitivity analysis, game theory, cost/benefit analysis and optimization. It is supplemented with knowledge of behavioral aspects of decision making. Students explore concepts of information systems as they affect organizations and employees, focusing on 1) how systems fit into organizations, 2) systems analysis and design, and 3) how to manage information resources and information systems. Program Evaluation Review Techniques (PERT) and Critical Path Method (CPM) concepts are introduced. *Prerequisites: MGMT-2250 and BUSI-2650 or MATH-1220.*

**MGMT-3950****Enterprise Risk Management (3) (D)**

This course will provide students with an in-depth study of the emerging field of enterprise risk management. Students will understand how to design and implement an integrated enterprise-wide risk management plan. It will include areas of financial risk, operational risk, security risk, property risk, and legal liability risk. Solutions explored will include insurance, hedging instruments, capital structures, financial arrangements, and contractual and organizational structures through study of cases and modeling simulations. *Prerequisite: MGMT-2250.*

**MGMT-4450****Business Plan Development (3) (D)**

The focus of this course will be the development and activation of a business plan written in MGMT-3450. Unsuccessful entrepreneurs usually equate an idea with

an opportunity; successful entrepreneurs know the difference. Objectives will be modification of the business plan, site/location decision analysis, securing capital, and activating the business plan. *Prerequisite: MGMT-3450.*

**MGMT-4500****Human Resource Management (3) (S)**

This course deals with hiring procedures, employment testing, the interview and selection process, job design, evaluation techniques, management-labor relations, wage and salary administration, and current employment regulations. Application through case analysis is used. *Prerequisites: MGMT-2250 and MGMT-3500.*

**MGMT-4560****Ethics, Compliance, and Social Responsibility (3)****(F)**

This course focuses on how organizations design and manage ethics and compliance programs and the current standards and approaches to Corporate Social Responsibility (CSR) derived from the legal, economic, and catholic social teaching literatures relevant to understanding the role and responsibilities of corporations in or society. The course will cover current best practices for the creation and management of ethics and compliance and CSR programs as well as the emerging technologies and approaches to measuring performance. *Prerequisite: MGMT-2250.*

**MGMT-4660****Operations and Logistics Management (3) (F)**

This course provides students the logic and quantitative tools to manage and improve the processes that produce products and services, integrating issues of management and marketing. Students examine and practice planning in-house operations as well as supply chains and distribution channels to achieve improved performance by applying design thinking, managing for sustainability, and lean methods to reduce costs, improve quality and timeliness, and create value through prudent planning and scheduling of operations and supply chains; facilities structure, capacity and inventory decisions, and worker development. *Prerequisites: MGMT-2250 and BUSI-2650 or MATH-1220.*

**MGMT-4710****International Business Law (3) (S)**

This course will provide students with an understanding of the international aspects of sales, commercial paper, corporate law, and agency. It will also cover issues related to trade regulations, employment law, antitrust, and administrative law. Case study will be an integral part of the course.

**MGMT-4720****Business Organization Law (3) (D)**

This course covers the legal aspects of the formation, operation, and dissolution of business organizations. Sole proprietorships, partnerships, corporations, and limited liability organizations will be examined. Issues relating to anti-trust and securities regulations will also be presented. *Prerequisite: BUSI-3710.*

**MGMT-4730****Human Resource Law (3) (D)**

This is a survey course designed to acquaint students with the broad and controlling aspects of federal and state laws and regulations that affect human resource management such as EEO, ADA, ADEA, OSHA, Title VII, etc. Students will be expected to study cases and regulations as well as textual materials. *Prerequisite: BUSI-4500.*

**MGMT-4740****Sales & Finance Law (3) (S)**

This course focuses on the law of sales contracts under the Uniform Commercial Code, and on the law of financing of business organizations. Secured Transactions under Article 9 of the UCC and creditor-debtor relations as well as Bankruptcy law will be covered. *Prerequisite: BUSI-3710.*

**MGMT-4750****Project Management (3) (D)**

This course investigates the key components of the even-increasing field of project management. It develops managerial aspects, including the topics of planning, organizing, selecting, scheduling, and controlling projects. The course is enhanced with Microsoft Project software when available. Program Evaluation Review Techniques (PERT) and Critical Path Method (CPM) concepts are introduced. *Prerequisite: MGMT-2250.*

**MGMT-4780****Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisite: Recommendation of a business department faculty member and junior or senior standing.*

**MGMT-4890****Global Business Strategy (3) (D)**

An integrative, terminal course for the senior international business student, this course has three objectives: 1) to provide students with a description and analysis of

the mechanics of doing business abroad, including various methods of trade ranging from exporting to joint ventures, 2) to present the importance of cultural, economic, environmental, legal, and political concerns leading to the success or failure of U.S. business operations abroad, and 3) to provide a discussion of the various functional areas of international business-management, marketing, and finance. *Prerequisites: Immersion experience.*

**MGMT-COMP****Senior Comprehensive Exam (cr)**

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**Military Science**

NOTE: Some courses are offered on campus and others are off campus. Students need to check and plan their schedules carefully to make sure they have time to travel for off-campus classes. Travel to off-campus classes is the responsibility of the students.

**MILS-1020****Leadership Practicum (1) (F)**

This course examines leadership in basic tactical and patrolling operations. It includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students practice leadership according to the sixteen principles and learn basic individual soldier skills.

**MILS-1050****Rappelling and Military Rifle Marksmanship (1) (D)**

This course teaches techniques and methods of rappelling, rope management, knot tying, small bore rifle marksmanship and range safety.

**MILS-1120****Leadership Practicum (1) (S)**

This course is a continuation of MILS-1020 and examines advanced squad and platoon tactical operations with emphasis on patrolling operations. Topics include: leadership techniques, basic first aid, and problem-solving exercises. A tactical field application exercise and physical fitness conditioning program are included as course requirements. Students perform duties as leaders of small units.

**MILS-1160****Foundations of Officership (1) (F)**

The course introduces the student to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values.

Additionally, the semester addresses “life skills” including fitness and time management. This course is designed to give the student an accurate insight into the Army profession and the officer’s role in the Army. (C: Fitness)

### **MILS-1260**

#### **Basic Leadership (1) (S)**

This course builds upon the fundamentals introduced in MILS-1160, Foundations of Officership, by focusing on leadership theory and decision making. “Life skills” lessons in this semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion of this semester, students are prepared to advance to more complex leadership instruction concerning the dynamics of organization. Additionally, students will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). *Prerequisite: MILS-1160 or the consent of the department chairperson.*

### **MILS-2020**

#### **Leadership Practicum (1) (F)**

This course examines squad and platoon offensive and defensive operations and leadership procedures in patrolling operations. It includes tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform various leadership roles and present classroom instruction.

### **MILS-2120**

#### **Leadership Practicum (1) (S)**

This course is a continuation of MILS-2020 and examines advanced squad and platoon offensive and defensive operations, reaction to obstacles, and leadership procedures in patrolling operations. It includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform in various leadership roles and present classroom instruction.

### **MILS-2160**

#### **Individual Leadership Studies (2) (F)**

This semester is designed to develop within the student a knowledge of self, self-confidence, and individual skills. Through experiential learning activities, students will develop problem-solving and critical-thinking skills, and apply communication, feedback and conflict-resolution skills. Building upon the fundamentals introduced in MILS-1160/MILS-1260, this course delves into several aspects of communication and leadership theory. The focus of the semester is on critical “life skills” that enable the student’s future success. The course concludes with

a major leadership and problem-solving case study that draws upon previous instruction. *Prerequisite: MILS-1260. (C: Fitness)*

### **MILS-2260**

#### **Leadership and Teamwork (2) (S)**

This course focuses on self-development guided by knowledge of self and group processes. Experiential learning activities are designed to challenge students’ current beliefs, knowledge and skills. This semester takes the approach of placing students in a wide variety of group exercises designed to emphasize various leadership competencies and insights. The instructor, acting as facilitator, helps guide student processing of the events to derive the leadership, group dynamics and problem-solving lessons that the exercises offer. Practical “life skills” are emphasized throughout.

### **MILS-3020**

#### **Leadership Practicum (1) (F)**

This course examines squad and platoon offensive and defensive operations, the patrol leader in patrolling operations, and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. *Corequisite: MILS-3160.*

### **MILS-3120**

#### **Leadership Practicum (1) (S)**

This course familiarizes the student with military firearms; includes assembly and disassembly; tactical communications; and the field artillery request and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. *Corequisite: MILS-3260.*

### **MILS-3160**

#### **Leadership and Problem Solving (3) (F)**

This course provides the student with no prior military or cadet experience the ability to quickly learn essential cadet knowledge and skills necessary for successful performance of cadet tasks. Following an introduction to the principles of physical fitness and healthy lifestyles, lessons will cover: the Leader Development Program, planning and conducting individual and small unit training, basic tactical principles, reasoning skills and the military-specific application of these skills in the form of the Army’s troop-leading procedures. The course concludes with a detailed examination of officership, which culminates in a five-hour officership case study. *Corequisite: MILS-3020. (C: Fitness)*

**MILS-3260****Leadership and Ethics (3) (S)**

This course continues the focus from MILS-3160 on doctrinal leadership and tactical operations at the small unit level. Instructional modules include: Army branches, Army leadership philosophy, dynamics of a group environment, oral and written presentation skills, culminating in instruction in national and Army values and ethics. This critical semester synthesizes the various components of training, leadership and team building. *Prerequisites:* MILS-3160. *Corequisite:* MILS-3120.

**MILS-4020****Leadership Practicum (1) (F)**

This course involves practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management. Participation in physical fitness conditioning and tactical application exercise is required. Students will perform in various leadership positions and present classroom instruction. *Corequisite:* MILS-4160.

**MILS-4120****Leadership Practicum (1) (S)**

This course involves practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management, and includes a tactical application exercise. Participation in physical fitness conditioning is required. Students will perform various leadership roles and conduct classroom instruction. *Corequisite:* MILS-4260.

**MILS-4160****Leadership and Management (3) (F)**

This course includes a series of lessons designed to enable students to make informed career decisions as they prepare for commissioning and service as Second Lieutenants. Classes concentrate on Army operations and training management, and communications and leadership skills that support the final transition from cadet/student to Lieutenant/leader. Subjects include: The Army Training Management System, coordinating activities with staffs, and counseling skills. At the end of this semester, students should possess the fundamental skills, attributes and abilities to operate as a competent leader in the cadet battalion. *Corequisite:* MILS-4020.

**MILS-4260****Officership (3) (S)**

This course includes a series of lessons that provide a review of the ethical dimensions of leadership, law in leadership, organizing for military operations to include

historical case studies, personnel, supply and maintenance administration and management, personal financial planning and entering the service. The semester concludes with a 12-lesson experiential exercise simulating assignment as a new Lieutenant in a unit. *Prerequisite:* MILS-4160. *Corequisite:* MILS-4120.

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**Air Force / Space Force  
Offered Through University of Kansas**

These courses are offered on the KU campus in Lawrence. Students need to plan their schedule carefully to make sure they can attend these classes as well as their regular classes on campus in Atchison.

**MILS-1000****Leadership Laboratory (cr) (B)**

1000-level students and 2000-level students taking Leadership Laboratory (LLAB) will study Air Force customs and courtesies, drill and ceremonies, and military commands. They will also study the officer environment and learn about commissioned officer opportunities. 3000- and 4000-level will focus on leadership and management experiences. They will plan and control the military activities of the cadet corps and prepare and present briefings and other oral and written communications. LLAB also includes interviews, guidance, and information that will increase the understanding, motivation, and performance of other cadets. *Prerequisite:* 2.0 GPA.

**MILS-1440****Heritage & Values I (1) (F)**

This is a survey course designed to introduce students to the Department of the Air Force (DAF) and provide an overview of the basic characteristics, missions, communications, and organization of the Air Force and Space Force. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with both leadership and followership experiences. *Corequisite:* MILS-1000.

**MILS-1480****Heritage & Values II (1) (S)**

This is a survey course designed to introduce students to the Department of the Air Force (DAF) and provide an overview of the basic characteristics, missions, communications and organization of the Air Force and Space Force. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with both leadership and followership experiences. *Prerequisite:* MILS-1440. *Corequisite:* MILS-1000.

**MILS-2840****Leadership Foundation I (1) (F)**

Leadership Foundation provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for summer field training and leadership positions in the detachment. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with both leadership and followership experiences. *Prerequisite: MILS-1480. Corequisite: MILS-1000.*

**MILS-2880****Leadership Foundation II Course (1) (S)**

This course provides a fundamental understanding of both leadership and team building. The lessons and course flow are designed to prepare students for summer field training and leadership positions in the detachment. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with both leadership and followership experiences. *Prerequisite: MILS-4040. Corequisite: MILS-1000.*

**MILS-3440****Leading People I (3) (F)**

This course utilizes students' MILS-2840/2880 and field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and the important role it plays in leadership. Students have an opportunity to practice leadership and management techniques in a supervised environment as juniors and seniors. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. *Prerequisite: MILS-2880. Corequisite: MILS-1000.*

**MILS-3480****Leading People II (3) (S)**

This course utilizes students' MILS-2840/2880 and field training experience to take a more in-depth look at leadership. Special emphasis is placed on enhancing communication skills, and the important role it plays in leadership. Students have an opportunity to practice leadership and management techniques in a supervised environment as juniors and seniors. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. *Prerequisite: MILS-3440. Corequisite: MILS-1000.*

**MILS-4040****National Security I (3) (F)**

National Security is designed for college seniors and provides them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply leadership principles in a dynamic setting. *Prerequisite: MILS-3480. Corequisite: MILS-1000.*

**MILS-4080****National Security II (3) (S)**

National Security II is designed for college seniors and provides them the foundation to understand their role as military officers and how they are directly tied to our National Security Strategy. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply leadership principles in a dynamic setting. *Prerequisite: MILS-4040. Corequisite: MILS-1000.*

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**Marketing****MKTG-3100****Principles of Marketing (3) (B)**

This decision-oriented course introduces marketing; its place within societies; the marketing concept and an introduction to the marketing mix: product, price, distribution and promotion. Students will study principles employed in discovering and translating consumer needs and wants into specifications of products and services. (OC)

**MKTG-3250****Sales and Negotiations Techniques (3) (D)**

The dynamics of the personal selling and negotiations process are analyzed in a contemporary marketing format. Topics include: selling techniques, negotiating strategies, forecasting, and compensation.

**MKTG-3810****Consumer Behavior (3) (S)**

This course explores the consumer market and the socio-psychological and psychological variables and processes that shape the choices consumers make. External forces, such as subculture and group influence, as well as internal forces, such as perception, motivation, and attitudes, will be examined and applied to the creation of marketing strategy. *Prerequisite: MKTG-3100.*

**MKTG-3880****Integrated Marketing Communications (3) (F)**

Clear and consistent communication strategies with an organization's multiple constituents are explored. Communications principles are applied in the development of promotional campaigns and the establishing and maintenance of brands. *Prerequisite: MKTG-3100.*

**MKTG-4780****Experiential Learning Activity (cr) (B)**

Under supervision of a defined business professional and the program director, students will demonstrate skills and competencies of their major area of study, identify and propose solutions for real business challenges, recognize strategic issues, observe leadership styles and skills, and prepare a written and an oral report. *Prerequisite: Recommendation of a business department faculty member and junior or senior standing.*

**MKTG-4810****International Marketing (3) (F)**

This course focuses on application of the basic marketing mix of product, price, place, and promotion to international trade. The course will emphasize understanding marketing research in an international context, understanding culture of foreign countries, and developing international marketing strategies. Use of case studies will be emphasized. *Prerequisite: MKTG-3100.*

**MKTG-4830****Marketing Research (3) (F)**

This course provides a study of the role of research in reducing the uncertainty surrounding marketing decisions. Techniques and concepts for providing relevant, methodical, cost-effective measurements appropriate to the problem are examined in a variety of realistic case situations. *Prerequisites: MKTG-3100 and BUSI-2650.*

**MKTG-4850****Marketing Strategy (3) (S)**

This course is an integration of all marketing elements (marketing ethics and social responsibility, developing

competitive advantage, customer segmentation and target marketing, pricing strategy, distribution and supply chain management, integrated marketing communication, marketing implementation and control, and developing long-term customer relationships) in a strategic planning framework, for the goal of strategic market management in competitive situations. The course emphasizes making marketing policy decisions to develop a marketing plan, grounded in consideration of areas of strategic importance to the organization. *Prerequisites MKTG-3100 and senior standing.*

**MKTG-COMP****Senior Comprehensive Exam (cr)**

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**Music****Music Theory and Composition Courses****MUSC-1003****Keyboard I (1) (F)**

This laboratory course develops functional keyboard skills as it relates to the study of music theory. *Corequisite: MUSC-1010.*

**MUSC-1004****Keyboard II (1) (S)**

This laboratory course further develops functional keyboard skills as it relates to the study of music theory and the piano proficiency examination. *Prerequisite: MUSC-1003 with a grade of C- or better. Corequisite: MUSC-1011.*

**MUSC-1010****Music Theory I (3, F)**

This first course in the theory sequence develops proficiency with the diatonic materials of music, including scales, intervals, chords, root-position harmonic progressions, and voice-leading. *Intended music majors should concurrently enroll in MUSC-1003 and MUSC-1020.*

**MUSC-1011****Music Theory II (3) (S)**

This second course in the theory sequence further develops proficiency with the diatonic materials of music through imitative composition and analysis. Topics include harmonic progressions with inversions, cadences and phrase structure, two-part counterpoint, non-chord tones, and the use of diatonic seventh chords. *Prerequisite: MUSC-1010 with grade of C- or higher. Music majors should concurrently enroll in MUSC-1004 and MUSC-1021.*

**MUSC-1020****Aural Skills I (1) (F)**

This laboratory course develops proficiency related to material covered in MUSC-1010. Skills include sight-singing, aural identification of scale types, intervals and chords, and dictation of melodies, rhythms, and harmonic progressions.

**MUSC-1021****Aural Skills II (1, S)**

This laboratory course develops proficiency related to material covered in MUSC-1011. Skills include sight-singing, aural identification of scale types, intervals and chords, and dictation of melodies, rhythms, and harmonic progressions. *Prerequisite: MUSC-1020 with grade of C- or higher.*

**MUSC-2001, 2002, 3001, 3002, 4001, 4002****Music Composition (1–2 ea) (B)**

Applied private lessons in composition provide opportunity for the student to explore individual creativity within the context of twentieth and twenty-first century art music. Development of harmonic techniques and exploration of compositional methods representing a variety of compositional practices will be supplemented with score study. *Prerequisite: MUSC-1011.*

**MUSC-2010****Music Theory III (3) (F)**

This third course in the theory sequence develops proficiency with the chromatic materials of music, including secondary functions, modulations, analysis of larger forms, borrowed chords, Neapolitan and augmented sixth chords, with an introduction to altered dominants, chromatic mediants, extended and altered chords, enharmonicism, and advanced modulation techniques. *Prerequisite: MUSC-1011 with grade of C- or higher. Music majors should concurrently enroll in MUSC-2020.*

**MUSC-2011****Music Theory IV (3) (S)**

This fourth course in the music theory sequence develops proficiency with music materials found in music after 1900. Topics include modes and non-traditional scales, sets, serialism, rhythmic and metric innovations, and representative practices in compositional methods. *Prerequisite: MUSC-2010 with a grade of C- or higher.*

**MUSC-2020****Aural Skills III (1) (F)**

This laboratory course develops aural proficiency relating to the chromatic material covered in MUSC-2010. Skills developed include sight-singing, aural identification of

scale types, intervals and chords, and dictation of melodies, rhythms, and harmonic progressions. *Prerequisite: MUSC-1021 with grade of C- or higher.*

**MUSC- 2110****Music Technology (1) (S)**

This laboratory course is an introductory course that develops fundamental proficiency in music technology. Skills developed include practical applications of acoustics and digital audio with the use of software platforms for notation, recording and sequencing, and computer music.

**MUSC-3000****Music Theory and Aural Skills IV (3) (F)**

This course studies advanced chromatic harmony including extended and altered chords, enharmonicism, advanced modulation techniques, tonal regions, and non-functional harmony. There is an elementary investigation of Post-Romantic, Impressionistic and contemporary music styles including an introduction to twelve-tone technique and set theory analysis. In-depth analysis and individual composition projects in twentieth century styles are also included. Laboratory experience in the skill of sight singing, ear training, and diction. *Prerequisite: MUSC-2000.*

**MUSC-3003****Orchestration/Arranging (2) (S)**

This course is an in-depth investigation of the instruments in the orchestra and band including all topics of their instrumentation and orchestration. The course will culminate with score study and scoring projects for band, orchestra and chamber ensembles. *Prerequisite: MUSC—2010.*

**MUSC-3004****Seminar in Composition (3) (D)**

This is a seminar focusing on the relationship between artistic creation and intellectual inquiry in compositional practice. The seminar provides experience in original and creative composition, either acoustic or technological, or in combination. Students will study compositions that are exemplary of a variety of compositional practices representing current trends and trends of the more recent past. The course will also deal with practical concerns by sharing works in progress and recent works. Guest composers may include professional composers of a wide variety of aesthetic views, style, and stature. *Prerequisite: MUSC-2010.*

**MUSC-3005****Counterpoint (2) (F, Even years)**

This course examines eighteenth century contrapuntal style approached through analysis and composition of the music of this period, including a study of its development from the sixteenth century style and an introduction to contrapuntal techniques in contemporary composition. *Prerequisite: MUSC-2010.*

**History of Music Courses****MUSC-1100****Music Appreciation (3) (B)**

This course introduces basic musical terms and music history, including important forms, genres, composers, historical styles and representative works. It includes development of critical listening skills for life-long music appreciation. This course will focus on Western ‘art’ music, with a brief discussion of global and popular styles. (AE)

**MUSC-1101****World Music Literature (3) (S)**

This course studies current, folk, and traditional music literature from selected world civilizations. The course involves the study of the social and cultural functions of music, the variety of musical sounds and instruments of selected cultures, and historically accepted performance practices. Students will be required to demonstrate their understanding of the diversity of these cultures through recognition of recorded musical examples and writing to articulate the impact of music upon the cultures of various civilizations. (AE, GP)

**MUSC-1102****History of Jazz (3) (D)**

This course is a study and survey of the history of jazz music and its variegated styles within the historical framework of the twentieth century. The multiple styles of jazz music developed over the course of the twentieth century and drew materials from early American jazz music, European classical music, the blues, and the contributions of cultural communities including Creole, Latin American, African, and Italian music practices. Jazz emerged as a unique form of music from the musical pluralism of early America, and proceeded to develop and impact music communities globally. The styles included in the survey are ragtime, Dixieland, swing, big band, be-bop, hard-bop, free jazz, third stream, fusion, and postmodernism. (AE, HI)

**MUSC-4100****Music History I: Antiquity to 1750 (3) (F)**

This course examines the developments of western art music from ancient Greece to the close of the Baroque Era. Music literature will be placed within its social, political, and cultural contexts. Listening and analytical skills will be refined as students become acquainted with representative works and composers from each style period. *Prerequisite: MUSC-2010. (AE, HI, WC).*

**MUSC-4101****Music History and Literature II (3) (F)**

This is a concentrated investigation of the development of the art of music from the Classic era, through the Romantic era of the nineteenth century, and into the twentieth century up to the present day. The course will focus on the actual music (in score and recording) composed by the major figures during each style period. *Prerequisite: MUSC-2000. (AE, HI)*

**MUSC-4110****Music History II: 1750-1900 (3) (S)**

This course examines the developments of western art music from the classical era to the beginning of the modern era. Music literature will be placed within its social, political, and cultural contexts. Listening and analytical skills will be refined as students become acquainted with representative works and composers from each style period. *Prerequisite: MUSC-4100. (AE, WC)*

**MUSC-4120****History III: After 1900 (3) (F)**

This course examines the developments of western art music from the beginning of the modern era to the present. An overview of non-Western music is included. Music literature will be placed within its social, political, and cultural contexts. Listening and analytical skills will be refined as students become acquainted with representative works and composers from each style period. *Prerequisite: MUSC-4110. (AE, HI, GP).*

**Liturgical Music Courses****MUSC-3250****Liturgical Music I (2) (F, odd years)**

This course examines liturgical music for the section of the church year from the Feast of the Assumption of Mary to the season of Lent. Special attention will be given to the seasons of Advent and Christmas. Music for feast days and Sundays throughout this section of the church year will be studied.

**MUSC-3251****Liturgical Music II (2) (S, even years)**

This course examines liturgical music for the section of the church year from Ash Wednesday and the season of Lent to the feast of the Assumption of the Blessed Virgin Mary. Special attention will be given to the seasons of Lent and Easter. Music for feast days and Sundays throughout this section of the church year will be studied.

**MUSC-4250****Liturgical Music Leadership (1) (F, even years)**

This course will develop the skills needed to best lead the musical life of a parish. The course will focus on organizational skills, working with volunteers, working with clergy, and other aspects of a parish music position.

**MUSC-4795****Liturgical Music Practicum (1) (B)**

This course is designed to give the student the practical experience necessary to engage and lead in music within the liturgy. Students are expected to work directly with a mentor to accomplish different aspects of music liturgy throughout the semester. *Prerequisite or corequisite: MUSC-4201.*

**Music Education Courses****MUSC-2210****String Methods (1) (F, Even years)**

This laboratory course covers performance skills, pedagogical methods, literature for teaching and performance, and maintenance knowledge needed to teach string instruments within PK–12 settings. *Prerequisite: MUSC-1010 and MUSIC-1020.*

**MUSC-2211****Woodwind Methods (1) (S, Odd years)**

This laboratory course covers performance skills, pedagogical methods, literature for teaching and performance, and maintenance knowledge needed to teach woodwind instruments within PK–12 settings. *Prerequisite: MUSC-1010 and MUSIC 1020.*

**MUSC-2212****Brass Methods (1) (F, Odd years)**

This laboratory course covers performance skills, pedagogical methods, literature for teaching and performance, and maintenance knowledge needed to teach brass instruments within PK–12 settings. *Prerequisite: MUSC-1010 and MUSC-1020.*

**MUSC-2213****Percussion Methods (1) (S, Even years)**

This laboratory course covers performance skills, pedagogical methods, literature for teaching and performance, and maintenance knowledge needed to teach percussion instruments within PK–12 settings. *Prerequisite: MUSC-1010 and MUSC-1020.*

**MUSC-2214****Vocal Methods (1) (S, Even years)**

This laboratory course involves the application of vocal techniques appropriate for teaching music at the PK–12 levels and for liturgical music. It includes a comparative study of various methods of vocal pedagogy, singers' dictation (including Italian, French, and German), interpretation and expression, and a discussion of major composers of the vocal repertoire. *Prerequisite: MUSC-1005 or MUSC-1050. (OC).*

**MUSC-3201****Introduction to Conducting (1) (F)**

This is a laboratory course in which the foundations of conducting technique are built. A focus on physicality and aural awareness will effectively prepare students for future study or activity in instrumental or choral conducting. *Prerequisites: MUSC-2010 and MUSC-2020. (VC)*

**MUSC-4051****Elementary Music Methods (2) (S)**

This course will focus on pedagogical content knowledge in music for specialists preparing to teach pre-kindergarten through grade six. Students will focus on the developmental characteristics of learners, repertoire, and instructional techniques appropriate for the elementary music classroom, and lesson planning incorporating state and national standards. Topics include practical applications of varied teaching methods, lesson planning, curricular design, repertoire, and resources for the general music classroom at the elementary level. The course includes 20 hours of field experience. *Prerequisite: EDUC-3357.*

**MUSC-4052****Secondary Music Methods (2) (F)**

This course will focus on pedagogical content knowledge in music for specialists preparing to teach grades 6–12. Students will focus on the developmental characteristics of learners, repertoire, and instructional techniques appropriate for the secondary music classroom, and lesson planning incorporating state and national standards. Topics include practical applications of varied teaching methods, lesson planning, curricular design,

repertoire, and resources for the music classroom at the secondary level. The course includes 20 hours of field experience. *Prerequisite: MUSC-4051.*

### **MUSC-4200**

#### **Instrumental Conducting (1) (S)**

This is a laboratory course in which the specific technique, aural skill, and contextual knowledge required for successful instrumental conducting are developed. This course will prepare students for future conducting activities in a PK-12, liturgical, or community instrumental setting. *Prerequisite: MUSC-3201. Corequisite: Band or orchestra.*

### **MUSC-4201**

#### **Choral Conducting (1) (F)**

This is a laboratory course in which the specific technique, aural skill, and contextual knowledge required for successful choral conducting are developed. This course will prepare students for future conducting activities in a PK-12, liturgical, or community choral setting. *Prerequisite: MUSC-4200. Corequisite: Choral ensemble.*

### Applied Music Courses

### **MUSC-1005**

#### **Class Voice (2) (F)**

This course is designed to introduce the singer to college-level Applied Voice and is a substitute for MUSC-1841. The course will include the study of supportive physiological concepts such as respiration, phonation, resonance, registration, articulation, coordination, as well as performance etiquette, style, and interpretation.

### **MUSC-1006**

#### **Guitar Class (1) (B)**

Beginning technique and principles of guitar performance. Individual and ensemble performance. Any student may enroll. The student must supply a guitar.

### **MUSC-1007**

#### **Recreational Piano I (1) (B)**

This is a beginning course in piano technique intended for non-music majors interested in developing piano skills for a life-time activity. This course is recommended for both beginners and students with limited keyboard background who may need to incorporate keyboard skills into their major field (e.g. elementary education, youth ministry, theatre arts). The course includes one group lesson a week.

### **MUSC-1008**

#### **Recreational Piano II (1) (B)**

This course is the continuation of MUSC-1007. *Prerequisite: MUSC-1007.*

### **MUSC-1050**

#### **Voice Lab (1) (S)**

This laboratory course is open any student on campus and or music majors whose primary instrument is not voice. The course will introduce the singer to college-level Applied Voice. 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. This course is a substitute for MUSC-1841.

### **MUSC-1300, 1301, 2300, 2301, 3300, 3301, 4300, 4301**

#### **Schola Corvorum (1 ea) (B)**

This choir performs representative SATB choral literature of all styles and periods.

### **MUSC-1302, 1303, 2302, 2303, 3302, 3303, 4302, 4303**

#### **St. Scholastica Singers (1 ea) (B)**

This choir performs representative SSA choral literature.

### **MUSC-1304, 1305, 2304, 2305, 3304, 3305, 4304, 4305**

#### **Liturgical Choir (1 ea) (B)**

Liturgical choir is open to the entire student body. In this class students will explore the repertoire of liturgical music for performances both on- and off-campus that will enrich the lives of all who hear the choir perform. The choir will work together as a team to build skills and gain a better understanding and appreciation of music.

### **MUSC-1306, 1307, 2306, 2307, 3306, 3307, 4306, 4307**

#### **Chamber Singers (1 ea) (B)**

This is a small SATB choral group open to students only by audition and instructor permission.

### **MUSC-1308, 1309, 2308, 2309, 3308, 3309, 4308, 4309**

#### **St. Benedict Singers (1 ea) (B)**

This course will explore, study, and perform choral works for men's choir from all musical time periods and musical styles. This course is open to all male students.

**MUSC-1320, 1321, 2320, 2321, 3320, 3321, 4320, 4321**

**Concert Band (1 ea) (B)**

This band is open to students possessing a reasonable proficiency in playing of their instruments and includes a study of standard concert band literature.

**MUSC-1322, 1323, 2322, 2323, 3322, 3323, 4322, 4323**

**Jazz Band (1 ea) (B)**

This is a small jazz ensemble open to students only by audition and instructor's permission.

**MUSC-1324, 1325, 2324, 2325, 3324, 3325, 4324, 4325**

**Orchestra (1 ea) (B)**

The orchestra is open to all string players and to brass and woodwind players by audition. The orchestra rehearses and performs standard suites, overtures, symphonies and other orchestral compositions.

**MUSC-1326, 1327, 2326, 2327, 3326, 3327, 4326, 4327**

**Wind Ensemble (1 ea) (B)**

This is an auditioned wind ensemble designed for in-depth study and public performance of major literature for wind band accomplished through the development and refinement of advanced level ensemble skills.

**MUSC-1330, 1331, 2330, 2331, 3330, 3331, 4330, 4331**

**Chamber Ensemble - Brass (1 ea) (B)**

This class studies standard classical and modern compositions for small brass ensembles.

**MUSC-1332, 1333, 2332, 2333, 3332, 3333, 4332, 4333**

**Chamber Ensemble - Mixed (1 ea) (B)**

This class provides the opportunity for the study of standard classical and modern compositions for small mixed ensembles.

**MUSC-1334, 1335, 2334, 2335, 3334, 3335, 4334, 4335**

**Percussion Ensemble (1 ea) (B)**

This group provides the opportunity for study of standard classical and modern compositions for percussion instruments.

**MUSC-1336, 1337, 2336, 2337, 3336, 3337, 4336, 4337**

**Chamber Ensemble - Strings (1 ea) (B)**

This class provides the study of standard classical and modern compositions, for small string ensembles.

**MUSC-1338, 1339, 2338, 2339, 3338, 3339, 4338, 4339**

**Chamber Ensemble - Woodwinds (1 ea) (B)**

This class provides the study of standard classical and modern compositions, for small woodwind ensembles.

**MUSC- 1340, 1341, 2340, 2341, 3340, 3341, 4340, 4341**

**Benedictine Brass (1 ea) (B)**

Benedictine Brass is an ensemble open to both music majors and non-majors with prior instrumental experience who have an interest in music performance. Benedictine Brass will be the main ensemble for all brass instrumental and music education majors.

**MUSC-1350, 2350, 3350, 4350**

**Opera Workshop (1 ea) (D)**

This "workshop" class allows for the rehearsal and performance of operatic literature in a performance venue. *Audition and instructor's permission required.*

**MUSC-1401, 1411, 2401, 2411, 3401, 3411, 4401, 4411**

**Flute (1–2 ea) (B)**

**MUSC-1421, 1431, 2421, 2431, 3421, 3431, 4421, 4431**

**Oboe (1–2 ea) (B)**

**MUSC-1441, 1451, 2441, 2451, 3441, 3451, 4441, 4451**

**Bassoon (1–2 ea) (B)**

**MUSC-1461 1471, 2461, 2471, 3461, 3471, 4461, 4471**

**Clarinet (1–2 ea) (B)**

**MUSC-1481, 1491, 2481, 2491, 3481, 3491, 4481, 4491**

**Saxophone (1–2 ea) (B)**

**MUSC-1501, 1511, 2501, 2511, 3501, 3511, 4501, 4511**

**Trumpet (1–2 ea) (B)**

**MUSC-1521 1531, 2521, 2531, 3521, 3531, 4521, 4531**

**French Horn (1–2 ea) (B)**

**MUSC-1541, 1551, 2541, 2551, 3541, 3551, 4541, 4551**

**Trombone (1–2 ea) (B)**

**MUSC-1561, 1571, 2561, 2571, 3561, 3571, 4561, 4571**

**Euphonium (1–2 ea) (B)**

**MUSC-1581, 1591, 2581, 2591, 3581, 3591, 4581, 4591**

**Tuba (1–2 ea) (B)**

**MUSC-1601, 1611, 2601, 2611, 3601, 3611, 4601, 4611**

**Percussion (1–2 ea) (B)**

**MUSC-1621, 1631, 2621, 2631, 3621, 3631, 4621, 4631**

**Guitar (1–2 ea) (B)**

**MUSC-1641, 1651, 2641, 2651, 3641, 3651, 4641, 4651**

**Harp (1–2 ea) (D)**

**MUSC-1661, 1671, 2661, 2671, 3661, 3671, 4661, 4671**

**Violin (1–2 ea) (B)**

**MUSC-1681, 1691, 2681, 2691, 3681, 3691, 4681, 4691**

**Viola (1–2 ea) (B)**

**MUSC-1701, 1711, 2701, 2711, 3701, 3711, 4701, 4711**

**Violoncello (1–2 ea) (B)**

**MUSC-1721, 1731, 2721, 2731, 3721, 3731, 4721, 4731**

**String Bass (1–2 ea) (B)**

**MUSC-1801, 1811, 2801, 2811, 3801, 3811, 4801, 4811**

**Piano (1–2 ea) (B)**

**MUSC-1821, 1831, 2821, 2831, 3821, 3831, 4821, 4831**

**Organ (1–2 ea) (B)**

**MUSC-1841, 1851, 2841, 2851, 3841, 3851, 4841, 4851**

**Voice (1–2 ea) (B)**

MUSC-1005 is usually substituted for MUSC-1841.

**MUSC-3997**

**Junior Recital (cr) (B)**

This recital is used as preparation and performance of representative literature on the primary instrument during the junior year is optional. This is presented as preparation for the senior recital.

**MUSC-4997**

**Senior Recital (1) (B)**

Preparation and performance of representative literature on the primary instrument during the senior year is a requirement for graduation.

**MUSC-ATT1, ATT2, ATT3, ATT4, ATT5, ATT6**

**Concert Attendance (P) (B)**

Students are to attend eight major events and six student recitals each semester. Music majors are required to complete all six courses for graduation.

**MUSC-PIAPR**

**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, sight reading, and theoretical functional skills. *Prerequisite: MUSC-1004.*

**MUSC-COMP**

**Senior Comprehensive Exam (cr)**

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## Natural Science

**NASC-1000**

**Environmental Science (3) (S)**

This course provides a broad view of the scientific basis for studying and understanding the challenges caused by the impact of human activity on the Earth's climate and resources. Three lectures/discussion sessions are held each week. Readings from the text and supplementary reading assignments and videos will be discussed. Guest lecturers from other departments will occasionally be invited to speak.

**NASC-1100**

**Environmental Geology (3) (S)**

This is a first course in geology, presenting a complete survey of geological science concepts and information. The study of virtual video field trips, process animations, and drone terrain surveys is required. Two field trips to local Kansas geological sites are required. Students will develop a broad knowledge of physical and historical geology, and learn to identify rock and mineral types from the College specimen collection. (NW)

**NASC-1400****Earth Science (3) (F)**

This course introduces the student to the fields of geology, oceanography, and meteorology and applies knowledge from these areas to environmental concerns. Topics interrelating these fields, such as air and water quality, and climatic effects of pollution are explored. (NW, SM)

**NASC-1600****The Origins of Major Theories in Science (3) (S, Odd years)**

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)

**NASC-2300****World Regional Geography (3) (B)**

This course focuses on the ideas, concepts, and models of regional geography as related to the study of the major realms and regions of the world. (NW, GP, PC)

**NASC-3100****Historical Readings in Natural Science (3) (D)**

Students will learn about major developments in our understanding of nature by reading works written by the people responsible for those developments. Following the method of a Great Books course, the class sessions will generally employ the Socratic Method, where questions are asked and discussion between the students and the instructor and among the students is guided by the instructor to help the students uncover the significance of the readings. In addition, the students will be given insight into the scientific method and how major changes occur in science. *Prerequisite: Acceptance into the Honors Program.* (NW, SM, VC)

safe and effective care will be introduced. Observation of a Registered Nurse is a requirement of this course.

**NURS-3120****Clinical Nursing Assessment (3) (F)**

This course will provide the student with knowledge and skills basic to health assessment in the nursing profession. The course emphasizes critical thinking skills required for accurate collection and analysis of client health information. This course provides opportunities for enhancement of physical assessment skills. *Prerequisite: Admission to the nursing major.*

**NURS-3140****Pathophysiology (3) (F)**

This course explores the basic mechanisms underlying illness and disease. 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 interventions. Relevant risk factors, epidemiology, pathophysiologic mechanisms, variations across the lifespan and clinical manifestations will be emphasized. *Prerequisite: Admission to the nursing major.*

**NURS-3200****Foundations of Nursing Practice (3) (F)**

This course utilizes a patient-centered and holistic framework to provide students with a nursing foundation focused on wellness and disease prevention. Communication techniques and technology are included in the course. *Fulfills EXSC-1115, Wellness for Life, Core requirement for Nursing majors. Prerequisite: Admission to the nursing major. Corequisite: NURS-3210.*

**NURS-3210****Foundations of Nursing Practice: Clinical (3) (F)**

The knowledge of nursing science acquired in Foundations of Nursing Course Practice will be applied in the laboratory, simulation, and direct clinical settings. Students will develop beginning nursing knowledge, skills, and attitudes needed to provide safe and effective care to patients. Wellness and disease prevention will be implemented. *Prerequisite: Admission to the nursing major. Corequisite: NURS-3200.*

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**Nursing****NURS-1100****Introduction to Professional Nursing (1) (B)**

This course is an introduction to professional nursing. The interprofessional healthcare team will be explored. The history of nursing is included in this course. The roles of both student nurses and professional nurses in person-centered, ethical, holistic, compassionate, and

**NURS-3350****Pharmacology (4) (F)**

This course will prepare the nursing student for safe administration of medication therapy. Pharmacodynamics and pharmacokinetics of drug therapy are outlined. This course emphasizes the action, therapeutic uses, adverse effects, interactions, precautions, and nursing

implications of medication classes. The learner will utilize clinical thinking for safe and effective medication management. Medication dosage calculations will be included. *Prerequisite: Admission to the nursing major.* (VC)

### **NURS-3400**

#### **Nursing Care of Adults I (3) (S)**

The role of the nurse in the management of chronic diseases and the prevention of negative sequelae will be explored. Person-centered, ethical, holistic, and safe and effective nursing care will be emphasized. *Prerequisite: Successful completion of Level I nursing courses.* *Corequisite: NURS-3410.*

### **NURS-3410**

#### **Nursing Care of Adults I: Clinical (2) (S)**

The knowledge of nursing science acquired in Nursing Care of the Adults will be applied in the laboratory, simulation, and direct clinical settings with a focus on chronic illness. The student will demonstrate beginning competency of a nurse in the care of the client, including participation in interprofessional and professional nursing care. Selected cultural, legal, ethical, and economic principles pertinent to the clinical experiences will be applied. *Prerequisite: Successful completion of Level I nursing courses.* *Corequisite: NURS-3400.*

### **NURS-3520**

#### **Pediatric Care (2) (S)**

This course provides a holistic and family-centered approach to the care of infants, children, and adolescents. Emphasis is placed on normal growth and development and common pediatric disorders. *Prerequisite: Successful completion of all Level I nursing courses.*

### **NURS-3530**

#### **Maternal/Newborn Care (2) (S)**

This course provides a family-centered, holistic approach to nursing care in the maternal and newborn population. Topics include fertility awareness, gynecological concerns, pregnancy, and fetal development. Emphasis is placed on nursing care during labor and delivery, postpartum and the neonatal period. The nurse's role in assuring coordination, integration, and continuity of care is investigated. Integration of the physical, behavioral, psychological, spiritual, socioeconomic and environmental factors that influence patient centered care is explored. *Prerequisite: Successful completion of all Level I nursing courses.*

### **NURS-3710**

#### **Specialty Nursing: Clinical (2) (S)**

This course will allow the nursing student to apply theoretical concepts from the specialty classes of NURS-3520 (Pediatric Care), NURS-3530 (Maternal/newborn Care), NURS-4300 (Mental Health Care). Laboratory and simulated patient experiences related to these courses will be provided. Direct clinical experiences with at least one specialty area will be included in this course. Emphasis is placed on the clinical application of evidence-based nursing knowledge and interprofessional collaboration to improve patient outcomes. *Prerequisite: Successful completion of all Level I nursing courses.* *Corequisites: NURS-3520, NURS-3530, NURS-3800.*

### **NURS-3800**

#### **Mental Health Care (2) (S)**

This course presents principles of communication as an intervention in developing therapeutic relationships with clients from various psychiatric settings. Mental health concepts and selected theoretical frameworks are used to understand adaptive and maladaptive coping behaviors across the lifespan. These frameworks and 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 legal and ethical roles of the mental health nurse. *Prerequisite: Successful completion of all Level I nursing courses.*

### **NURS-4200**

#### **Population-Based Health Care (3) (F)**

Concepts and theories related to providing health care to various groups (aggregates) of patients in the community, state, nation, and world are explored. Emphasis is placed on health promotion, maintenance and restoration of health, and the prevention of disease. Environmental factors and epidemiology are integrated with historical, political, social, cultural, and economic factors to understand the nature and practice of public health nursing. The roles of nurses and the nursing profession in the identification, prioritization, and implementation of measures to meet public health needs are discussed. *Prerequisite: Level I nursing courses.* *Corequisite: NURS-4210.*

### **NURS-4210**

#### **Population-Based Health Care: Clinical Laboratory (2) (F)**

Concepts and theories from NURS-4200 are applied to the care of various groups of patients in the community. Students are provided opportunities for interdisciplinary collaboration in the provision of health care for culturally diverse populations. *Prerequisite: Level I nursing courses.* *Corequisite: NURS-4200.*

**NURS-4220****Research, Quality Improvement, and Evidence-Based Practice (3) (F)**

The relationship and linkages between research, quality improvement (QI), and evidence-based practice (EBP) will be explored. Research, QI, and EBP methodology and basic designs will be outlined including both quantitative and qualitative approaches. Students will demonstrate the ability to locate and critique selected research, QI, and EBP project reports. Levels of evidence will be discussed in the context of effective critique, and the application of evidence in the clinical environment will be discussed. Appropriate dissemination methods will be applied in the context of course projects. *Prerequisite: Level I nursing courses.*

**NURS-4300****Mental Health Nursing (3) (F)**

Principles of communication as an intervention in developing therapeutic relationships with patients from varying age groups in psychiatric settings are presented. Mental health concepts and selected theoretical frameworks are used to understand adaptive and maladaptive coping behaviors in response to psychological conditions. These frameworks and designated diagnostic classification systems are used to provide an evidence-based rationale for nursing interventions and other therapeutic actions. Students engage in critical thinking to examine the role of the nurse in psychiatric mental health practice and explore mental health promotion, disease prevention, and community resources, as well as economic, legal, and ethical issues. *Prerequisite: Level I nursing courses.*

*Corequisite: NURS-4310. (OC)*

**NURS-4310****Mental Health Nursing: Clinical Laboratory (2) (F)**

Theoretical concepts from NURS-4300 and nursing therapeutics are applied in the care of patients who have psychiatric disorders. Acute and community-based clinical experiences provide opportunities for students to participate in interdisciplinary team planning, interventions, group therapy sessions, and other selected clinical experiences. *Prerequisite: Level I nursing courses. Corequisite: NURS-4300.*

**NURS-4500****Nursing of the Patient with Complex Acute Needs (3) (S)**

The nursing care of patients with complex acute illnesses is the focus of this course. Advanced concepts are applied to critical care patients as well as other complex patient populations. The critical decision-making skills and

abilities needed to provide nursing care of these patients will be emphasized. The use of advanced technological support across the lifespan is presented. Legal, ethical, cultural, and economic principles associated with the care of patients with complex needs will be included in this course. *Prerequisite: Level II nursing courses. Corequisite: NURS-4510.*

**NURS-4510****Nursing of the Patient with Complex Acute Needs: Clinical Laboratory (2) (S)**

Theoretical concepts from NURS-4500 are applied in a clinical setting. Critical thinking for effective decision-making is demonstrated to provide nursing interventions with patients experiencing complex acute conditions and diseases. Emphasis is placed on advanced clinical assessment and interdisciplinary collaboration. Use of advanced technology therapeutics is demonstrated in the acute clinical setting. *Prerequisite: Level II nursing courses. Corequisite: NURS-4500.*

**NURS-4600****Nursing Leadership and Management in Nursing (3) (S)**

Leadership within the profession of nursing is discussed in the context of the current and future healthcare system. The role of the nurse as leader and manager of a healthcare team is examined from the context of micro- and macro-systems. Theories and research related to organizational behavior, management, leadership, change, decision-making, and group process will be explored. *Prerequisite: Level II nursing courses.*

**NURS-4700****Professional, Legal, and Ethical Issues in Nursing (3) (S)**

Professional, legal, and ethical issues related to nursing practice are discussed. Laws and ethical principles that guide professional nursing practice in the current and evolving healthcare environment are emphasized. Distinctions between the legal and ethical basis for nursing actions that influence decision-making are discussed. Other issues related to professional behavior and aspects of finding and working in a nursing position will be outlined. Critical thinking and the concepts learned in the nursing program will be synthesized and used to analyze each of these areas of decision-making in professional practice. *Prerequisite: Level II nursing courses. (PI)*

**NURS-4900****Synthesis (1) (S)**

Synthesis into nursing practice is designed to assist students in assimilating core nursing content as they prepare

for the NCLEX-RN licensure examination and enter practice. The content in this course promotes student success by providing opportunities to improve and develop study skills through guided intense preparation and interactive critical thinking activities. *Prerequisite: Level III nursing courses. Corequisite: NURS-4910.*

### **NURS-4910**

#### **Capstone: Clinical (2) (S)**

This precepted capstone clinical course prepares the student for the professional nursing role and assists in the transition to nursing practice by providing students with the opportunity to synthesize knowledge, concepts, and skills learned in previous courses. Students will use critical thinking skills and evidence-based practice to promote person-centered nursing. Emphasis is placed on the role of the nurse to deliver ethical; holistic; compassionate; and safe and effective nursing care. *Prerequisite: Level III nursing courses. Corequisite: NURS-4900.*

### **NURS-COMP**

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

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## **Philosophy**

### **PHIL-1750**

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

This course gives a philosophical account of the existence, principles, and causes of change as it is found in natural things. Particular attention is given to change of substance and purpose in nature. At appropriate places, consideration is given to contemporary discussions of these issues. The course also introduces students to the logical methods and distinctions needed to address such questions. *Students are not able to take both PHIL-1750, Principles of Nature and PHIL-2310, Philosophy of Nature for credit. (C)*

### **PHIL-2010**

#### **Logic (3) (B)**

This is an introductory consideration of logical theory: definitions, propositions, and reasoning. Students are taught both the methods used in logical analysis and the reasons behind them. The emphasis is upon dealing with arguments as they are expressed in everyday language. (PI)

### **PHIL-2310**

#### **Philosophy of Nature (3) (S)**

This course is a general consideration of the philosophical questions associated with the kinds of change found in natural entities. Causality, chance and purpose in nature

are also dealt with. Then the implications of this general account for human nature and the cause of nature itself are considered. *Students are not able to take both PHIL-1750, Principles of Nature and PHIL-2310, Philosophy of Nature for credit. Prerequisite: PHIL-2010. (C)*

### **PHIL-2550**

#### **Philosophical Psychology (3) (B)**

This course begins with the distinction of living things from non-living things, followed by the nature of the soul and its kinds. It then treats the relationship between soul and body, and examines sensation, reason, and the emotions in depth. Arguments for and against the immortality of the human soul are taken up, and the problem of free will is discussed. *Prerequisite: PHIL-1750 or PHIL-2310. (PI, WP)*

### **PHIL-3250**

#### **Ethics (3) (B)**

The course in ethics deals with the subject matter of ethics and its proper method. It considers the ultimate end of man and the nature of human freedom, followed by the nature of habits, virtues and vices, and the necessity of virtues for a stable moral life. Having examined some of the virtues in detail, the various ways of life in accord with them are discussed. At appropriate places, recent value theories are also examined. *Prerequisite: PHIL-1750 or PHIL-2310. (PI, WP)*

### **PHIL-3550**

#### **Political Philosophy (3) (D)**

Political philosophy is an analysis of the foundations of political society and authority made in the light of ethics and man's search for happiness. It includes a discussion of the broad variety of political organizations as they are related both to this foundation and the varying human condition, as well as the relationship of the ideal or utopian to practical life. *Prerequisite: PHIL-1750 or PHIL-2310. PHIL-3250, Ethics, strongly recommended. (PI)*

### **PHIL-3670**

#### **Faith and Reason I (4) (D)**

This is the first course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This first course addresses works written from 600 B.C. through 1000 A.D. *Prerequisites: THEO-1100, and either PHIL-1750 or PHIL-2310. (PI)*

## **PHIL-3690**

### **Faith and Reason III (2) (D)**

This is one-half of the third course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This course addresses works written from about 1700 to the present. *Prerequisites:* PHIL-3670 and THEO-3680. *Corequisite:* THEO-3690. (PI)

## **PHIL-3730**

### **Metaphysics (3) (F)**

Metaphysics is a study of being, as such, and is considered under three aspects: being in general, the immaterial world, and the first causes of all things. Metaphysical problems are taken up in detail, followed by a systematic account of the transcendentals (being, goodness, unity) and their properties, and concluding with a consideration of being outside the natural order. *Prerequisites:* PHIL-2010, and PHIL-1750 or PHIL-2310. (PI)

## **PHIL-3740**

### **Natural Theology (3) (S)**

Also called Philosophy of God, Natural Theology develops a rational approach to the existence and intelligibility of God. The distinction between faith and reason and the method proper to Natural Theology are considered, and arguments about the existence of God, the attributes of God, and God's extrinsic operations are taken up in detail. *Prerequisites:* PHIL-2010, and PHIL-1750 or PHIL-2310. (PI)

## **PHIL-3800**

### **Epistemology (3) (D)**

Epistemology studies the nature of human knowledge. It distinguishes among the claims we make (knowledge, faith, belief, and opinion) and inquires into how we know and how we justify our claims (evidence, testimony, and demonstration). The course also addresses some of the more common historical views, such as idealism and realism, rationalism, empiricism, skepticism, positivism, and pragmatism. *Prerequisites:* PHIL-2010, and PHIL-1750 or PHIL-2310. (PI)

## **PHIL-3810**

### **Philosophy of Science (3) (D)**

Philosophy of science studies scientific methodology itself (as distinguished from the application of that methodology to specific empirical claims or theories). Specific scientific theories and claims are included only as concrete illustrations of methodology, not as primary

objects of study. Since scientific methodology itself has undergone historical development, both modern hypothetico-deductive scientific methodology and pre-modern scientific paradigms are investigated as to their respective presuppositions, structures, and implications. In the process, this course also addresses questions of foundationalism, empiricism, skepticism, and historicism. *Prerequisites:* PHIL-1750 or PHIL-2010.

## **PHIL-3820**

### **Philosophy of Religion (3) (D)**

The philosophy of religion is aimed at understanding the nature and epistemic status of religious belief in general and particular religious doctrines, which may cover any of the following issues: (a) naturalist, anti-realist/pragmatist, and realist accounts of the character of religious belief; (b) evidentialist and non-evidentialist accounts of the epistemic warrant for religious belief; (c) the evaluation of particular types of purported evidence for and against religious belief; or (d) the philosophical evaluation of particular religious doctrines. The texts may be taken from both historical and contemporary sources. *Prerequisites:* PHIL-1750; or PHIL-2010 and PHIL-2310. (PI)

## **PHIL-3830**

### **Philosophy of Mathematics (3) (D)**

This course addresses philosophical questions and problems surrounding the nature of mathematical reasoning and the status of mathematical objects. While some familiarity with mathematics is desirable, no particular level of expertise is presupposed. Topics and positions to be covered include mathematical realism (platonic and non-platonic) and anti-realism, logicism, formalism, intuitionism, and structuralism. Some emphasis is placed upon the relation between early mathematics—envisioned as a part of philosophy—and the subsequent development of philosophy of mathematics as a separate discipline, along with recent attempts to recover the tradition. *Prerequisites:* PHIL-2010, and PHIL-1750 or PHIL-2310.

## **PHIL-4010**

### **Ancient Philosophy (3) (D)**

Ancient philosophy encompasses Greek and Roman philosophical thought from about 600 BC to 300 AD. The Pre-Socratic thinkers, Socrates, Plato, Aristotle, the Stoics, the Epicureans, and Plotinus are emphasized. *Prerequisites:* PHIL-1750 or PHIL-2310. (PI, WP)

**PHIL-4020****Medieval Philosophy (3) (D)**

Medieval philosophy encompasses Christian and Islamic philosophical thought from about 300 AD to 1500 AD. St. Augustine, Boethius, Pseudo-Dionysius, St. Anselm, Avicenna, Averroes, St. Thomas, Duns Scotus, and William of Occam are emphasized. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.* (PI, WP)

**PHIL-4030****Islamic Philosophy (3) (D)**

This is an introductory survey of the history of Islamic philosophy from its beginnings with the legacy of Greece, Alexandria, and the Orient down to the present day, with readings from primary sources focusing on two issues: metaphysics and political philosophy. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.* (PI)

**PHIL-4040****Early Modern Philosophy (3) (D)**

Early modern philosophy is a survey of seventeenth- and eighteenth-century philosophy. Detailed consideration is given to those philosophers and schools of thought that have strongly influenced contemporary thought and, in particular, to the conflict between the Rationalism of Descartes, Spinoza and Leibniz and the Empiricism of Bacon, Locke, Berkeley and Hume. The survey concludes with an introduction to the synthesis of Kant. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

**PHIL-4050****Modern Continental Philosophy (3) (D)**

This course begins with the Kantian synthesis and some of the major developments of and reactions to it (Hegel, Kierkegaard, Marx, and Nietzsche). It continues with a consideration of phenomenology, existentialism, and postmodernism and attempts to recover the philosophical tradition (Maritain and Strauss). *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

**PHIL-4060****Modern Anglo-American Philosophy (3) (D)**

The course begins with the late 19th-century antecedents of Anglo-American Philosophy in the realisms of Frege and Peirce and the idealism of Bradley. It continues with consideration of later American pragmatism as found in James, Dewey, and Rorty and logical atomism, logical positivism, emotivism, and naturalism as treated by analytic philosophers such as Russell, Wittgenstein, Moore, Carnap, Ayer, Quine, Rawls, or McIntyre. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI, WP)

**PHIL-4410****Social Ethics (3) (I)**

Social ethics is concerned with human freedom and responsibility within a pluralistic society. Authority, freedom, subjectivism, and determinism, as well as some key ethical problems concerning man in relationship to society, are looked at in detail. On the level of the family, such problems as birth control, abortion, and divorce are addressed, while on the level of the wider society, such questions as problems within the corporate structure, and between the corporation and society, private property, the ethics of welfare, censorship, civil disobedience, punishment and respect for law are dealt with. *Prerequisites: PHIL-1750 or PHIL-2310, and PHIL-3250.*

**PHIL-4550****Advanced Logic (3) (I)**

This course deals with both demonstrative and dialectical logic, and is a systematic treatment of standard logical topics: argumentation, definition, and the elements that constitute them. It also takes up the subject matter of logic according to the classical tradition as well as contemporary schools. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.*

**PHIL-4600****Advanced Philosophy of Nature (3) (I)**

This is a more advanced consideration of questions associated with the nature of matter, becoming, and causality, as well as with related questions concerning space, time, and the infinite, as well as the good, i.e., purpose, in nature. Chance is contrasted with contemporary indeterminism and the role of the former in nature, and some of the contemporary problems pertaining to the nature of motion, space and time are dealt with. The relationship of mathematics and modern science to the philosophy of nature is also taken up. *Prerequisites: PHIL-2010, and PHIL-1750 or PHIL-2310.*

**PHIL-4800****Aesthetics (3) (I)**

Aesthetics deals with philosophical questions concerning the arts. Problems related to distinctions in the fine arts and their media, creation, expression and imitation in the fine arts, the relation of art to ethics, and beauty in nature and art are all dealt with. *Prerequisites: PHIL-1750 or PHIL-2310, and two courses in literature or the fine arts.* (PI)

**PHIL-4860****Philosophy of Law (3) (I)**

This course is concerned with the nature of law, including a comparison of descriptive and prescriptive law, an investigation of natural law both historically and systematically, and the relationship of natural law to human positive law, to constitutional law, to the “law of nations” and to custom. *Prerequisite: PHIL-1750 or PHIL-2310.* (PI)

**PHIL-4900****Seminar (3) (D)**

This course is open to juniors and seniors only and is required of all philosophy majors taking the professional major. It may be taken more than once if the subject matter varies sufficiently. *Prerequisite: PHIL-1750 or PHIL-2310.*

**PHIL-4920****Senior Thesis (3) (D)**

Philosophy majors finishing up their junior year may choose to submit an application to write and publicly defend a senior philosophy thesis as one of their elective courses. While the department sees in the writing and defense of a thesis an extremely valuable “capstone” experience, students should note that the approval process is competitive, and that some applications may not be approved. Enrollment in the course will not go beyond the number of philosophy faculty able to direct a thesis in a given year. (WC)

**PHIL-4950, 4951****Directed Readings I, II (3, 3) (D)**

This course is open to philosophy majors only. This course may be taken more than once if the subject matter varies sufficiently.

**PHIL-COMP****Senior Comprehensive Examination (cr)**

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**Physics****PHYS-1100****Concepts in Physics (4) (B)**

This one-semester, algebra-based course covers a wide range of physics topics including Newtonian mechanics, thermodynamics, electricity and magnetism, optics, and modern physics. The conceptual and historical aspects of these topics are also discussed. There are three lecture sessions and one lab session per week. (NW, SM)

**PHYS-1200****Acoustics (4) (F)**

Acoustics is the study of the production, propagation, and perception of sound in its various forms (speech, music, noise, etc.). This course covers the fundamentals of acoustics and their application to music and other areas such as environmental sound and sound reproduction systems. It is recommended to music majors and others interested in sound. No formal background in music or college-level mathematics or science is required. There are three class meetings and a lab period each week. *Offered fall semester of odd years.* (NW, SM)

**PHYS-1300****Our Strange Universe (3) (F)**

Ideas such as time travel, black holes, and multiple universes may sound rather fantastic, but modern physics tells us that these may in fact be a reality in our world. This course aims to introduce non-science majors to the theories of special relativity, general relativity, and quantum mechanics that form the foundations of modern physics. Particular attention will be paid to the many surprising and counter-intuitive consequences of these theories. *Offered fall semester of even years.* (NW)

**PHYS-2000****College Physics I (3) (F)**

This is an algebra-based physics course designed for biology, biochemistry, and other majors that do not require a calculus-based class. Mechanics, including Newton's laws of motion, work and energy, collisions, rotational motion, gravitation, fluid mechanics, and the laws of thermodynamics will be studied. Three lecture/discussions and one two-hour lab a week. *Corequisite: PHYS-2001.* (NW, SM)

**PHYS-2001****College Physics I Lab (1) (F)**

This is a weekly, two-hour companion lab for PHYS-2000. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2000.* (NW, WC)

**PHYS-2010****College Physics II (3) (S)**

This is an algebra-based physics course designed for biology, biochemistry, and other majors that do not require a calculus-based class. Electrostatics, DC circuits, magnetic fields and forces, electromagnetism, waves, sound, and geometrical and physical optics will be studied. Three lecture/discussions and one two-hour lab a week. *Prerequisite: PHYS-2000 Corequisite: PHYS-2011.*

**PHYS-2011****College Physics II Lab (1) (S)**

This is a weekly, two-hour companion lab for PHYS-2010. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2010.*

**PHYS-2100****Classical Physics I (3) (F)**

This is a calculus-based course designed for students in the sciences and engineering. Mechanics, including Newton's laws of motion, work and energy, collisions, rotational motion, gravitation, fluid mechanics, and the laws of thermodynamics will be discussed. Three lecture/discussions and one two-hour lab a week. *Corequisite: MATH-1300 and PHYS-2101. (NW, SM)*

**PHYS-2101****Classical Physics I Lab (1) (F)**

This is a weekly, two-hour companion lab for PHYS-2100. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2100. (NW, WC)*

**PHYS-2110****Classical Physics II (3) (S)**

This is a calculus-based course designed for students in the sciences and engineering. Electrostatics, DC circuits, magnetic fields and forces, electromagnetism, waves, sound, and geometrical and physical optics will be discussed. Three lecture/discussions and one two-hour lab a week. *Prerequisite: -PHYS-2100. Corequisite: PHYS-2111. (NW, SM)*

**PHYS-2111****Classical Physics II Lab (1) (S)**

This is a weekly, two-hour companion lab for PHYS-2110. Experiments are coordinated with lecture topics. *Corequisite: PHYS-2110. (NW)*

**PHYS-3200****Relativity and Atomic Physics (3) (F)**

Einstein's postulates of Special Relativity, including relativistic mechanics and relativistic electromagnetism, will be treated analytically. Discussion of general relativistic theories will be presented. Modern physics concepts including wave/particle dualism, atomic theory, introductory quantum mechanics, and the hydrogen atom will be discussed. *Prerequisite: PHYS-2110.*

**PHYS-3201****Modern Physics Laboratory (1) (F)**

A series of lectures on the treatment of experimental uncertainties will be alternated with experiments illustrating many important concepts in modern physics, such

as measuring e/m of the electron, measuring the speed of light, the photoelectric effect, the Millikan oil drop experiment, and x-ray spectroscopy. *Corequisite: PHYS-3200.*

**PHYS-3210****Nuclear and Elementary Particle Physics (2) (S)**

Radiation, nuclear decay processes, fission, fusion, particle accelerators and detectors will be treated. Elementary particle theory, including quark and gauge theories will be discussed. *Prerequisite: PHYS-3200.*

**PHYS-3211****Modern Physics Laboratory II (1) (S)**

Lectures on the treatment of data will continue and alternate with experiments in radioactivity, gamma ray spectroscopy, nuclear physics, and condensed matter physics. *Corequisite: PHYS-3210.*

**PHYS-3500****Electronics (4) (S)**

This is an experimentally-oriented course that explores the theoretical and applied aspects of electronic circuit components and circuits, digital electronics, integrated circuits, and electrical machines with some treatment of microcomputer interfacing techniques needed in laboratory data acquisition and management. *Prerequisite: PHYS-2110.*

**PHYS-4100****Mechanics I (3) (F)**

Newtonian mechanics will be studied, emphasizing physical concepts and mathematical techniques essential for most other advanced physics courses. Topics covered include motion of particles in one, two, and three dimensions, vector algebra, mathematical methods, and motion of systems of particles. *Offered fall semester of even years. Prerequisites: PHYS-2110 and MATH-3100.*

**PHYS-4110****Mechanics II (3) (S)**

A continuation of PHYS-4100, treating motion of rigid bodies, gravitation, moving coordinate systems, the vibrating string problem, fluid mechanics, Lagrange's and Hamilton's methods, and tensor algebra. *Offered spring semester of odd years. Prerequisite: PHYS-4100.*

**PHYS-4200****Mathematical Methods for Physics (3) (F)**

Basic mathematical topics and techniques used in the study of physics are examined. This includes topics such as infinite series, complex analysis, matrices, tensor analysis, the calculus of variations, recursion relations, Legendre polynomials, and Bessel functions. *Offered fall semester of even years. Prerequisites: PHYS-2110 and MATH-1350.*

**PHYS-4300****Optics (3) (S)**

This course continues the study of the principles of geometrical and physical optics. Topics of discussion include the laws of reflection and refraction, paraxial theory, polarization, interference, diffraction, fiber optics, and lasers and holography. *Offered spring semester of odd years.* *Prerequisites:* PHYS-2110 and MATH-1350.

**PHYS-4301****Optics Laboratory (1) (S)**

Experiments exploring the phenomena of geometrical optics, polarization, diffraction, and interference will be performed to supplement the material covered in PHYS-4300. The experiments will use equipment such as the laser, spectroscope, charge coupled device (CCD), photodiode array, high-resolution spectrometer, fiber optics, and computer modeling. *Offered spring semester of odd years.* *Corequisite:* PHYS-4300.

**PHYS-4400****Thermodynamics (3) (F)**

This course is an introduction to thermodynamics and its applications. Topics include temperature, heat, work, the three fundamental laws of thermodynamics, and an introduction to statistical mechanics. Applications pertinent to both physics and engineering majors will be covered, including gas laws, heat engines, and chemical equilibria. *Offered fall semester of odd years.* *Prerequisites:* PHYS-2110, MATH-2300, and CHEM-1210.

**PHYS-4457****Methods for Teaching Secondary Physics (3) (D)**

This course acquaints the student with special techniques, current technologies, teaching strategies, and devices for teaching the natural sciences and evaluating student progress in the classroom and laboratory; the planning and presentation of laboratory work and material; the use and maintenance of equipment; the integration of concepts in physics, life sciences, earth science, engineering, and technology; and the selection and purchase of laboratory supplies. Some consideration will be given to the journals, handbooks, and other technical literature useful in teaching science in support of future educators becoming part of the science education community. *Prerequisites:* EDUC-3357 and EDUC-3358.

**PHYS-4600****Electricity and Magnetism I (3) (F)**

The physical and mathematical concepts underlying our understanding of electrostatic fields are developed. Topics covered include a review of vector calculus, the electrostatic field in a vacuum and in dielectric media,

and energy and force relationships for the electrostatic field. An extensive investigation of methods of solution of the Laplace and Poisson equations is also made. *Offered fall semester of odd years.* *Prerequisites:* PHYS-2110 and MATH-3100.

**PHYS-4610****Electricity and Magnetism II (3) (S)**

As a continuation of PHYS-4600, this course develops the mathematical and physical concepts of magnetostatic fields, which, when joined with those of electrostatics, lead to Maxwell's equations. This course also serves as an introduction to theories of wave propagation in free space and conducting media, and radiation (electrodynamics). *Offered spring semester of even years.* *Prerequisite:* PHYS-4600.

**PHYS-4620****Plasma Physics (3) (S)**

This course is an introduction to the physics of the plasma state, including discussions of the magnetohydrodynamic (MHD) equations, MHD waves and stability, plasma confinement and fusion, cold plasma theory, and the kinetic theory of plasmas. *Offered spring semester of even years.* *Corequisite:* PHYS-4610.

**PHYS-4700****Condensed Matter Physics (3) (S)**

Crystal structure, the reciprocal lattice, thermal and electrical properties of metals and insulators, optical properties, semiconductor theory, and superconductivity will be discussed. *Offered spring semester of even years.* *Prerequisite:* PHYS-3200.

**PHYS-4800****Quantum Mechanics (3) (F)**

This course is a general introduction to quantum mechanics. Topics discussed include wave-particle duality, Schrödinger's equation, the square well, potential barriers, the harmonic oscillator, parity, angular momentum and spin, hydrogenic atoms, and approximation techniques. *Prerequisite/corequisite:* PHYS-4100.

**PHYS-4900, 4901, 4902, 4903****Physics Colloquium (cr) (B)**

Monthly meetings at which recent developments in physics will be presented by the staff, students, and guest lecturers. Required of all junior and senior physics and astronomy majors.

**PHYS-4910****Physics & Astronomy Research (1) (B)**

Students will engage in research under the guidance of a faculty member. Focus will be on research methods and

presentation of results. The class will culminate in a public talk by the student on his/her research results. (OC, VC)

**PHYS-COMP**  
**Senior Comprehensive Exam (cr)**

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**Political Science**

**POLS-1000**

**Introduction to American Government (3) (F)**

This course is an introduction to the American system that emphasizes: the Constitution, federalism, political socialization, political parties and interest groups, and the balance of the three branches of government. Included is a survey of state and local government issues as well as the fundamentals of financing American government. The course highlights the processes of civic education and of electoral consent. (PC)

**POLS-1200**

**Foundations of American Constitutionalism (3) (D)**

This course will examine the nature and purposes of constitutional government in the United States, placing American constitutionalism in the context of the history of American political thought. Then the course will consider historical and philosophical aspects of debates over significant issues that impacted the development of the American constitutional framework. This course is available only to Constitutional Fellows or those with the instructor's permission.

**POLS-1250**

**Catholic and Contemporary Engagement With American Constitutionalism (3) (D)**

In the first half of the course, students will read important Catholic thinkers on constitutionalism, America, and religious liberty. In the second half of the course, students will read essays and articles on contemporary political and moral debates surrounding life, human dignity, religious liberty, race relations, the family, and property. This course is available only to Constitutional Fellows or those with the instructor's permission.

**POLS-1500**

**American 20<sup>th</sup> 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 21<sup>st</sup> century? (HI, PC)

**POLS-2010**

**Comparative World Government & Politics (3) (S)**

This course examines the processes by which the politics and cultures of states affect the organization of their civil systems, especially those based on popular consent. It emphasizes comparisons and contrasts between politically and economically stable, industrialized nations, and those developing nations with unstable economies and often autocratic regimes. (PC, GP)

**POLS-2500**

**Research Methods (4) (S)**

This course is an intensive offering that combines research and analytical skills for use in political science. The course includes research design, hypothesis testing, data collection and analysis, quantitative and qualitative methods, and practical applications of these concepts. (SM, WC)

**POLS-2750**

**Public Policy Analysis (3) (S)**

This course introduces the concepts and techniques of identifying, specifying and implementing public policy strategies designed to remedy contemporary American problems for which government action is the presume, preferred solution. Case studies and problems will include applications at the local, state, and federal levels. (WC)

**POLS-3010**

**European Politics (3) (S)**

This course provides a critical and analytical evaluation of the political systems within the European Union. The course examines the dynamics of the electoral processes within those countries and the ability of those governments to provide coherent and effective policies. It will also scrutinize the pattern of military and other economic alliances of which European nations are a part.

**POLS-3250**

**The American Presidency (3) (F)**

This course examines contemporary theories of the President as policy-maker, internationalist and political figure. An historic survey of trends within presidential studies provides context for a review of the recent scholarly literature. The course provides an overview of the electoral processes by which presidents are elected and persist through the maintenance of public opinion and alliances with the Congress. (PC)

**POLS-3500****The American Congress (3) (S)**

This course begins with an historic review of the Congress, its methods and its dynamics, arising from its Constitutionally-mandated duties. The Congress is examined as the most politically sensitive branch of government and the one presumed to be most responsive to public opinion. Special attention is devoted to the very active period since 1945 during which much legislation, oversight, and reform occurred. The course also explores interrelationships among members of Congress and its own leaders, the President, interest groups, federal agencies, political parties and the judiciary.

**POLS-3600****American Foreign Policy (3) (F)**

This course examines the principles and practices of the United States' participation in international life. Beginning with an examination of American institutions and those individuals who have developed and led them, the course explores how ideas, events, and decisions have shaped American policies and how these policies have, in turn, shaped the international realm. Special attention will be paid to the era following the Second World War up to the present.

**POLS-3700****Film and Politics (4) (F)**

This course examines how films tell political stories, frame political issues, and advocate political outcomes. There are two major questions this course will address: How fairly have films told the stories they depict and what effects have these films had on politics? A major component of the course will be an examination of film as a communications medium, including techniques, aesthetics, originality, artistry, and economics. The other essential component is the political dimension of the messages that films convey, including trends in issue advocacy and characterizations of American institutions, such as the Congress and the Presidency. (PC, WC)

**POLS-3750****American Constitutional Development (3) (S)**

This course begins with a study of the background and the principles of the American constitutional system. Particular attention is paid to the development of the Constitution and its historical antecedents, as well as the evolutionary interpretation of its meaning by the U.S. Supreme Court. Landmark cases illustrate the gradual rise in prominence of the Supreme Court and its present status as a co-equal branch of the American government. (HI, PC)

**POLS-3760****Fundamental Freedoms: The First Amendment****(3) (S)**

This course provides an analysis of the Supreme Court's interpretation of the religion, speech, press, and association clauses of the First Amendment. The course considers both historical development of legal doctrine in these areas and contemporary issues and the application of doctrine. The course aims to provide a substantive body of knowledge, including the capacity for students to analyze legal arguments and evaluate contemporary issues.

**POLS-3765****Civil Rights: The Fourteenth Amendment (3) (S)**

This course provides an analysis of the Supreme Court's interpretation of privileges or immunities, due process, and equal protection clauses of the Fourteenth Amendment. The course considers both historical development of legal doctrine in these areas and contemporary issues and the application of doctrine. The course aims to provide a substantive body of knowledge, including the capacity for students to analyze legal arguments and evaluate contemporary issues.

**POLS-3800****Development of Political Thought (3) (F)**

This course traces the growth of fundamental concepts that underlie all forms of government, such as justice, authority, freedom, liberty, and the duties of citizens. The course includes a survey of ancient and contemporary authors whose work arises from both religious and the secular traditions. Political philosophy and ideology provide the context within which students will analyze modern forms of government. (PC, PI)

**POLS-3850****American Political Thought (3) (D)**

This course presents a chance to study the major themes of American political thought throughout our history, focusing on the Founding and Lincoln's rededication of the country to those founding principles. The texts read are the foundational texts for the American government. In the second half of the semester, students read texts from the third great challenge to the principles articulated in the American founding—the Progressive Movement, which held that Americans had outgrown the Constitution and limited government. Students will see a consistency between contemporary debates and those at the Founding. (PC, PI)

**POLS-3900****Applied Politics (3) (D)**

This course provides credit for a supervised, structured experience within the political arena. It may take the form of involvement in campaigns, elections or some aspect of party politics or of advocacy work within an interest group. A written report must be filed with the department relating to the student's experience. This course is open to majors and only with advance permission of the department chair.

**POLS-4010****International Relations (3) (S)**

This course provides a contemporary view of the political and economic dynamic that characterizes the growing global community. A special emphasis is set on the effects of regional alliances, such as the European Union and the broader impact that these alliances create. The course surveys the effects of civil wars, nationalistic movements and economic disparity as predictive of governmental stability and consequent international imperatives. (PC)

**POLS-4500****Interest Group Politics (3) (D)**

This course explores the structure and roles that interest groups serve in the American political system. Varied groups are scrutinized, including their origins, funding systems and methods for developing and advocating a public policy agenda. Special emphasis is placed on the often competitive and occasionally collaborative relationships these groups sustain with the Congress, judiciary, President, administrative agencies and state governments.

**POLS-4550****Political Parties and Elections (3) (F)**

This course presents the outstanding features of the American party system with particular attention directed toward the organization and functions of American political parties. Consideration is given to the formation of public opinion and of selected problems in the composition of the American electorate as well as the federal and state laws that govern elections and campaigns.

**POLS-4600****Public Administration (3) (S)**

This course aims at contributing to an understanding of American institutions through a study of the structure, mission and management of federal, state and local bureaucracies. Special emphasis is placed on budgeting and program functions as well as evaluation methods. The course focuses on central program areas such as human services, capital projects and public safety. A

necessary feature will be a survey of government revenue sources and their historic and long-term sufficiency. (OC, PC)

**POLS-4800****Directed and Honors Research (1-3) (D)**

This course provides honors or research-oriented students to pursue specialized topics with supervision and collaboration of a member of the department faculty. Topics may be multi-disciplinary or of unusual complexity and will require a major work product. This course is open to majors, with consent of the department chair.

**POLS-4950****Capstone Senior Seminar (3) (F)**

This course is required of all political science majors and restricted to those with senior standing. The course operates as a comprehensive review of all coursework and it features a major research project.

**POLS-COMP****Senior Comprehensive Exam (cr)**

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**Psychology****PSYC-1000****General Psychology (3) (B)**

General Psychology provides an introduction to the scientific study of behavior and mental processes. The course introduces students to fundamental principles in neuroscience, perception, cognition, learning, memory, motivation, personality, abnormality, and social psychology. The surveyed principles prepare students to think and reflect critically about people. (PC)

**PSYC-2000****Research and Statistics in Psychology I (3) (B)**

Research and Statistics in Psychology I is part of a two-semester sequence aimed at enhancing students' understanding of the statistical procedures and research methodologies that are commonly used in Psychology and related sciences. As the first segment of this sequence, this course emphasizes the fundamentals of research and statistics, including scientific reasoning, measurement of variables, survey design, sampling procedures, and the statistical and methodological tools for evaluating frequency and association claims. Integrated with these activities are writing skills for reporting research results based on the *Publication Manual of the American Psychological Association*. Prerequisite: PSYC-1000. (WC)

## **PSYC-2010**

### **Research and Statistics in Psychology II (3) (B)**

Research and Statistics in Psychology II is part of a two-semester sequence aimed at enhancing students' understanding of the statistical procedures and research methodologies that are commonly used in Psychology and related sciences. As the second segment of this sequence, this course addresses more complex topics in research and statistics, including the manipulation of variables, testing theories using experimental designs, alternative research designs, ethical guidelines for research, and the statistical tools for evaluating causal claims with one or more manipulated variables. Students are required to apply their knowledge and skills to the development of a novel research idea. *Prerequisite: PSYC-2000. (MR, SM)*

## **PSYC-2401**

### **Psychology of Learning (3) (S)**

This course offers students an in-depth look at various types of learning, with special emphasis given to classical conditioning, operant conditioning, and observational learning. It will address the basic principles of these learning processes as well as their nuances and their applications, such as in the treatment of phobias and in animal training. This course will also cover a range of theoretical perspectives that have been used to explain learning phenomena over time. *Prerequisite: PSYC-1000.*

## **PSYC-2503**

### **Lifespan Development (3) (B)**

This course examines the basic physiological, cognitive, and psychosocial mechanisms that drive development from conception through late adulthood. 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., educators, doctors, nurses, occupational therapists, psychologists, social workers, etc.) might apply this information effectively in their career practice. This course is intended primarily to meet the requirements for the nursing major. Students majoring in psychology are expected to take PSYC-2631 and/or PSYC-2641. *Prerequisite: PSYC-1000. Students who take PSYC-2503 may not also take PSYC-2631 and/or PSYC-2641. Likewise, students who have taken PSYC-2631 and/or PSYC-2641 may not also take PSYC-2503.*

## **PSYC-2631**

### **Developmental Psychology I:**

#### **Prenatal Through Childhood (3) (S, even years)**

Developmental Psychology I is a survey of the principles of human development from conception to late childhood.

Development is viewed holistically by integrating physiological, psychological, linguistic, and social-emotional aspects of development. Topics include prenatal development, newborn sensation and perception, cognitive and language development, intelligence and achievement, temperament and attachment, and peer relationships. *Prerequisite: PSYC-1000. Students who take PSYC-2503 may not also take PSYC-2631 and/or PSYC-2641. Likewise, students who have taken PSYC-2631 and/or PSYC-2641 may not also take PSYC-2503.*

## **PSYC-2641**

### **Developmental Psychology II:**

#### **Adolescence Through Old Age (3) (S, odd years)**

Developmental Psychology II is a survey of the principles of human development from adolescence to late adulthood. Development is viewed holistically by integrating physiological, psychological, and social-emotional aspects of development. Topics include pubertal development, identity development, adult attachment, marriage and family, midlife crisis and consciousness, the biological and social-emotional aspects of aging, and death and dying in modern society. *Prerequisite: PSYC-1000. Students who take PSYC-2503 may not also take PSYC-2631 and/or PSYC-2641. Likewise, students who have taken PSYC-2631 and/or PSYC-2641 may not also take PSYC-2503.*

## **PSYC-2731**

### **Theories of Personality (3) (F)**

This course provides in-depth coverage of the most prominent psychological theories of personality. This entails an examination of the historical context in which the theory was developed, the components of the theory, and modern applications and research findings. Discussion of the trait perspective includes particular emphasis on psychometric properties of personality measures. *Prerequisite: PSYC-1000. (WC)*

## **PSYC-2852**

### **Health Psychology (3) (S, odd years)**

Health Psychology is concerned with a variety of aspects of health and illness across the lifespan, including health promotion and maintenance; prevention and treatment of illness; origins and correlates of health and illness; and the healthcare system and health policy. Students will explore a range of issues addressed by the health psychology profession, including topics such as coping with stress and pain, living with chronic illness, psychological factors affecting medical treatment, resilience and thriving, and the role of the health psychologist in the health care system. *Prerequisite: PSYC-1000 or SOCI-1000.*

## **PSYC-3152**

### **Tests and Measurement (3) (D)**

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, and psychopathology, among others. Students will review theoretical principles and engage in applied experiences including completing various assessments and learning the fundamentals of assessment construction. Emphasis will be placed on assessment design and current issues in assessment including multiculturalism, projective testing, and Internet applications. Students will also compose and present an integrated neuropsychological testing report using assessment instruments via an integrated laboratory experience. *Prerequisite: PSYC-2010 and PSYC 3901, or permission of the instructor.*

## **PSYC-3202**

### **Psychology and the Environment (3) (F)**

This course concerns the relations between human psychological and behavioral processes and contemporary environmental problems such as climate change and the overconsumption of resources. Drawing from various areas of psychology, this course seeks to explore how people interact with the natural environment and how individual, social, and cultural forces shape those interactions. Special emphasis will be placed on the ways that psychological principles can be utilized to promote a more sustainable and positive relationship with the environment.

## **PSYC-3500**

### **Research Seminar (3) (B)**

In Research Seminar faculty and small groups of students discuss primary sources, develop original hypotheses, and design research to test predictions. Seminar participants develop the materials for testing the predictions, obtain IRB approval before enacting the research plan, collect data by testing human research participants, analyze 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: PSYC-2010 and permission of instructor.*

## **PSYC-3720**

### **Cognitive Psychology (3) (S)**

Cognitive psychology is the study of how the human mind acquires, stores, processes, and utilizes information from the outside world to influence behavior and mental

processes. In this class we will discuss topics such as perception, memory, attention, language, thinking, and problem solving. One purpose of this course is to give students an overview of major theories that explain mental phenomena. A second purpose is for students to actively explore the research literature and research methods in cognitive psychology by learning about seminal experimental studies in this field. *Prerequisite: PSYC-1000.*

## **PSYC-3801**

### **Cultural Psychology (3) (F, even years)**

This course introduces students to central issues in the fields of cultural psychology and psychological anthropology. It will review theoretical approaches, current controversies, methodological contributions and empirical work, with a goal to cultivate an in-depth understanding of how human behavior unfolds in dynamic cultural contexts. Students will have opportunities to discuss their own cultural experiences and how these experiences have shaped their lives. *Prerequisite: PSYC-1000.*

## **PSYC-3901**

### **Abnormal Psychology (3) (S)**

This course provides a comprehensive review of abnormal behavior and mental disorders, explored from psychological science and recovery perspectives. It will address historical, theoretical, conceptual, and empirical developments in the field. Major clinical syndromes, diagnostic and assessment issues, causal factors, and treatment approaches also will be discussed. Special emphasis is placed on the role of strengths and social and cultural issues relevant to mental illness, diagnosis, and treatment of persons living with mental illness. *Prerequisites: PSYC-1000 and at least sophomore standing; PSYC-2731 is recommended.*

## **PSYC-4012**

### **Introduction to Counseling Psychology (3) (B)**

This course introduces students to the counseling professions. Students will acquire basic counseling skills, explore contemporary issues in the field, acquire understanding of several major models of psychotherapy and the empirical findings supporting them, learn about basic assessment methods and their roles in the diagnostic and counseling processes, review the APA Ethical Code, and discuss the ethical issues specific to counseling. *Prerequisites: PSYC-2731 or PSYC-3901; at least junior standing and declared psychology major.*

## **PSYC-4050**

### **Biopsychology (3) (F)**

Biopsychology surveys the anatomical and the physiological correlates of perception, motivation, and behavior.

Topics covered include neuroanatomy, neurophysiology, and the physiology of complex integrative systems. The course emphasizes psychopharmacology, hemispheric asymmetry, perception, learning, psychopathology, emotion, sexuality, and memory. *Prerequisite: PSYC-2010; BIOL-1107 is recommended.* (NW)

### **PSYC-4201**

#### **Psychology of Gender (3) (F, even years)**

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 beliefs and expectations within their own and others' cultures regarding gender roles, gender identity, and similarities/differences based on gender. *Prerequisite: At least junior standing.*

### **PSYC-4502**

#### **Psychology and the Law (3) (F, odd years)**

Psychology and the Law takes an in-depth look at many aspects of both the criminal and civil systems of justice in the United States. The perspective is that of the psychologist, focusing on the individual's role and responses within those systems. Areas of focus include, but are not limited to, a study of the psychology and socialization of police officers; identification of criminal suspects; jury decision-making; competence and insanity, and sentencing decisions. *Prerequisite: At least junior standing.*

### **PSYC-4820**

#### **Social Psychology (3) (S)**

This course provides an examination of social-psychological phenomena including the social self, perceptions of others, stereotyping and prejudice, conformity and obedience, group processes, prosocial and antisocial behavior, and persuasion. Emphasis is placed on empirical research findings and the application of social-psychological principles to students' lives, as well as to farther-reaching events. *Prerequisite: PSYC-1000 or SOCI-1000 and at least junior standing.*

### **PSYC-4850**

#### **Psychology Service Experience (3) (F)**

This course allows the student an immersion experience working in an area of applied psychology. Students spend at least three hours per week on site. Class meetings are dedicated to reflection on service experiences, as well as exploration of issues relevant to applied work, including social class, stigma, and professional stamina among service providers. Class meetings are highly participatory, and students are required to make several oral presentations throughout the semester. *Prerequisites: Students must have declared the major in psychology and have at least junior standing.* (OC, VC)

### **PSYC-4901**

#### **Creating a Timeline (cr) (F)**

This course will help students to create a timeline of what they should be doing during their time as students to make themselves competitive for life after college. This includes information about opportunities available to psychology undergraduates during the summer. All are invited to attend; however, the target audience is freshmen and sophomores.

### **PSYC-4902**

#### **Graduate Training in Clinical, Counseling, and Related Fields (cr) (F)**

This course will help students distinguish among the various clinical and counseling-related subfields of psychology, discern whether to pursue a master's degree or doctorate, and learn about funding options for graduate study in those areas. All are invited to attend; however, the target audience is sophomores and juniors.

### **PSYC-4903**

#### **Non-clinical Subfields in Psychology (cr) (S)**

This course will introduce students to subfields in psychology that are not clinical/counseling focused. For each subfield, students will be introduced to career opportunities and the educational training necessary be successful. All are invited to attend; however, the target audience is sophomores and juniors.

### **PSYC-4904**

#### **Preparation for the Graduate Record Exam (cr) (S)**

This course will provide valuable information to prepare students to take the Graduate Record Exam (GRE), which is required for admission to most graduate programs in psychology and related fields. All are invited to attend; however, the target audience is juniors.

### **PSYC-4905**

#### **Selecting a Graduate Program (cr) (F)**

This course goes beyond deciding on a subfield to deciding on the specific graduate programs to which one should apply. Information will be applicable to all students pursuing graduate study in psychology and related fields, regardless of the specific specialty area. All are invited to attend; however, the target audience is seniors.

### **PSYC-4906**

#### **Writing a Personal Statement (cr) (F)**

The personal statement is an important component of the graduate school application, and the most challenging component to prepare. In this course, we'll discuss best practices for personal statements, as well as the kisses of

death! All are invited to attend; however, the target audience is seniors.

### **PSYC-4907**

#### **Preparing a Résumé (cr) (S)**

Résumés are required as an element of applications for employment as well as graduate school, and are key to making a positive impression. This course will focus on best practices in the organization, consolidation, and phrasing of résumé information. All are invited to attend; however, the target audience is seniors.

### **PSYC-4908**

#### **Securing Employment (cr) (S)**

This course will focus on identifying the transferable job skills that can be acquired through a psychology undergraduate degree and how to “sell” those skills to potential employers in different fields and industries. All are invited to attend; however, the target audience is juniors and seniors.

### **PSYC-4910**

#### **History of Psychology (3) (S)**

History of Psychology provides a summary of the physiological and philosophical roots of scientific psychology, and a detailed study of psychology’s history from Wundt through the cognitive revolution. Class discussions focus on primary source readings from and about the history of the discipline. *Prerequisites: Senior standing or permission of instructor.* (WP)

### **PSYC-4975**

#### **Directed Readings (1-3) (D)**

This course involves readings and discussion of classic or contemporary studies on designated topics. *Prerequisite: Permission of instructor.*

### **PSYC-4990**

#### **Independent Research (1-3) (D)**

This course provides individual supervision in planning, conducting, and communicating psychological research.

### **PSYC-COMP**

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



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## **Sociology**

### **SOCI-1000**

#### **Introduction to Sociology (3) (B)**

This course is designed to introduce students to the discipline of sociology. Classical and contemporary theories will be introduced as a means of understanding social phenomena. Applications and examples will be drawn from various sub-disciplines such as culture, deviance, religion, and identity construction. (PC)

### **SOCI-2250**

#### **Social Problems (3) (D)**

This course provides an examination of selected social problems. Topics include poverty, hunger, economic inequalities, social development, and health. (PC)

### **SOCI-2350**

#### **Cultural Anthropology (3) (D)**

Using functional analysis, students will explore a variety of cultures and discuss what creates similarities and differences between cultures in components such as food production and consumption, relationship strategies, social control, religious practices and worldviews. (PC, GP)

### **SOCI-3105**

#### **Sociological Theory (3) (S)**

This course offers an introduction to classical and contemporary sociological theory. Emphasis is placed on the foundational theorists (Marx, Durkheim, and Weber) and their works, how their work was shaped by the social context in which they were produced, how their work connects with broader development in social and economic thought in the nineteenth and early twentieth century, and how they influence sociological theory today. (WP)

### **SOCI-3155**

#### **Research Design for Sociology and Criminology (3) (F)**

This course presents a general overview of the methods and procedures of research design in sociology and criminology. *Prerequisite: SOCI-1000 or CRIM-1000.* (SM)

### **SOCI-3205**

#### **Marriage and the Family (3) (S)**

This course investigates the institutions of marriage and family using sociological and anthropological approaches. (PC)

### **SOCI-3245**

#### **Sociology of Religion (3) (D)**

An investigation of religious phenomena from cultural and sociological perspectives. Examines the nature and

functions of belief systems cross-culturally, and the inter-relatedness of religion with various other sectors of culture and society.

### **SOCI-3250**

#### **Race and Ethnicity (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.

### **SOCI-3270**

#### **Social Stratification (3) (D)**

Stratification systems as they have developed in complex societies. Consequences of structural inequality with an emphasis on power, property, and prestige.

### **SOCI-3305**

#### **Population and Society (3) (D)**

This course is the study of the role of fertility, mortality, migration, and population characteristics that determine world population growth with special emphasis on the United States. (GP)

### **SOCI-4175**

#### **Seminar in Social Research (3) (D)**

This course will provide students in the social sciences the opportunity to conduct original research in their chosen field of study. *Prerequisite: SOCI-3155. (SM)*

### **SOCI-4176**

#### **Seminar in Social Research II (3) (D)**

This course is a second semester of SOCI-4175. *Prerequisite: SOCI-4175.*

### **SOCI-4305**

#### **Urban Sociology (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.

### **SOCI-COMP**

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

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## **Social Science**

### **SOSC-4457**

#### **Methods for Teaching Social Science in Secondary Schools (2) (D)**

The course will acquaint the student with the specific literature and methods of the social sciences. Students will demonstrate acquisition of knowledge and understanding of significant professional and pedagogical issues and skills relevant to the profession of teaching history. Methods used in the teaching of the various social sciences—questioning techniques, problem solving, use of case studies and opinionnaires, inquiry skills, oral history projects, simulation games, evaluation procedures, etc.—will form an integral part of the course.

### **SOSC-COMP**

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

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## **Spanish**

### **SPAN-1000**

#### **Beginning Spanish (4) (B)**

This first-semester course of the beginning Spanish sequence teaches listening, reading, speaking, and writing within a communicative, task-based approach. In this hybrid course, learners individually prepare and practice material with online and individual activities outside of class, while class time is devoted to applying material in class, small group, pair, and individual activities in the target language. (C)

### **SPAN-1020**

#### **Second Semester Spanish (4) (B)**

This second-semester course of the beginning Spanish sequence teaches listening, reading, speaking, and writing within a communicative, task-based approach. In this hybrid course, learners individually prepare and practice material with online and individual activities outside of class, while class time is devoted to applying material in class, small group, pair, and individual activities in the target language. By the end of this course, learners should have achieved Novice-High / Intermediate-Low proficiency. (C)

### **SPAN-2010**

#### **Intermediate Spanish I (4) (B)**

This is an intensive hybrid course designed to sharpen skills in reading, writing, speaking, and comprehending Spanish, and to heighten awareness and understanding

of Hispanic cultures. The course reviews and puts into practice the knowledge gained in SPAN-1010 and SPAN-1020. *Prerequisite: SPAN-1020 or placement.*

### **SPAN-2020**

#### **Intermediate Spanish II (3) (B)**

This second-semester course of the intermediate Spanish sequence teaches listening, reading, speaking, and writing within a communicative task-based approach. In this course, learners individually prepare and practice material online and out of class, while class time is devoted to applying the material in individual and small-group activities in the target language. *Prerequisite: SPAN-2010 or placement.*

### **SPAN-3010**

#### **Spanish Phonetics and Phonology (3) (S)**

This course offers a comprehensive review of the pronunciation of standard Spanish. The fundamental principles of phonetic analysis are introduced. Major attention is devoted to practice with corrective exercises. *Prerequisite: SPAN-2020 or placement.*

### **SPAN-3020**

#### **Business Spanish (3) (D)**

This course is designed to enable the student to effectively manage the fundamentals of business terminology in Spanish. This course teaches listening, reading, speaking, and writing within a communicative, task-based approach. *Prerequisite: SPAN-2020 or placement.*

### **SPAN-3040**

#### **Introduction to Hispanic Literature and Literary Analysis (3) (B)**

This course presents an introduction to the literature of Spain and Latin America, emphasizing primary genres and major literary periods through extensive reading. It provides basic literary concepts, terminology, and techniques for literary analysis as well as opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication. *Prerequisites: SPAN-2020 or placement. (AE, WP, WC)*

### **SPAN-3400**

#### **Introduction to Hispanic Linguistics (3) (F)**

Students will explore the scientific study of language, with specific reference to Spanish. Students will become familiar with the basics of several key areas of language study including the formation and organization of sounds, words, and sentences; social and contextual variation; and language change. *Prerequisite: SPAN-2020 or placement. (WC)*

### **SPAN-3500**

#### **Study Abroad: Immersion in Spanish (1–12) (D)**

Students enroll in one of our approved study abroad programs where they are placed in the appropriate level of intensive language courses (normally 20–23 hours of contact per week), which include the study of grammar, pronunciation, vocabulary, conversation, and contemporary civilization in Spain or Mexico. This experience allows students to increase their proficiency in Spanish and gain insight into the culture. (GP)

### **SPAN-3650**

#### **Survey of Latin American Literature (3) (F)**

This survey course covers the major movements and authors of Latin American literature of all periods and provides opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication. Students study, analyze, and apply the major genres (poetry, narrative, essay, theater) through extensive reading and by discussing and analyzing the most important literary works. *Prerequisite: SPAN-3040. (AE)*

### **SPAN-3660**

#### **Survey of Spanish Literature (3) (F)**

This survey course covers the major movements and authors of Peninsular Spanish literature of all periods and provides opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication. Students study, analyze, and apply the major genres (poetry, narrative, essay, theater) through extensive reading and by discussing and analyzing the most important literary works. *Prerequisite: SPAN-3040. (AE)*

### **SPAN-3710**

#### **Spanish Civilization and Culture (3) (F)**

This course familiarizes students with the history, civilization, culture, and identity of Spain through extensive reading, study and application of a variety of written and multimedia sources. It provides opportunities for the learner to develop Spanish proficiency through class, pair and small-group discussion, and written communication as students analyze and apply course content. *Prerequisite: SPAN-2020 or placement. (HI, VC)*

### **SPAN-3720**

#### **Latin American Civilization and Culture (3) (F)**

This course familiarizes students with the history, civilization, culture, and identity of Latin America from pre-Colombian times to present day through extensive reading, study and application of a variety of written and multimedia sources. It provides opportunities for the learner to develop Spanish proficiency through class,

pair and small-group discussion, and written communication as students analyze and apply course content. *Prerequisite: SPAN-2020 or placement.* (HI, VC)

### **SPAN-3750**

#### **Advanced Spanish Grammar and Composition**

**(3) (F)**

This course is intended to improve students' writing proficiency in Spanish in a variety of formats, including essays, book and film reviews, cover letters, expressing opinions. This course combines lecture, discussion, directed practice and workshop teaching methods. *Prerequisite: SPAN-2020 or placement.*

### **SPAN-3800/3801/3802/3803/3804/3805**

#### **Developing Spanish Oral Proficiency 1–6 (1 ea)**

**(B)**

This course is designed to develop and sustain oral proficiency with the goal of broadening students' interpersonal and presentational speaking skills and preparing them to meet the proficiency requirement for majors. Hours do not count toward major or minor. *Prerequisite: SPAN-2010 or placement.*

### **SPAN-4010**

#### **Spanish Mystics (3) (D)**

The purpose of this course is to read and discuss the writings of some key Spanish Mystical writers, those who, in the 16th and 17th centuries, tried to express in their native Spanish their own deep experience of communion with Christ. The course focuses on the mystical aspects of the texts and also on stylistic elements of the Spanish high baroque, which are present in formal Spanish to this day. *Prerequisite: SPAN-2020 or placement.*

### **SPAN-4700**

#### **Selected Topics in Latin American & Latino**

#### **Literature & Culture (3) (S)**

This course presents students with a variety of current topics in Latin American and Latino literature and culture 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 and Latino literature or cultural productions. *Prerequisite: SPAN-3040.* (AE)

### **SPAN-4710, 4720**

#### **Directed Readings (1–3) (D)**

Independent study designed to broaden and integrate the particular student's comprehension of Hispanic literature

and culture and make up for any deficiencies of a student's background in the area. Only for majors in the discipline. *Prerequisite: Available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.*

### **SPAN-4800**

#### **Select Topics in Spanish Literature (3) (S)**

This course presents a variety of topics in Peninsular Spanish literature. The content of the course will vary in theme, genre and period, and may include canonical and non-canonical Spanish literature. *Prerequisite: SPAN-3040.*

### **SPAN-4810**

#### **Select Topics in Hispanic Linguistics (3) (S)**

This course presents students with a variety of topics in Hispanic linguistics. The content of the course will vary. May be taken more than once if subject matter varies sufficiently. *Prerequisite: SPAN-3400.*

### **SPAN-COMP**

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

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### **Speech Communication**

#### **SPCH-1100**

#### **Speech Communication (3) (B)**

This course focuses on the fundamentals of speech communication, primarily speech composition and vocal and physical delivery especially as it applies to informative, persuasive, and special occasion speaking. (OC)

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### **Spiritual Direction**

#### **SPDI-5010**

#### **Introduction to Spiritual Direction and the Christian Tradition of Theology/Spirituality (2)**

This course focuses on the spiritual direction process and the Christian tradition of theology/spirituality. Students receive an in-depth exposure to the topic of "what is spiritual direction?" and an explanation of "The director-direecee-God relationship." Each class includes an introduction to and practice of the Christian methods of prayer, small process groups, community-building processes and personal sharing by the students of God's dynamic action in their lives. Serious attention is given to psychological and ethical issues. Through the Christian praxis of learning, the students integrate the new content with their own experience.

**SPDI-5020****Understanding Our Spiritual Heritage: The Christian Tradition of Spirituality Through the Centuries (3)**

A variety of different traditions is presented to illustrate the history of Christian spirituality from the first to 21<sup>st</sup> century: spirituality in sacred scripture; the spirituality of the early church and patristic periods; the spirituality of the medieval, reformation, counter-reformation, and modern periods; Celtic, Incarnation spirituality and the spirituality of the Christian mystics. Attention will continue to be given to developing the skills needed for spiritual direction as well as to psychological and ethical issues. Students continue to integrate the new content with their own experience.

**SPDI-5030****Knowledge & Skills for Spiritual Direction (2)**

This course assists students in developing theological and psychological understanding of graced human development and its relationship to the spiritual direction process. They become acquainted with an understanding of the human persona according to the concepts of Christian anthropology, the stages of human development and the contributions of modern psychology. Individuals work toward greater self-awareness and psychological maturity, growth in prayer and increased skill and sensitivity in guiding others in their spiritual growth. Students continue to integrate the new content with their own experience.

**SPDI-5040****Practical Means to Graced Human Development and Skills for Spiritual Direction (3)**

Theology, spirituality, methods, and practice of discerning will be examined through listening skills, the exploration of a variety of tools such as the Myers-Briggs inventory, the Enneagram, the 12 Step Spirituality and their use in greater self-knowledge and in spiritual direction. The students will read several spiritual classics. They engage in spiritual direction and are guided in their own personal discernment of their gifts and call to the ministry of spiritual direction. Students continue to integrate the new content with their own experience.

**SPDI-5050****Year III: The Practice of Spiritual Direction With Supervision (2)**

This course provides an integration of actual experience in the ministry of spiritual direction. The practicum employs both a theoretical as well as an experiential perspective while focusing on the student's own person as an instrument of spiritual direction. This extended-length

class consists of nine months of spiritual direction given to at least two directees under the supervision of a trained supervisor. The student meets regularly with a supervisor to share their verbatim and to explore their responses and reaction to their directees. The supervisor helps the student to deal with obstacles within themselves as a spiritual direction minister.

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**Strength and Conditioning****STRC-COMP****Senior Comprehensive Exam (cr)**

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**Theology****THEO-1100****Introduction to Theology (3) (B)**

This course examines the origins, development, beliefs and practices of Christian tradition and initiates students into the methods and discipline of theology. Special attention will be given to the course of salvation history as narrated in the Bible, the content of the Catholic faith as set forth in the creeds, and the Christian way of life. The relevance of Christianity in our contemporary society and the distinctiveness of the Christian vision of the world will also be explored. (C)

**THEO-2000****Christian Moral Life (3) (B)**

This course is an examination of the way that all the principles of the moral life (nature, grace, law, virtue, happiness, etc.) work together to bring humans to their ultimate end. Students are specifically taught how to become virtuous and happy. The second half of the course studies the individual virtues and their corresponding moral norms.  
*Prerequisite: THEO-1100. (F)*

**THEO-2010****Biblical Hebrew I (4) (D)**

This course introduces students to Biblical Hebrew. The student will attain familiarity and competence with the basic structure and syntax of biblical Hebrew, along with a sound working vocabulary. It is a hybrid course that meets three days a week and has a substantial component of self-directed vocabulary review, which is logged and tracked online. By the end of the two-semester sequence, the student will be able to read narrative texts from the Hebrew Bible. (C)

**THEO-2020****Biblical Hebrew II (4) (D)**

This course builds off of Biblical Hebrew I and completes the sequence of introductory grammar, while increasing the student's grasp of vocabulary and exposure to all of the main verbal forms that appear in the Hebrew Bible. It is a hybrid course that meets three days a week and has a substantial component of self-directed vocabulary review, which is logged and tracked online. By the end of the semester, the student will be reading biblical texts from the Hebrew Bible. (C)

**THEO-2100****Old Testament I: Pentateuch (3) (B)**

This course on the first five books of the Bible (or Pentateuch) will provide a solid foundation to biblical theology by beginning with important hermeneutical questions concerning inspiration, inerrancy, and the senses of Scripture. These interpretative principles will then be applied as the themes of creation, covenant, sin, justice, mercy and redemption are probed. This course will be taught from a historical-theological perspective and according to a canonical approach to biblical interpretation. *Prerequisite: THEO-1100.* (F, GP)

**THEO-2144****Liturgical Art and Architecture (3) (B)**

This course examines the meanings and expressions of Catholic liturgical art and architecture, understanding them as bearers of sacramental realities which participate in the glorification of God and the sanctification of the world. The following are examined and discussed: foundational sacramental theology, sacred scripture, the classical inheritance, sacred images, recent artistic trends and sacramental aesthetics as known in the Christian East and West, particularly through the theology of the icon. Particular attention is given to the tradition of Catholic architecture through the centuries, theological movements, and recent gestures toward a reintegration of tradition in new design. *Prerequisite: THEO-1100.* (AE, F, VC)

**THEO-2150****New Testament I: Synoptic Gospels (3) (B)**

This course will examine the Gospels of Matthew, Mark and Luke. Special attention will be given to the deeds and miracles of Jesus, how Jesus embodies the fulfillment of the Old Testament messianic expectations, Jesus' moral teachings, and the application of the Gospel to our lives today. Attention will also be given to patristic, medieval and contemporary exegesis within the rich Catholic tradition. *Prerequisite: THEO-1100.* (F, GP)

**THEO-3100****Old Testament II: Wisdom Literature (3) (D)**

This course will investigate selections of the sapiential literature of the Bible, namely, Job, Proverbs, Ecclesiastes, Song of Solomon, the Wisdom of Solomon, and Sirach. The themes of sin, suffering, good and evil, divine providence, justice, love and wisdom will be explored. Special attention will be given to the Book of Job and its relevance for Christian life. *Prerequisite: THEO-1100.* (F)

**THEO-3110****Old Testament III: Prophets (3) (D)**

This course will examine the biblical writings of the Major and Minor Prophets of the Old Testament. It will be taught from a historical-theological perspective and according to a canonical approach to biblical interpretation. Special attention will be given to grappling with both the prophetic message in its own historical context, as well as its ultimate fulfillment in the work of Jesus Christ. *Prerequisite: THEO-1100.* (F)

**THEO-3133****Sacramental Aesthetics (3) (D)**

This course explores the method and content of God's self-revelation to humanity through material things, particularly the "signs and symbols of heavenly realities" (SC, 123) as perceived in the Church's liturgy as the privileged place of sacramental encounter. Students will study the theological nature of symbol and sacrament, Eastern and Western approaches to beauty, the vocation of the artist, the theology of icons, Eastern approaches to architecture, liturgical music, and recent theories of the role of beauty in evangelization. *Prerequisite: THEO-1100.* (AE)

**THEO-3144****Music & Catholic Liturgy (3) (D)**

This course examines the theology of music as part of the sacramental system of Catholic worship, understanding liturgical music as "sung speech" sacramentalizing the voice of the Mystical Body of Christ partaking in the "love song" of the persons of the Trinity. Course content examines the integral role of music in the revelation and expression of the mysteries of Catholic worship, understood particularly through the lens of official Church documents of the twentieth and twenty-first centuries which form and explain the teachings of the Second Vatican Council. *Prerequisite: THEO-1100.* (F)

**THEO-3150****New Testament II: Pauline Literature (3) (S)**

This course is an introduction to the Pauline epistles. Special attention will be given to Paul's life, career and

theology, his doctrine of justification by faith, his understanding of the Church as the Body of Christ, and his moral teachings. *Prerequisite: THEO-1100. (F, GP)*

### **THEO-3160**

#### **Gospel of John (3) (D)**

This course will focus upon the principal themes, images, symbols, and theology of the fourth Gospel, with special attention given to the use of the Old Testament within the Gospel. At the discretion of the instructor, the Johannine epistles and/or the Book of Revelation may also be treated. *Prerequisite: THEO-1100. (F)*

### **THEO-3200**

#### **Sacraments and Liturgy (3) (D)**

This course will probe the biblical, historical, and theological foundations for the seven sacraments of the Church and their appropriate liturgical celebration, including brief considerations of Christian anthropology. Topics including the liturgies of the Eastern rites, para-liturgical activities, and the sacramentals may also be discussed. *Prerequisite: THEO-1100. (F)*

### **THEO-3220**

#### **Christian Marriage (3) (B)**

This course is an exploration of the Catholic tradition on marriage and family as a communion of life and love, the foundations of conjugal morality, the canonical regulation of marriage in the Catholic Church, and the purpose and future of marriage in the Christian vocation and in American society. Practical topics related to preparation for the wedding, married life and parenting are included. *Prerequisite: THEO-1100. (F)*

### **THEO-3240**

#### **Benedictine Spirituality (3) (B)**

This course provides a general introduction to Benedictine spirituality. Topics covered include *The Rule of St. Benedict* (with special emphasis on its application to lay persons in today's world), Benedictine history including its impact on Western civilization, and the history and lifestyles of the local Benedictine communities. *Prerequisite: THEO-1100. (F)*

### **THEO-3260**

#### **Catholic Social Teaching (3) (D)**

This course examines the topics of world peace, a just world order, an equitable distribution of goods and resources, favorable terms of trade, the widening gap between the wealthy and poor nations and religious freedom in the light of major Catholic documents and papal teaching. *Cross-listed as ECON-3260. Prerequisite: THEO-1100. (F)*

### **THEO-3280**

#### **Spiritual Theology (3) (D)**

This course explores the great works and major themes of spiritual theology that have emerged in the Christian tradition over the past two millennia. From these works, students will acquire and apply the theological principles necessary for pursuing an ever greater commitment to Christian holiness. *Prerequisites and/or corequisites: Major or minor in Theology or Evangelization and Catechesis. (F)*

### **THEO-3420**

#### **History of the Catholic Church I: From Apostolic Times to the 16th Century (3) (F)**

This course provides an examination of the cultural, theological and philosophical history of the Church from apostolic times up to the Protestant Reformation. Attention is given to major figures, movements and schools of thought. *Prerequisite: THEO-1100. (F, HI, WP)*

### **THEO-3430**

#### **History of the Catholic Church II: From the Reformation to the Present (3) (S)**

This course provides an examination of the cultural, theological, and philosophical history of the Church from the Protestant Reformation through today. Attention is given to major movements and schools of thought that serve as the basis and backdrop of current conditions within the Church. *Prerequisite: THEO-1100. (F, HI)*

### **THEO-3450**

#### **History of Monastic Life (3) (D)**

This course offers a history of the monastic traditions of the Christian church. It covers the main monastic traditions of both East and West—Egyptian and Syrian monasticism, Benedictinism, the mendicant movements of Sts. Francis and Dominic, the Society of Jesus and more. Students study patristic and medieval monastic writings, Rules and biographies of monastic founders such as Pachomius, Benedict and Francis. The theology and spirituality of monastic life are also considered. (F)

### **THEO-3620**

#### **Theology of the Church (3) (F)**

This course is a study of the Church as a sign of God's universal self-giving to humanity. It provides an examination of the Church's self-understanding as it emerges from the scriptural images of the People of God and Body of Christ, as it develops in tradition, and as reflected in various models. It takes up a study of the mission and tasks of the Church, her relationship to the great world religions, to human culture and to the world in which it finds itself. *Prerequisite: THEO-1100. (F)*

**THEO-3640****Christ and the Trinity (3) (B)**

This course is a survey of the message of the dying and rising of Jesus Christ and the sending of the Holy Spirit as presented in the New Testament, and its deepened understanding through writings of classic theologians and the Church Councils. It provides an examination of the Trinitarian faith in God as a communion of love between the Father, Son and Holy Spirit concludes this course. *Prerequisite: THEO-1100.* (F, WP)

**THEO-3660****Mary, Mother of God (3) (D)**

The Second Vatican Council pointed to Mary, the Mother of God, as an ‘eminent and singular’ exemplar of what the follower of Jesus Christ is called to be. This course begins with Biblical portrait of the Virgin Mary and traces the growth of Marian doctrine and Marian spirituality from the early Church and Middle Ages to the Reformation and Modern periods. Special attention will be paid to the doctrines of Theotokos, Perpetual Virginity, Immaculate Conception, Bodily Assumption, co-Redemptrix, and co-Mediatrix. The final portion of the course presents an overview of contemporary, systematic reflection on Mary using both magisterial documents and academic writings. *Prerequisite: THEO-1100.* (F)

**THEO-3680****Faith and Reason II (4) (D)**

This is the second course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This second course addresses works written from the year 1000 through about 1700. *Prerequisite: PHIL-3670.* (F)

**THEO-3690****Faith and Reason III (2) (D)**

This is one-half of the third course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This course addresses works written from about 1700 to the present. *Prerequisites: PHIL-3670 and THEO-3680. Corequisite: PHIL-3690.* (F)

**THEO-3820****Christianity and World Religions (3) (B)**

This course introduces students to the worldview and religious experience found in primal religions, in the Abrahamic religions of Judaism, Christianity, and Islam, and in the major spiritual traditions of India and Asia. While understanding these religions on their own terms, the course also attends to how they converge and differ from Christianity and to the challenge and enrichment they present to Christians. The course familiarizes students with the Church’s traditional and magisterial approaches to the truth claims of other religions and with the theory and practice of interreligious dialogue. *Prerequisite: THEO-1100.* (F, GP, WP)

**THEO-3840****The Protestant Tradition (3) (F)**

This class will explore some of the major thought, figures and traditions of Protestantism. Special attention will be given to the theological thought of key Protestant reformers (including Luther, Calvin, and Zwingli) and to major events and ideas associated with Anabaptism and the English Reformation. Major causes of the Protestant Reformation, including the Roman Catholic Church’s situation at the time, will also be explored. Important developments in the thought and history of Protestantism in the United States will also be considered, focusing especially on Protestant Evangelicalism. Attention will be given to influential figures, denominations, and movements. *Prerequisite: THEO-1100.* (F)

**THEO-3910****The Holy Land (2) (I)**

This course entails a study of the Gospels in the context of a pilgrimage to the Holy Land. Places visited mark the traditional sites of key events in the life of Christ (e.g., His birth, death, resurrection, ascension), as well as places of significance for His earthly ministry (e.g., Nazareth, Cana, and Capernaum). This course will also allow the student to witness firsthand the state of current relations in the Holy Land among Christians, Jews, and Muslims.

**THEO-3920****The Theology of Vatican II (3) (S)**

The theology of the Second Vatican Council serves as the primary source for modern Catholic understanding of the Church and its renewal. This course considers the importance of ecumenical Councils, the historical and theological background of Vatican II, and the meaning and application of the Council’s teachings in the Church today. The documents of Vatican II, as well as their implementation in subsequent magisterial teachings, will be examined. *Prerequisite: THEO-1100.* (F)

**THEO-3940****Christian Bioethics (3) (B)**

This course is designed to teach students how to make ethical decisions by examining moral methodology within the realm of Bioethics. The first half of the course is a study of moral principles with a special emphasis on current Church teaching and the Catholic tradition. The second half of the course is an application of these principles to bioethical issues. *Prerequisite: THEO-1100.* (F)

**THEO-3950****Theology of the Environment (3) (D)**

Grounded in the Catholic theology of creation, this course immerses students in the Church's vision of an "integral ecology." Through an interdisciplinary dialogue of faith and science, it explores how God providentially governs the universe and how creation reflects the divine glory. Particular emphasis will be placed on the vocation of human beings to participate in the divine life by tilling and keeping the earth (environmental ecology), as well as Catholic social teaching on the unique dignity of the human person and the responsibility that flows from it (human ecology). Engaging current scientific research, students will learn the challenges facing humanity and our environment and discover concrete ways to cultivate the virtues necessary for proper care of creation, including the most vulnerable humans in it. *Prerequisite: THEO-1100.* (F)

**THEO-3960****American Catholic History (3) (D)**

This course identifies different models of public Catholicism through the history of the Catholic Church in North America, from Spanish and French colonialism through the founding and growth of the United States to the present day. While attending closely to key historical figures and events of each period, students will study the primary political, ecclesial, and evangelical task which animated each model. This study is intended to prompt reflection on the relationship between the Catholic faith and American politics and culture, and to foster discussion about communicating that faith in the American context. *Prerequisite: THEO-1100.* (F, HI)

**THEO-3970****Natural Family Planning (1) (I)**

This course is a presentation of the physiological, theological, and practical foundations of Natural Family Planning; a widely recognized and Church-supported method of determining periods of fertility for the purposes of family planning. *Prerequisite: THEO-1100.*

**THEO-4000****Great Catholic Thinkers (1–3) (D)**

This course will focus on the theological contribution of a particular individual or group within the Catholic tradition. Since the topic of the course will regularly change, it may be taken more than once. *Prerequisite: THEO-1100.* (F)

**THEO-4457****Methods of Teaching Theology (2) (B)**

This advanced course in methods of teaching theology prepares students with specific knowledge of the principles and processes involved in planning for secondary theology instruction and evaluation in Catholic high schools. Students will explore and use a variety of methods and media to teach religion lessons. *Prerequisite: THEO-1100.*

**THEO-4500****Seminar (3) (B)**

Subject matter of the Seminar varies. The purpose of the course is to give an in-depth presentation of theological questions and/or theological methods through reading and discussion, research and papers. Course can be taken more than once. *Required for all majors; open to others with approval of instructor.*

**THEO-COMP****Senior Comprehensive Exam (cr)**

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**Theatre****THTR-1010****Introduction to the Theatre (3) (B)**

This general education course, designed for the non-major, takes a broad view of the field of theatre, focusing on elementary principles, vocabulary, and skills involved in analysis, appreciation, and performance of drama. (AE)

**THTR-1110, 1120, 2110, 2120, 3110, 3120, 4110, 4120****Production Arts Lab (1 ea) (B)**

Practical application of principles of theatre arts and crafts in a production setting. Students will receive credit for scenic construction, lighting, costuming, properties, and other technical assignments. All majors are required to take a minimum of six hours of Production Arts toward fulfillment of their degree.

## **THTR-1150**

### **Fundamentals of Acting (3) (B)**

This course is a study of fundamentals tailored to serve the beginning actor. Emphasis is placed on the Stanislavski method and focuses on developing self-awareness, sensory perception, character analysis, and using the body to create the visual imagery needed to communicate the needs of a script. The course will include monologue work, audition techniques, exercises, and light scene work. (OC, VC)

## **THTR-1550**

### **Stagecraft (3) (F)**

This course introduces students to the basics of technical theatre production, including stage management and the fundamentals of the production process. The student will learn elementary theory and practice in scenic construction, scene painting, stage rigging, and the range of scenic tools and materials.

## **THTR-1800**

### **Script Analysis (3) (F)**

This foundational course in the Theatre program will teach the student to read dramatic literature as a blue print for theatrical production. Students will learn Aristotle's six elements of drama, the principles of dramatic structure, and begin to develop their own process for taking a script from the page to the stage.

## **THTR-2150**

### **Techniques of Acting (3) (S, even years)**

This course offers an advanced study of acting theory and practice in a variety of acting techniques, providing exposure to multiple genres of drama, different methodical styles, and the further development of ensemble acting. *Prerequisites: THTR-1150 and THTR-1800. (VC)*

## **THTR-2210**

### **Stage Makeup (3) (S)**

Fundamental principles and practice in makeup for the stage, including corrective, character, old age, and fantasy. *Prerequisites: THTR-1150 and THTR-1800, or permission of instructor.*

## **THTR-2245**

### **Voice & Movement (3) (S, even years)**

This course is designed to give students a heightened awareness of the physical tools of the body as the primary source of the actor's artistry. Exercises will strengthen the student's spatial awareness, stamina, balance, coordination, with a particular emphasis on the relationship between the lower body, and the core as the foundation of voice production and diction.

## **THTR-3020**

### **Shakespeare in Performance (3) (D)**

This course studies Shakespeare from the theatrical perspective. Plays from every genre will be analyzed—for example, *Titus Andronicus* (tragedy), *Richard III* (history), *The Tempest* (romance), and *Much Ado About Nothing* (comedy). As a theatre course, we will proceed from the belief that Shakespeare's texts are a blueprint for performance and are therefore meant to be seen and heard. Thus, in addition to analysis and discussion, the class will include performance assignments. *Prerequisites: THTR-1150 and ENGL-1010.*

## **THTR-3150**

### **Advanced Acting Styles (3) (S, odd years)**

This course focuses on the performance styles of the major periods of Western theatrical tradition, including classic Greek tragedy, Commedia dell'Arte, neoclassical France, restoration era England, and modern absurdism. Students are introduced to the cultural milieu of each historical period and the theatrical conventions of the time. They participate in a variety of exercises designed to immerse them in that particular style and will perform selections from dramatic literature of these periods. The primary format of the course is experiential learning through goal-specific acting exercises and directorial feedback. *Prerequisite: THTR-2150.*

## **THTR-3520**

### **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: THTR-1550 and THTR-1800. (VC)*

## **THTR-3540**

### **Sound Design (3) (D)**

This course introduces students to the principles and theories of effective theatrical sound design. Students learn how to research, develop, construct, execute, and communicate a sound design to a director and to a production crew. *Prerequisites: THTR-1550 and THTR-1800.*

## **THTR-3560**

### **Lighting Design (3) (D)**

A study of the physical properties of electricity, the principles of color in light, the use of stage lighting instruments, and the practical application of lighting designer's process. *Prerequisites: THTR-1550 and THTR-1800. (VC)*

**THTR-3580****Costume Design (3) (D)**

This course involves the examination and practical application of the costume design process. It includes dramatic analysis, research methods, design theory, and rendering techniques. *Prerequisites: THTR-1550 and THTR-1800.* (VC)

**THTR-3600****Management for Theatre (3) (F, even years)**

This course introduces students to the various roles of management within theatre. Students will identify the hierarchy of management in both educational and professional theatre. Emphasis will be placed upon management techniques appropriate to the varied responsibilities of stage managers. Within the hierarchy of management, the students explore the roles of the theater manager, production manager, and house manager. Students learn to utilize theatre management procedures for both Benedictine College Theatre and professional theatre organizations. *Prerequisite: THTR-1550.*

**THTR-3800****Playwriting (3) (S, odd years)**

This course examines the art of playwriting from a structural perspective, viewing the dramatic text as an architectural blueprint for theatrical production. The student analyzes dramatic literature, learns the fundamentals of dramatic construction, and completes a variety of playwriting exercises. The course also features a workshop component in which the student develops, outlines, and composes a one-act play. *Prerequisites: THTR-1800, THTR-1550, and ENGL-1010.*

**THTR-3810****Theatre History and Literature to 1640 (3) (F, odd years)**

A study of plays and productions from primitive humanity to the Protestant reformation, including Classic Greece, Ancient Rome, Medieval Liturgical Drama, Asian Theatre, Spanish Golden Age, and the Elizabethan Drama. *Prerequisites: ENGL-1010 and THTR-1800.* (HI, WC)

**THTR-3820****Theatre History and Literature From 1640****Through 1918 (3) (S, even years)**

A study of plays and productions from 1640 to the start of World War I, including Restoration Comedy, Italian Renaissance, French Neoclassic Drama, Romanticism, Melodrama, Realism, and the development of Modern Theatre. *Prerequisites: ENGL-1010 and THTR-1800.* (HI)

**THTR-3830****Modern and Contemporary Theatre (3) (F, even years)**

A study of theatre since World War I. Attention is given to significant plays and playwrights, and to modern theatre artists, such as designers, directors, actors, as well as movements, the experimental-'ism's and theorists. *Prerequisites: ENGL-1010 and THTR-1800.* (HI)

**THTR-4150****Play Direction (3) (F)**

The study of the director's work, from casting, script analysis, conceptualizing, staging, and conducting of rehearsals. Practice application of principles of stage direction to production projects. *Prerequisites: THTR-2150, THTR-2245, and THTR-3520.* (VC)

**THTR-4950****Senior Creative Project (3) (B)**

In lieu of a comprehensive exam, the student may choose to conduct a senior creative project. During the junior year, the student will schedule a series of meetings with the chair of the department and/or appropriate faculty to determine the scope of this project. Creative projects may take a variety of forms: design projects, community outreach programs, playwriting, radio drama, puppet-building, concert musicals, solo performances, theatre management business plans, etc. The student submits a prospectus of his or her project to the Department Chair by April 15th of the junior year.

**THTR-COMP****Senior Comprehensive Exam (cr)**

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Vice-President for Advancement  
  
**Joseph Wurtz, Ed.D.**  
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## Faculty

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**Christina Adams**, B.A. 2004, M.S. 2006, Ed.D. 2014, University of Kansas  
*Associate Professor and Co-Chair of Education*

**Donald J. Bagert**, B.S. 1977, M.S. 1979, Ph.D. 1986, Texas A & M University  
*Associate Professor of Mathematics and Computer Science*

**Gail Blaustein**, B.M. 1989, M.M. 1991, B.S. 1999, Ph.D. 2010, Tulane University  
*Associate Professor and Chair of Chemistry and Biochemistry*

**Scott Blonigen**, B.S. 1986, M.S. 1989, Ph.D. 1994, Iowa State University  
*Associate Professor of Engineering*

**Benjamin P. Blosser**, B.A. 2000, M.A. 2002, Ph.D. 2009, The Catholic University of America  
*Professor and Chair of Theology*

**Jacob Boros**, B.A. 2016, M.A. 2018, Ph.D. 2021, Baylor University  
*Visiting Assistant Professor of Political Science*

**Julie Bowen**, B.A. 1992, M.A. 1994, Ph.D. 2004, Duquesne University  
*Professor of English*

**Nathan Bowman**, B.A. 2011, M.A. 2015, Ph.D. 2020, University of Kansas  
*Assistant Professor and Chair of Theatre Arts and Dance*

**Angela Broadbudd**, B.S. 1986, M.A.Ed. 1993, Ph.D. 2011, University of Kansas  
*Associate Professor of Mathematics and Computer Science*

**Douglas Brothers**, B.S. 1962, M.S. 1965, Ph.D. 1968, Iowa State University  
*Professor of Physics and Astronomy*

**David Bryant**, B.A. 1990, M.B.A. 1994, Ph.D. 2015, Regent University  
*Assistant Professor of Business*

**Kevin Bryant**, B.S. 1988, M.A. 1990, Ph.D. 1997, University of Tennessee  
*Professor and Chair of Sociology and Criminology*

**Patrisha Bugayong**, B.S. 2001, Ph.D. 2009, Mississippi State University  
*Associate Professor of Chemistry and Biochemistry*

**Tony Bujana**, B.S., B.S., M.S. 2016, LeTourneau University  
*Assistant Professor of Engineering*

**Kristy Callahan**, L.P.N. 2013, A.D.N. 2014, B.S.N. 2020, M.S. 2022, Western Governors University  
*Assistant Professor of Nursing*

**Martha Carletti**, B.A. 2003, Ph.D. 2009, University of Kansas Medical Center  
*Associate Professor of Biology*

**Eva Chen**, B.Ed. 1998, M.A. 2005, Ph.D. 2011, University of Illinois at Urbana-Champaign  
*Associate Professor of Psychological Sciences*

**Kelly Cogan**, B.A. 2006, M.S. 2009, Northwest Missouri State University  
*Assistant Professor of Education*

**Joshua Cole**, B.A. 2004, M.A. 2008, Ph.D. 2010,  
University of Notre Dame  
*Assistant Professor of Mathematics and Computer Science*

**Richard J. Coronado**, B.A. 1969, M.A. 1971, Ph.D. 1980, University of Notre Dame  
*Professor of Economics*

**Mariele Courtois**, B.S. 2015, M.T.S. 2017, M.Phil. 2021, Ph.D. 2022, The Catholic University of America  
*Assistant Professor of Theology*

**Richard Crane**, B.A. 1986, M.A. 1987, Ph.D. 1994, University of Connecticut  
*Professor of History*

**Anthony Crifasi**, B.A. 1992, M.A. 1997, Ph.D. 2009, University of St. Thomas  
*Associate Professor of Philosophy*

**Michaela Culkin**, B.A. 1998, M.A. 2001, M.A. 2008, Ph.D. 2016, University of Kansas  
*Assistant Professor of Education*

**Thomas Davoren**, B.Mus. 2009, M.M. 2010, D.M.A. 2022, University of Kansas  
*Assistant Professor of Music*

**Andrew Downs**, B.S. 2008, M.S. 2010, Ph.D. 2020, Iowa State University  
*Assistant Professor of Engineering*

**Dennis Dunleavy**, B.S. 1998, M.A. 1999, Ph.D. 2004, University of Oregon  
*Associate Professor of Journalism and Mass Communications*

**Dean Elmore**, B.A. 2010, M.A. 2015, Ph.D. 2017, The University of Alabama  
*Assistant Professor of Psychological Sciences*

**Lynzee Flores**, B.A. 2016, M.A. 2018, Ph.D. 2023, University of Kansas  
*Assistant Professor of Journalism and Mass Communications*

**Mary T. Flynn**, B.A. 1979, M.S. 1999, University of Kansas  
*Assistant Professor and Chair of Health, Wellness, and Exercise Science*

**David Geenens**, B.A. 1983, M.B.A. 1990, Rockhurst University  
*Associate Professor of Business*

**Sarah Gillies**, B.S.N. 2017, Missouri Western State University  
*Assistant Professor of Nursing*

**Violet Gomes**, B.S.N. 2009, D.N.P. 2020, Fort Hays State University  
*Assistant Professor of Nursing*

**Christopher Greco**, B.A. 1993, M.A. 1995, D.M.A. 2006, University of California at Los Angeles  
*Professor of Music*

**Ashley Haase**, B.S. 2007, M.Ed. 2012, Ed.D. 2022, University of Kansas  
*Visiting Assistant Professor of Education*

**John Haigh**, B.A. 1998, M.Arch. 2004, University of Notre Dame  
*Assistant Professor and Chair of Architecture*

**Jan Hansen**, B.A. 1970, M.B.A. 1986, Ph.D. 2004, University of Nebraska at Lincoln  
*Assistant Professor of Business*

**Leeds Haroldson**, B.A. 2008, M.S.L. 2016, Norwich University  
*Assistant Professor of Business*

**David P. Harris**, B.A. 1997, M.S. 1999, Ph.D. 2008, University of Missouri-Kansas City  
*Professor and Chair of Economics*

**Sarah Harris**, B.A. 2012, M.S. 2014, Ph.D. 2017, University of Minnesota  
*Assistant Professor of Chemistry and Biochemistry*

**Tracey Hartley**, B.A. 2013, M.A. 2015, Keller Business School of Management  
*Assistant Professor of Business*

**Nickolas Hein**, B.A. 2003, M.A. 2006, Ph.D. 2013, Texas A&M University  
*Associate Professor and Chair of Mathematics and Computer Science*

**Brian Henry**, B.A. 2005, M.B.A. 2007, M.S.B. 2012, University of Kansas  
*Assistant Professor of Business*

**Filiberto Mares Hernández**, A.A. 2001, B.A. 2003, M.A. 2006, Ph.D. 2010, University of California-Riverside  
*Associate Professor of World Languages and Cultures*

**Kenneth Heyda**, B.S. 1991, B.S.Arch. 1992, North Dakota State University  
*Assistant Professor of Architecture*

**Katharine Hirl**, B.S. 2018, Ph.D. 2022, Pennsylvania State University  
*Assistant Professor of Engineering*

**Patrick Hirl**, B.S.C.E. 1987, Ph.D. 1997, University of Notre Dame  
*Assistant Professor of Engineering*

**Sharon Houlahan**, B.A. 1999, M.A. 2004, M.A. 2006, Ph.D. (Candidate), Lynch School of Education  
*Assistant Professor Psychological Sciences*

**Sarah Houser**, B.A. 2002, M.A. 2005, Ph.D., 2010, University of Notre Dame  
*Assistant Professor of Classics*

**Heidi Hulsizer**, B.A. 2004, M.A. 2006, Ph.D. 2010, University of Missouri  
*Associate Professor of Mathematics and Computer Science*

**Andrew Jaeger**, B.A. 2008, M.A. 2010, Ph.D. 2015,  
University of Nebraska-Lincoln  
*Associate Professor of Philosophy*

**Tyler Jaso**, B.S. 2016, M.S. 2018, Emporia State  
University  
*Assistant Professor of Health, Wellness, and Exercise Science*

**Clay Johnston**, E.M.B.A. 2002, Benedictine College  
*Assistant Professor of Business and Marketing Program Chair*

**Lindsay Kennedy**, B.A. 2014, M.F.A. 2018, Ph.D.  
2023, St. Louis University  
*Assistant Professor of Theatre Arts and Dance*

**Michael King**, B.A. 1983, M.A. 1985, M.B.A. 1992,  
J.D. 2007, University of Missouri-Kansas City  
*Associate Professor and Chair of Business*

**Mary Leihy**, B.A. 2020, M.A. 2023, University of  
Notre Dame  
*Assistant Professor of Architecture*

**Susan Leo**, B.F.A. 1979, M.F.A. 2010, Rochester  
Institute of Technology  
*Assistant Professor of Art and Design*

**Edward Macierowski**, B.A. 1970, M.A. 1973,  
M.S.L. 1976, Ph.D. 1979, Centre for Medieval Studies,  
University of Toronto  
*Professor of Philosophy*

**Cassie Madden**, B.F.A. 1999, A.D.N. 2018, B.S.N.  
2022, Western Governors University  
*Assistant Professor of Nursing*

**James Madden**, B.A. 1996, M.A. 1998, Ph.D. 2002,  
Purdue University  
*Professor of Philosophy*

**Ryan Maderak**, B.S. 2003, M.A. 2006, Ph.D. 2011,  
Indiana University  
*Associate Professor and Chair of Physics and Astronomy*

**Sean Maher**, B.S. 1986, M.B.A., 2003, University of  
Kansas  
*Assistant Professor of Business*

**Terry Malloy**, B.A. 1995, M.S. 1997, Ph.D. 2001,  
Oklahoma State University  
*Professor and Chair of Biology*

**Meraiah Martinez**, B.A. 2019, M.S. 2021, University  
of Nebraska  
*Assistant Professor of Mathematics and Computer Science*

**Daphne McConnell**, B.A. 1989, M.A. 1991, Ph.D.  
1998, University of Georgia  
*Professor of World Languages and Cultures*

**John Meinert**, B.A. 2008, M.A., 2010, Ph.D. 2015,  
The Catholic University of America  
*Assistant Professor of Theology*

**Peter Merkle**, B.S. 1984, M.S. 1991, Ph.D. 1995,  
Virginia Polytechnic Institute and State University  
*Associate Professor of Engineering*

**Rev. Meinrad Miller, O.S.B.**, B.A. 1989, M.Div.  
1993, Saint Vincent Seminary  
*Instructor of Theology*

**Stephen Mirarchi**, B.A. 1993, Ph.D. 2002, Brandeis  
University  
*Associate Professor and Chair of English*

**John Modlin**, B.S. 1985, M.S. 1989, Purdue University  
*Assistant Professor of Engineering*

**Melinda Montemayor**, B.A. 2001, M.A.Ed. 2006,  
M.S.S.L. 2015, Baker University  
*Assistant Professor of Education*

**Brent Mortensen**, B.S. 2006, M.S. 2009, Ph.D. 2017,  
Iowa State University  
*Assistant Professor of Biology*

**Darrin Muggli**, B.S. 1992, Ph.D. 1998, University of  
Colorado  
*Professor and Program Director of Engineering*

**Edward Mulholland**, M.A. 1990, Ph.D. 2000,  
Pontifical Gregorian University, Rome  
*Associate Professor and Chair of Classics*

**Matthew Muller**, B.A. 2006, M.A. 2010, Ph.D. 2017,  
St. Louis University  
*Assistant Professor of Theology*

**Scott A. Newbolds**, B.S.C.E. 1995, M.S.C.E. 2000,  
Ph.D. 2007, Purdue University  
*Associate Professor of Engineering*

**George Nicholas**, B.A. 1982, M.A. 1985, Ph.D. 1992,  
Southern Illinois University  
*Professor of English*

**Patrick O'Malley**, BME 2006, Ph.D. 2011, The  
Catholic University of America  
*Associate Professor of Engineering*

**Nathan Orlando**, B.A. 2011, M.A. 2015, Ph.D. 2019,  
Baylor University  
*Assistant Professor and Chair of Political Science*

**Megan Paciaroni**, B.S. 1987, M.S. 1997, Ph.D. 2004,  
Colorado School of Mines  
*Associate Professor of Engineering*

**Kevin Page**, B.S. 1983, M.S. 1993, Ph.D. 1999,  
University of Kansas  
*Professor and Chair of Journalism and Mass Communications*

**Janet Paper**, B.S. 1996, Ph.D. 2011, Michigan State  
University  
*Associate Professor of Biology*

- Bryan Park**, B.F.A. 2004, M.F.A. 2008, The University of Kansas  
*Associate Professor of Art and Design*
- John Paul**, B.M. 1978, M.M. 1983, D.M. 1995, Indiana University  
*Professor and Chair of Music*
- Francis Petruccelli**, B.A. 2011, M.A. 2017, Ph.D. 2019, The Catholic University of America  
*Assistant Professor of Philosophy*
- Daniel Pierson**, B.A. 2002, M.A. 2004, Ph.D. 2015, The Catholic University of America  
*Associate Professor of Philosophy*
- Amy Posey**, B.S. 1989, M.A. 1992, Ph.D. 1995, University of Kansas  
*Professor and Chair of Psychological Sciences*
- Jaclyn Pruitt**, B.S. 2011, M.S. 2017, University of Central Missouri  
*Instructor of Health, Wellness, and Exercise Science*
- Matthew Ramage**, B.A. 2004, M.A. 2006, Ph.D. 2009, Ave Maria University  
*Professor of Theology*
- Aaron Riches**, B.A. 2000, M.A. 2003, M.A. 2005, Ph.D. 2010, University of Nottingham (UK), Ph.L. 2018, Pontifical University of John Paul II (Poland)  
*Associate Professor of Theology*
- Jean W. Rioux**, B.A. 1982, M.A. 1984, Ph.D. 1990, University of St. Thomas  
*Professor and Chair of Philosophy*
- Francisco León Rivero**, B.A. 2007, M.A. 2009, Ph.D. 2015, Arizona State University  
*Associate Professor of World Languages and Cultures*
- John Rogers**, B.S. 1986, M.S. 1993, Ph.D. 2003, Rensselaer Polytechnic Institute  
*Assistant Professor of Engineering*
- Madeline Rogers**, B.A. 2009, J.D. 2012, M.B.A. 2018, AUT University, Auckland, New Zealand  
*Assistant Professor of Business*
- John Romano**, B.A. 1998, M.A. 2002, Ph.D. 2007, Harvard University  
*Professor and Chair of History*
- John Rziha**, B.A. 1996, M.A. 1998, Ph.D. 2006, The Catholic University of America  
*Professor of Theology*
- Andrew Benjamin Salzmann**, B.A. 2005, B.B.A. 2005, M.A. 2007, Ph.D. 2015, Boston College  
*Associate Professor of Theology*
- Kevin Sanchez**, B.S. 2016, Ph.D. 2022, University of Notre Dame  
*Assistant Professor of Chemistry and Biochemistry*
- Melissa Sawyer**, B.M.E. 2013, M.M. 2020, D.M.A. (ABD), University of Kansas  
*Assistant Professor of Music and Director of Athletic Bands*
- A. Max Sayler**, B.S. 2002, B.S. 2004, Ph.D. 2008, Kansas State University  
*Assistant Professor of Physics and Astronomy*
- Krystyn Schmerbeck**, B.A. 2002, M.A. 2006, M.Ed. 2021, Marymount University  
*Assistant Professor and Director of the Master's Program*
- Mark Schramp**, B.S. 2002, Ph.D. 2008, University of California-Berkeley  
*Associate Professor of Biology*
- Julie Sellers**, B.A. 1994, B.A. 1996, M.A. 1996, M.A. 2000, Ph.D. 2005, University of Wyoming  
*Associate Professor and Chair of World Languages and Cultures*
- Georgiy Shcherbatyuk**, B.S. 2005, M.S. 2008, Ph.D. 2012, University of California, Merced  
*Associate Professor of Physics*
- Christopher Shingledecker**, B.S. 2013, Ph.D. 2018, University of Virginia  
*Assistant Professor of Physics and Astronomy*
- Jeremy Sienkiewicz**, B.A. 2000, M.A. 2002, Ph.D. 2011, The Catholic University of America  
*Associate Professor of Theology*
- Jesse Smith**, B.S.W. 2010, M.S.W. 2014, M.A. 2019, Ph.D. 2023, The Pennsylvania State University  
*Assistant Professor of Sociology and Criminology*
- Jamie Spiering**, B.A. 2003, M.A. 2006, Ph.D. 2010, The Catholic University of America  
*Professor of Philosophy*
- Charles Sprouse III**, B.A. 2007, B.S. 2009, Ph.D. 2013, University of Kansas  
*Associate Professor of Engineering*
- Hans Stadthagen-Gonzalez**, B.A. 1996, B.S. 1996, M.Sc. 2002, Ph.D. 2005, University of Bristol  
*Assistant Professor of Psychological Sciences*
- Keevan Statz**, B.S.B.A. 2017, M.S. 2019, Ph.D. 2022, University of Kansas  
*Assistant Professor of Business*
- Paul B. Steinbach**, B.S. 1992, Ph.D. 1996, University of Missouri-Columbia  
*Professor of Chemistry and Biochemistry*
- Charles Stewart**, B.A. 1997, M.A. 2000, Ph.D. 2008, Indiana University-Bloomington  
*Associate Professor of Art and Design*
- Michael Stigman**, B.S. 1994, M.Ed. 1998, Ph.D., 2005, University of Kansas  
*Professor of English*

**Jeremy Stubblefield**, B.S. 2007, Ph.D. 2016, UT Southwestern Medical Center (UTSW)  
*Assistant Professor of Biology*

**Andrew Swafford**, B.A. 2004, S.T.L. 2007, M.A. 2009, S.T.D. 2012, University of St. Mary of the Lake/Mundelein Seminary  
*Professor of Theology*

**Nicolaas tenBroek**, A.A. 1989, B.A. 1992, M.A. 1994, M.S. 1996, Northern Illinois University  
*Associate Professor of Mathematics and Computer Science*

**Timothy Tharaldson**, B.A. 2000, M.M. 2005, D.M.A. 2021, University of Kansas  
*Associate Professor of Music*

**Michael Throop**, B.A. 2002, M.P.A. 2007, Ed.D. 2018, Northeastern University  
*Assistant Professor of Journalism and Mass Communications*

**Angela Voga**, B.S. 1997, B.S.N. 2017, M.S.N. 2020, Missouri Western State University  
*Assistant Professor of Nursing*

**Jay Wallace**, A.A.S. 1999, B.F.A. 2009, M.F.A. 2013, University of South Dakota  
*Associate Professor and Chair of Art and Design*

**Piper Wentz**, B.S. 1993, M.A.S.L. 2006, Ph.D. 2016  
*Associate Professor of Education*

**Eric West**, B.A. 1989, M.A. 1993, Ph.D. 2000, University of Kansas  
*Assistant Professor of Mathematics and Computer Science*

**Richard White**, B.A. 1986, M.A. 1988, Ph.D. 1995, Marquette University  
*Professor of Theology*

**Virginia Winder**, B.S. 2004, M.S. 2008, Ph.D. 2012, University of North Carolina-Wilmington  
*Associate Professor of Biology*

**Sarah Wise**, B.S. 2002, M.A.S.L. 2013, Benedictine College  
*Assistant Professor of Education*

**Karen Wood**, B.A. 1986, M.A. 1994, University of Kansas  
*Assistant Professor of Sociology and Criminology*

**Susan Wright**, B.A. 2009, M.A. 2012, Ph.D. 2019, University of Colorado-Boulder  
*Instructor of World Languages and Cultures*

**Lionel Yaceczko**, B.A. 2005, M.A. 2012, Ph.D. 2016, The Catholic University of America  
*Assistant Professor of Classics*

**James Young**, B.A. 2005, M.A. 2008, Ph.D. 2011, University of Notre Dame  
*Assistant Professor of Economics*

**Sarah Young**, B.A. 1988, M.A. 1991, Ph.D. 2001, University of Kansas  
*Professor of English*

**Michelle Zaleski**, B.A. 2010, M.A. 2014, Ph.D. 2018, The Pennsylvania State University  
*Assistant Professor of English*

**Mark J. Zia**, B.A. 1997, M.A. 1998, S.T.L. 2001, S.T.D. 2005, Pontifical University of the Holy Cross, Rome, Italy  
*Professor of Theology*

---

## Faculty Emeriti

---

**Scott R. Baird**, B.A. 1969, M.A. 1970, Ph.D. 1979, University of Washington  
*Professor Emeritus of Physics and Astronomy*

**Gary P. Burkart**, B.M.E. 1965, M.A. 1971, Ph.D. 1974, University of Kansas  
*Professor Emeritus of Sociology and Criminology*

**Francis Carpinelli**, B.A. 1957, M.A. 1959, Ph.D. 1973, University of Notre Dame  
*Professor Emeritus of English*

**James Ewbank**, B.A. 1953, M.A. 1960, University of Kansas  
*Professor Emeritus of Mathematics and Computer Science*

**JoAnn Fellin, O.S.B.**, A.B. 1955, M.A. 1964, Ph.D. 1970, University of Illinois Urbana-Champaign  
*Professor Emerita of Mathematics and Computer Science*

**Dianna Henderson**, B.A. 1985, M.S. 1994, Ed.D. 2000, University of Kansas  
*Professor Emerita of Education*

**Thomasita Homan, O.S.B.**, B.A. 1970, M.A. 1979,  
Iowa State University  
*Professor Emerita of English*

**Donald Hoy**, B.S. 1963, J.D. 1966, University of Iowa  
*Professor Emeritus of Business*

**Francis P. Kessler**, B.A. 1966, M.A. 1967, Ph.D. 1971,  
University of Notre Dame  
*Professor Emeritus of Political Science*

**Ruth Krusemark**, B.M. 1973, M.M. 1976, D.M.A.  
1997, University of Kansas  
*Professor Emerita of Music*

**Kerry Marvin**, B.S. 1972, M.A. 1979,  
University of Missouri-Kansas City  
*Professor Emeritus of Psychological Sciences*

**Sharon K. Mathis**, B.A. 1964, M.S. 1970, Central  
Missouri State University  
*Professor Emerita of Health, Physical Education and  
Recreation*

**Douglas C. McKenzie**, A.B. 1961, M.A. 1962, Ph.D.  
1973, University of Oregon  
*Professor Emeritus of Theatre Arts*

**Dennis P. Murphy**, B.A. 1975, M.S.Ed. 1986,  
University of Kansas  
*Professor Emeritus of Health, Wellness, and Exercise Science*

**Michael O'Hare**, A.B. 1962, M.A. 1965, Marquette  
University  
*Professor Emeritus of Theology*

**Charles Osborn**, B.A. 1979, M.Ed. 1988, Ed.D. 1990,  
University of South Dakota  
*Professor Emeritus of Education*

**Rupert E. Pate**, B.A. 1959, M.A. 1970, University of  
Kansas  
*Professor Emeritus of History*

**Deborah Peters, O.S.B.**, B.A. 1965, M.S. 1976, M.A.  
1973, Ph.D. 1989, St. Louis University  
*Professor Emerita of English*

**John F. Settich**, B.A. 1969, M.S. 1992, Ph.D. 2003,  
University of Illinois at Chicago  
*Professor Emeritus of Political Science*

**Charles W. Theis**, B.M. 1972, B.M.E. 1975, M.A.  
1975, D.M.A. 1992, University of North Texas  
*Professor Emeritus in Music*

**Richard G. Wittmann**, A.B. 1955, M.A. 1957, Ph.D.  
1984, St. Louis University  
*Professor Emeritus of Modern and Classical Languages*



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## Memberships

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Benedictine College holds memberships in the following:

- American Academy for Liberal Education
- American Association of College of Nursing (AACN)
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Association of American College and University Programs in Italy
- Association of Benedictine Colleges and Universities (ABCU)
- Association of Catholic Colleges and Universities (ACCU)
- Association of Christian Librarians
- Atchison Area Chamber of Commerce
- Bellevue
- Catholic Campus Ministry Association
- Catholic College Cooperative Tuition Exchange (CCCTE)
- Catholic Library Association
- College and Universities Professional Association for Human Resources (CUPA-HR)
- College Board Membership
- Collegiate Nurse Educators of Greater Kansas City (CNE)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council of Independent Colleges
- Heart of America Athletic Conference (HAAC)
- Higher Learning Commission (HLC)
- International Student Exchange Programs (ISEP)
- Kansas Association of Colleges of Nursing (KACN)
- Kansas Association of Collegiate Registrars and Admissions Officers (KACRAO)
- Kansas Association of Student Financial Aid Administrators (KASFAA)
- Kansas Board of Nursing
- Kansas Collegiate Media
- Kansas Independent College Association (KICA)
- Kansas Independent College Fund (KICF)
- Legatus
- National Association of College Admissions Counselors (NACAC)
- National Association of College and University Business Officers (NACUBO)
- National Association of Intercollegiate Athletics (NAIA)
- National Association of Schools of Music (NASM)
- National Association of Student Financial Aid Administrators (NASFAA)
- National League for Nursing (NLN)
- Online Computer Library Center (OCLC)
- Rocky Mountain Association of Student Financial Aid Administrators (RMASFAA)
- St. Joseph (Missouri) Area Chamber of Commerce
- Society for Human Resource Management
- State Library of Kansas

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## **Office for Advancement**

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The Benedictine College Office for Advancement is responsible for strengthening the institution through strategic initiatives, programs, events, and campaigns executed by the offices of Advancement Services, Alumni Relations, Annual Giving, Development, and Planned Giving.

### **Advancement Services**

The staff handles the upkeep of constituent records and the recording of donations to the college. They also tell the accomplishments and life stories of its alumni in the class notes section of the *Spirit of Giving* alumni magazine.

### **Alumni Relations**

This office provides students and alumni the ability to access internships, job opportunities, mentoring, and career counseling through The Raven Walk, an online professional networking platform. The office hosts a variety of events and programs throughout the year to engage alumni with the college. The office is the administrator for the Benet Awards, honoring benefactors and outstanding alumni/alumnae of Benedictine College, St. Benedict's College, and Mount St. Scholastica College; The Cross of the Order of St. Benedict, the Young Alumni award, the Kansas Monk, and the Offeramus Medal.

### **Annual Giving**

This office works with all constituents of the college to build the annual fund through mail campaigns, e-mails, phonathons, Day of Giving, and the Scholarship Ball. Annual fund gifts support students with scholarships; fuels innovative academic programs; keeps the Benedictine organizations, departments, and athletic teams strong; and continues to grow the faith formation initiatives. The staff also produces four issues annually of the *Spirit of Giving* alumni magazine.

### **Development**

This office builds and maintains relationships with the constituents to secure funding for scholarships, student research, improve faculty experience, upgrade facilities, expand academic resources, pioneer new programs, and other special needs of the college.

### **Planned Giving**

This office strengthens the college through Legacy Gifts established by the constituent. Your support of Benedictine College reflects your values and the mission to educate students in a community of faith and scholarship. A gift left to Benedictine College in your will or trust is a way to ensure your values live on for future generations.

Our offices may be contacted by mail:

Office for Advancement  
Benedictine College  
1020 North Second Street  
Atchison, KS 66002

Telephone: 800.766.0078 ext. 7414 or 913.360.7414

Email: [bcadvancement@benedictine.edu](mailto:bcadvancement@benedictine.edu)

Or on the web: [www.benedictine.edu/give](http://www.benedictine.edu/give).

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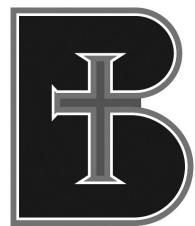
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1020 North Second Street  
Atchison, Kansas 66002-1499

[www.benedictine.edu](http://www.benedictine.edu) 1.800.467.5340