
BENEDICTINE COLLEGE

2007–2008

1020 North Second Street
Atchison, Kansas 66002-1499

1-913-367-5340

1-800-467-5340

FAX (913) 367-5462

Internet: mail@benedictine.edu

World Wide Web:

<http://www.benedictine.edu>

Accreditation:

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

North Central Association of Colleges and Schools

30 North LaSalle, Suite 2400

Chicago, IL 60602-2504

National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21

Reston, VA 20190

National Council for Accreditation of Teacher Education*

2010 Massachusetts Ave. N.W., Suite 500

Washington, DC 20036-1023

Joint Review Committee on Educational Programs in Athletic Training (JRC-AT)

2201 Double Creek Drive, Suite 5006

Round Rock, TX 78664

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

Catalog

2007–2008

Table of Contents

Accreditation	1	Grade Appeals.....	41
Academic Calendar	3	Auditing Courses	41
Mission of Benedictine College	5	Repeating a Course.....	42
Benedictine College Vision and		Classification of Courses and Students.....	42
Commitments	6	Class Attendance.....	42
Benedictine College Values	7	Course Changes	43
Heritage of Benedictine College	9	Academic Warning, Probation and	
America’s Discovery College	10	Dismissal	43
Student Body and the Faculty.....	11	Readmission.....	43
The College Facilities.....	11	Summer Study at Other	
General Admission Policies	13	Colleges and Universities.....	43
Application for Admission.....	13	Application for Degree	44
Admission to Freshman Standing.....	14	Graduation Honors	44
Transfer Admission and Degree		Academic Honors	44
Completion	15	Transcript of Credits	45
Probationary Acceptance	16	Access to Student Records	45
Advanced Placement	16	Reasonable Learning Accommodations	45
Readmission.....	18	Student Expenses	46
Academic Amnesty.....	18	Payment Policy	46
International Students.....	19	Enrollment Fee	48
Special Student Status	20	Housing Deposit	48
Student Financial Aid	20	Refund Policy	48
Application for Aid.....	20	Academic Structure of the College	50
Scholarship and Financial Aid		Academic Organizational Chart	51
Programs.....	21	Division of Arts and Communication.....	52
State/Federal Government Financial		Division of Business and Economics	53
Aid	22	Division of Education	54
Scholarship and Award Guidelines	27	Division of Health, Science, and	
Satisfactory Academic Progress		Mathematics.....	55
Requirements	28	Division of Humanities.....	56
Student Development	29	Division of Social and Behavioral	
Campus Ministry	30	Sciences	57
Student Government Association (SGA).....	30	Courses of Instruction	58
Activities and Organizations.....	30	Degrees Awarded and Special	
Student Health Service	31	Academic Services	268
Advising and Counseling.....	31	Degrees Conferred	268
Career Development	31	Graduate Programs	268
Publications	32	Institute for Religious Studies	269
Sports	32	Computer Facilities and Services	270
College Policies and Procedures	33	Library Service	270
Academic Regulations and		The Academic Assistance Center.....	270
Procedures	33	Board of Directors	271
Academic Year.....	33	Administration	271
Major and Minor Programs	33	Faculty	272
Degree Requirements.....	34	Faculty Emeriti	276
General Education	35	The Alumni Association	278
Course Load	39	Memberships	278
Academic Minors	39	Gifts and Bequests	279
Examinations and Grade Reports	40	Maps	280
Academic Honesty	40	Index	282
Grading	40		

Academic Calendar

Fall Semester 2007

August

20–21	Monday–Tuesday	Registration
22	Wednesday	Classes begin

September

3	Monday	Labor Day (classes in session)
4	Tuesday	Last day to enroll; last day to add a class
18	Tuesday	Last day to drop without a ‘W’

October

5	Friday	Graduation applications due
16	Tuesday	Mid-Term Ends
19–21	Friday–Sunday	Homecoming Weekend
25–28	Thursday–Sunday	Fall Break

November

2	Friday	Last day to drop a class
5–16	Monday–Friday	Pre-Registration
21–25	Wednesday–Sunday	Thanksgiving Break
26	Monday	Classes resume

December

5	Wednesday	Study Day/Incomplete Applications Due
6, 7, 10, 11	Thursday, Friday	Final Exams
	Monday, Tuesday	

December 25–January 1
College Offices Closed

Academic Calendar

Spring Semester 2008

January

14, 15	Monday, Tuesday	Registration
16	Wednesday	Classes begin
29	Tuesday	Last day to enroll; last day to add a class

February

4	Monday	Graduation applications due for December grads
12	Tuesday	Last day to drop without a 'W'

March

11	Tuesday	Mid-Term Ends
14–25	Friday–Tuesday	Spring Break and Easter Break

April

16	Wednesday	Discovery Day
----	-----------	---------------

May

7	Wednesday	Study Day
8, 9, 12, 13	Thursday, Friday, Monday, Tuesday	Final Exams
16	Friday	Baccalaureate Mass
17	Saturday	Commencement

June

13–15	Friday–Sunday	Alumni Weekend
-------	---------------	----------------

The Mission of Benedictine College

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

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

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

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

vitalized by the spirit of St. Benedict, the members of the Benedictine College community can share work and prayer in common, faithful participation in the life of the community, attentive openness to the Word of God, deep concern for issues of justice and peace, and the pursuit of moderation, hospitality and care for the gifts of creation.

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

Benedictine College Vision and Commitments

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 them to form the habit of life-long learning and expect them to apply well-developed ethical standards in every aspect of their lives.

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

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

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

Benedictine College Values

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 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

The Heritage of Benedictine College

Benedictine College is located in historic Atchison, Kansas, which is 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.

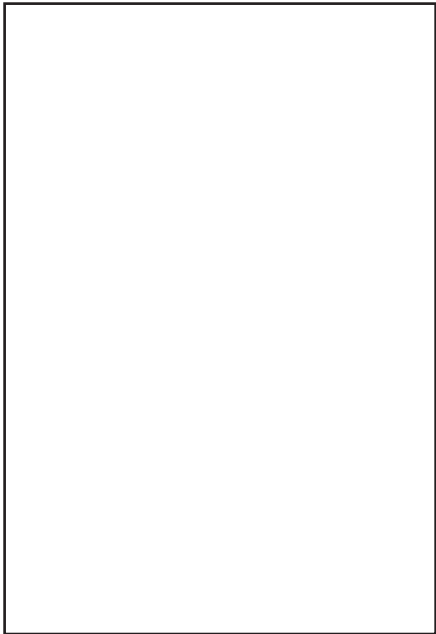
The heritage of Benedictine College is rooted in the fifteen hundred year-old tradition of the Benedictine Order and the more recent dedication of the American Catholic church to providing sound general and religious education to its members. In 1856, at the request of the Most Rev. John B. Miege, S.J., 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.

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.



America's Discovery College

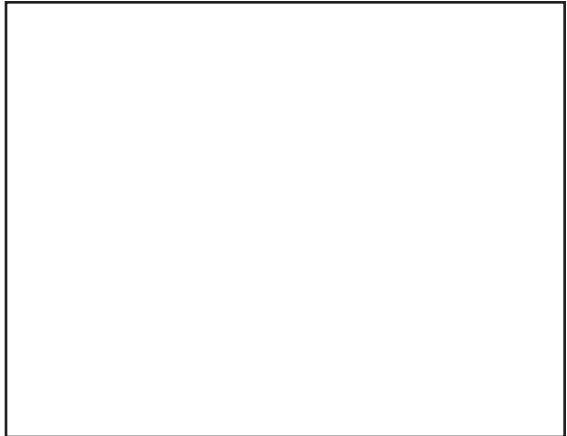
As America's Discovery College, Benedictine is committed to providing a student-centered teaching and learning environment, supportive of a uniquely creative, collaborative and challenging learning experience.

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

The Student Body and the Faculty

In the fall semester 2006, Benedictine College students numbered 1553, including 1229 full-time undergraduates. They came from forty-three states and twenty-one foreign countries. More than half of Benedictine's undergraduate students are out-of-state students, with Missouri, Nebraska, Iowa, and Colorado accounting for the greatest percentage of out-of-state students.

Freshmen made up 29% of the student body and 73% of undergraduate students lived in campus residential halls.

The faculty totaled one hundred fifteen full and part-time professors for the fall of 2006. Seventy-seven percent of the full-time faculty have earned terminal degrees in their fields of instruction. Monks from St. Benedict's Abbey and sisters from Mount St. Scholastica Monastery comprise eleven percent of the faculty and administration. The ratio of students to faculty was 15 to 1 for fall 2006.

Students and faculty work together on some committees of the college. At the committee meetings, the students are full-fledged members whose opinions, ideas, and suggestions are given careful attention and consideration by other members of the committee.

The College Facilities

Benedictine College is situated on the western bluffs of the Missouri River overlooking the Missouri River Valley and the surrounding area. This beautiful setting of over one hundred acres includes the facilities of seven residence halls, three educational buildings, a library, gymnasium, athletic and fitness facility, cafeteria, and various other buildings—all adjacent to the Abbey Church and Guest House. Outdoor playing fields and ball courts offer opportunities for outdoor sports and recreational activities such as football, baseball, softball, soccer, tennis, basketball, volleyball, frisbee, and handball, as well as walking and jogging paths.

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

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

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

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

Bishop Fink Hall: This is one of the original buildings on campus, built in 1878. It was named for the first Bishop of the Diocese of Leavenworth, the Benedictine Bishop Louis Fink. Today, the building houses the departments of Business, Art, Education, Music, and Political Science, as well as the Cray Center for Entrepreneurial Services. It contains a very extensive music library, a curriculum library for students in education, a micro-computer lab, offices, art studios, practice rooms and classrooms.

The Café (Cafeteria): Built in 1965, the Café is located between Ferrell Hall and the Student Union and is at the core of campus social life. The home of Campus Dining Services, the Café offers quality, nutritious and innovative residential dining, catering and conference solutions to the entire campus and Atchison community.

The Haverty Center: The upper-level gymnasium is used both for athletics, intramural and recreational activities. This level of the building contains athletic offices, two handball courts, and an isometric room. A swimming pool is located in the basement. Originally constructed in 1923, Benedictine College recently renovated the building by restoring the historic space commonly known as the “Old Roost” to the hub of daily activity so many remember. The Raven Roost is once again located on the north end of the first floor of the building. This area contains a coffee house/pub area, poet’s corner with fireplace, the Monte Cassino Inn, and a campus store. The Raven Roost unites the past history of the college and its alumni with the lives of our current and future students.

The Library: Completed in 1968, this air-conditioned structure is designed to make all materials easily accessible to the student. Microfilm equipment provides access to newspaper files and rare publications. More than seventy percent of the seating is provided with islands, carrels, individual and group study rooms, and an attractive lounge area that allows for browsing and casual study. The library houses a computer lab that has access to the Internet and researchable databases. The General Studies Center offers academic support through a wide range of services and is designed to accommodate the needs of the entire college community. The center is located on the main level of the library.

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

The Student Union: Dedicated in the fall of 1996, this facility is the hub for student-related and community activities. The Ralph Nolan Gymnasium on the ground floor is the home of the Raven basketball and volleyball teams. Near the gym is the 500-seat O’Malley-McAllister Auditorium used for musical productions and for other campus meetings. The student mailboxes are located on the ground floor. The Dean of Students Office and other student-service and student government offices overlook the gym. The Sister Mary Noel Walter Atrium houses the Frederick Hart “Ex Nihilo” sculpture collection and offers a relaxing atmosphere with comfortable furnishings and windowed wall overlooking the campus entrance.

Westerman Hall: Completed in 1964 to serve the science departments, Westerman Hall contains laboratories, classrooms, and offices. The auditorium serves as a high-tech facility for both in-house presentations and visiting lecturers.

Ferrell Hall: Ferrell Hall is a modern hall with a rich history. The hall's history begins with its construction as the first Abbey in the Western Territory by the priests and brothers of the Benedictine Order in 1893. Built under the patronage of King Ludwig I of Bavaria, the hall is Romanesque in its architecture. Today, the hall takes its name from the Jim and Zibbie Ferrell family whose generous support of the college is an extension of their love for Atchison, education, and western monastic culture. The award-winning residence hall combines historic significance and modern amenities. Ferrell Hall fosters residentiality, houses undergraduates and hall staff, and offers the amenities of contemporary student life. The Heritage Room is on the second floor in what was formerly a chapel. This room contains an exhibit designed and developed to recognize, thank and honor the many long-serving faculty, staff and administrators who left an indelible mark on the college's rich history. Collectively, the dedicated service of the nearly 200 individuals honored therein exceeds 5,000 years.

Raven Stadium/Laughlin Track: Raven Stadium is home to many exciting Heart of America Athletic Conference football games and track meets. It is one of the best small-college stadiums in the region with chair-back seating, press box, concession, and suites.

General Admission Policies

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

Application for Admission

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

1. A completed application (form can be found at www.benedictine.edu) for undergraduate admission;
2. \$25.00 non-refundable application fee;
3. An official report of scores earned on the ACT or SAT examinations. These may be included as part of the official transcript; and
4. A completed official high school transcript.

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

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

Upon receipt of a completed application, the \$25.00 application fee, all official transcripts of credit, and ACT or SAT scores, an applicant will be notified of his or her admission status within two weeks. The admission of a high school senior assumes that the student will maintain a satisfactory record and complete high school graduation requirements.

If the decision of the Admission Committee is favorable, the applicant will be requested to send in an enrollment fee of \$100.00. Payment of this fee completes the acceptance and pre-registration process. Accepted applicants are encouraged to pay the \$100.00 fee as soon as possible in order to secure enrollment in the class or within two weeks of receipt of their financial aid award letter. This fee is refundable until May 1 for fall semester applicants, and October 1 for spring semester applicants.

In addition to the enrollment fee, all on-campus students are required to place a \$100.00 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.

Admission to Freshman Standing

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

- English (4 units)
- Mathematics (3–4 units)
- Foreign Language (2–4 units)
- Natural Science (2–4 units)
- Social Science (2 units)
- History (1 unit)

Other traditional college preparatory courses should complement the above list. Students planning to major in computer science, engineering, mathematics, 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. A ‘C’ (2.0/4.0) average in high school academic/core studies;
2. A composite score of eighteen or more on the ACT, 860 or higher on the Scholastic Aptitude Test (SAT);
3. Graduate in the upper half of one’s high school senior class.

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

High school juniors or home-schooled students who wish to attend college must follow regular admission procedures. However, admission will be granted only to students who have

sixteen academic units in academic/core studies or their equivalent, plus an above-average academic and achievement record. In addition, a personal interview and a letter of recommendation and support from the high school principal, guidance counselor, or home-school instructor are required. Part-time high school or home-schooled students who wish to enroll in individual courses must have permission of the instructor.

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.

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. Credit for transferable courses will be awarded for all such courses in which a grade of 'C-' or better was earned.
3. Thirty hours of upper-division credit are required.
4. A minimum of twenty-eight hours of general education is required in the following fields:
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.

Core Requirements

En 101, English Composition (3 hours)
Ph 175, Logic and Nature (3 hours) or Ph 231, Philosophy of Nature (3 hours)
Th 101, Introduction to Theology (3 hours)
Pe 115, Wellness for Life (1 hour)

Foundations: Each course may meet one requirement

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

Perspectives

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

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

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

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

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

1. A completed application for undergraduate admission for transfer candidates;
2. \$25.00 non-refundable application fee;
3. Complete official transcript from every post-secondary institution attended*;
4. If the student has fewer than 60 transfer hours, an official report of scores earned on the ACT or SAT; and a complete official high school transcript are also required.

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

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

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

***PLEASE NOTE:** No student will be allowed to begin the registration process until all official transcripts are received.

Probationary Acceptance

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

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

Advanced Placement

Advanced Placement

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.

College Level Examination Program (CLEP)

Applicants may request advance credit for courses in the college catalog by providing proof that the material described has already been mastered. The normal way in which this can be done is by examination. The college will accept most General Examination and most Subject Matter Examinations of the College Level Examination Program. Subject level examinations of CLEP acceptable are **American Government, American History I and II, American Literature, Analysis and Interpretation of Literature, Calculus with Elementary Functions, College Composition, College French (levels 1 and 2), College Spanish (levels 1 and 2), English Literature, Freshman English, General Biology, General Chemistry, General Psychology, Human Growth and Development, Introductory Accounting, Introductory Business Law, Introductory Macroeconomics, Introductory Marketing, 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.

International Baccalaureate (IB)

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

All areas require a score of 4 or above on the Higher Level Exam or a score of 5 or above on the Standard Level Exam. Official transcripts and scores must be sent directly from the IB office to the Registrar's office in order to award credit. Web site: ibo.org.

English A1	equivalent to 3 hours of English Literature credit
Biology HL in English	4 hours of Introduction to Biology credit
Chemistry SL in English	8 hours of General Chemistry credit
Spanish B	4 hours of Elementary Spanish credit
History Americas HL	6 hours of credit in US History
World History	6 hours of credit in World Civilization

Locally Administered Placement Examinations

During on-campus registration in the summer and fall orientation, freshmen and eligible transfer students will be given the opportunity to test out of the college requirements in several areas. Tests will be given in music, Latin, German, French, and Spanish. Those who score high on the language tests may have satisfied the college's general education requirement for one or two semesters of language and will be eligible to continue with sophomore courses. Students who have had three years or more of French or Spanish are required to take the placement test if they wish to continue studying the same language. Students who have had two years of French or Spanish are strongly encouraged to take the test. Please see the policies regarding language placement in the Modern Foreign and Classical Languages Department section of this catalog. Students who pass the language exam will be given college credit if they wish to pay a fee per credit hour.

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 non-traditional student shall be defined as a student of at least twenty-three years of age who has not been enrolled as a full-time student in a degree program for at least two years. 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.

Readmission

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

Submit to the Admission Office:

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

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

The dean of the college, in conjunction with the associate dean, 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. The right of personal appeal is reserved for the student.

A student who had been refused enrollment for a semester on academic grounds may apply for re-enrollment after one semester. If readmitted, the student must maintain a 2.00 average in a minimum full load to continue enrollment.

Academic Amnesty

Some students fail in their initial attempt to pursue college-level work. Academic deficiencies accumulate so that it would be impossible for some students to ever complete the minimal standards of required quality points.

In instances where a student has interrupted college work at Benedictine College for one academic year, or has completed military service, and upon readmission can demonstrate that

he or she can perform at a better-than-average level, amnesty will be granted for the poor record acquired in earlier years. A degree will be awarded on the basis of the level of achievement evidenced after readmission. This does not apply to educational majors seeking certification.

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

Admission of international students is based on previous academic work, English language proficiency, and if appropriate, standardized test scores that assess scholastic ability in the U.S. classroom. Minimum English proficiency for the acceptance of international students to full-time regular student status normally requires a score of 72 on the Internet-Based Test of English as a Foreign Language (TOEFL iBT), 200 on the Computer-Based TOEFL (TOEFL CBT), 533 on the Paper-Based TOEFL (TOEFL PBT) or 6.0 on the International English Language Testing System (IELTS).

Upon arrival on campus, students who have received a score below these levels will be administered the Institutional TOEFL test and will participate in an oral interview and written test in order to better assess their language proficiency before being registered in the appropriate courses.

All international students 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, book and health insurance.

International students are required to have health and accident insurance which covers them while in the United States. A group rate policy is available through the college and is purchased at the time of registration. Waivers for insurance plans other than the one provided through the college will be approved only if appropriate criteria are met and documented in English.

English As a Second Language Program (ESL)

The college has an English as a Second Language (ESL) program to meet the needs of international students whose first language is other than English. The program provides language instruction at the intermediate and advanced levels to improve students' English skills and prepare them for full-time student status. Academics are emphasized throughout the ESL curriculum; academic listening and note-taking, public speaking, academic writing, and field, library, and electronic media research are integrated into the appropriate skill areas of listening and speaking, reading, writing, and structure.

It is required that all students submit a TOEFL score or the equivalent of another secured assessment of English language proficiency in order to complete the application and admission process. Minimum English proficiency for the acceptance of international students to full-time regular student status normally requires a score of 72 on the Internet-Based Test of English as a Foreign Language (TOEFL iBT), 200 on the Computer-Based TOEFL (TOEFL CBT), 533 on the Paper-Based TOEFL (TOEFL PBT) or 6.0 on the International English Language Testing System (IELTS). Upon arrival on campus, students who have received a score below these levels will be administered the Institutional TOEFL test and will participate in an oral interview and written test in order to better assess their language proficiency before being registered in the appropriate courses.

Results of placement testing will indicate whether the student will be enrolled full-time in the ESL program or eligible to take some academic coursework. Once a student has achieved an acceptable level of language proficiency in all ESL coursework, or has received sufficient scores on a standardized test, he or she will be admitted to full-time status. Students who begin to take regular courses before completing the ESL program will be required to take one credit hour of Es 050, which consists of non-credit ESL tutoring sessions, each semester until they complete the ESL program. The services of the ESL program will be available to students throughout their enrollment at Benedictine College.

Special Student Status

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

Student Financial Aid

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

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

Application for Aid

Application for aid involves the following steps:

Admission

A rolling admission policy is used. Early admission is advisable; students are encouraged to apply at least six months prior to enrollment. Official consideration of aid requests is not made until a student has been admitted to the college. Final official financial aid offers are based upon

date of acceptance to the college. Aid such as work study, SEOG and Perkins will be awarded on a first come, first served basis and to the neediest students. An early estimated package may change based upon the date of acceptance, FAFSA or verification.

Application for Aid

The Free Application for Federal Student Aid (FAFSA) should be received before April 1 for full consideration.

Demonstration of Need

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

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

Awarding and Acceptance

After the student has been admitted and the college has received the results of the FAFSA, the student will receive notification of the award. Indication of acceptance is made by returning a signed copy of the award letter and the \$100.00 enrollment fee (if not already forwarded) by the required date.

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

Renewal of Aid

Current students must submit a Free Application for Federal Student Aid (FAFSA) each spring by April 1. The college will attempt to maintain a student aid package for a four-year period, providing requirements are met, the student maintains satisfactory academic progress, and the family need remains the same.

Part-Time Student Aid

All forms of federal financial aid are available to students taking at least six credit hours in a degree-seeking program. (See application procedures.) No institutional aid is available to part-time students.

Leave of Absence

Illness, military duty, or other unusual circumstances may prevent a student from completing the current semester. When this occurs, the associate dean should be contacted for a leave of absence application. The student will retain current academic and financial aid status, if this application is approved.

Scholarship and Financial Aid Programs

Benedictine College annually awards more than \$3.8 million in student aid. Many students receive awards in areas such as academics, athletics, and extracurricular activities. The awards are renewable for four years.

Presidential Scholarships

Awards are made to students who have demonstrated outstanding academic performance. The award of full tuition is a renewable scholarship based on college involvement and academic performance. A maximum of five scholarships will be awarded annually, based on a competitive Honors Committee selection process.

Dean's Scholarships

Awards are made to students who have demonstrated outstanding academic performance. The award of 75 percent of tuition is a renewable scholarship based on college involvement and academic performance. A maximum of five scholarships will be awarded annually, based on a competitive Honors Committee selection process.

Academic Scholarships

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

Transfer Scholarships

Awards are based on the student's cumulative GPA from all college courses. Minimum GPA is 2.50. The scholarships are renewable.

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

Athletic Awards

Athletes should contact the athletic director or the appropriate coach for forms and information. Athletic awards are available for men in football, soccer, basketball, baseball, track, cross-country, and tennis; and for women in volleyball, soccer, basketball, softball, track, tennis, cross-country, and cheer.

Music/Theatre Awards

Music awards are available to students interested in instrumental band or vocal music. An audition, either in person or by tape, is recommended. Interested students should contact the chairperson of the Music Department. Students interested in theatre awards should contact the chairperson of the Theatre Arts Department for details.

U.S. Army ROTC Scholarships

Two-, three-, and four-year scholarships are available each year to selected students who are enrolled or will enroll in the Army ROTC program. The scholarships provide payment of all tuition, fees, a monthly tax-free payment of \$250–\$400 for the duration of the scholarship, not to exceed ten months for each year of the scholarship, and a flat-rate book allowance of \$300 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 \$250 or \$400 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.

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). Forms are available from your high school guidance counselor or from the Admission Office, Benedictine College.

Kansas Comprehensive Grant: Only Kansas residents attending a private college are eligible to apply for the Kansas Comprehensive Grant. Students may receive up to \$3,000 per year. The grant amount is determined by the results from the Free Application for Federal Student Aid (FAFSA), available from the Admission Office, Benedictine College, or your high school guidance counselor. It is important that you list Benedictine College as a school to receive the information on your FAFSA. Our school code is 010256. The FAFSA must have a processed date of April 1 to be eligible.

Federal Pell Grant: Gift aid up to \$4,050 per year. Eligibility is based on need. The FAFSA is the only application to apply for this aid.

Federal Supplemental Educational Opportunity Grant: Gift aid up to \$1,500 per year. Eligibility is based on need with priority given to Pell eligible students. The FAFSA is the only application to apply for this aid.

Federal Perkins Loan (formerly NDSL): A five percent fixed interest loan up to \$1,000 per year for freshmen and \$500 for sophomores. Principal and interest charges are deferred while enrolled at least half-time. Repayment (up to ten years) begins nine months after graduation. Eligibility is based on need. The FAFSA and a Promissory Note (signed when school begins) are the only applications for this aid. Loan counseling is required and occurs when school begins.

Federal Stafford Loan (formerly GSL): These loans are available to students at an annually adjusted variable interest rate with a 8.25 percent cap. Repayment (up to ten years) begins six months after graduation. The FAFSA and only one Master Promissory Note (good for all four years of school) are the only applications for this aid. Loan counseling is required and can be done via the web at www.usagroup.com/apps/slc.asp?root=010256.

Federal Subsidized Stafford Loan: This loan program allows freshmen to borrow up to \$2,625; sophomores up to \$3,500; juniors and seniors up to \$5,500. The principal may be deferred and the government pays the interest while the student is enrolled at least half-time. Eligibility is based on need.

Federal Unsubsidized Stafford Loan: Independent students may borrow the subsidized amount plus the following: freshmen and sophomores up to \$4,000; juniors and seniors up to \$5,000. While the student is enrolled at least half-time, the principal and interest (however interest is capitalized) may be deferred. Eligibility is not based on need.

Federal Parent Loan for Undergraduate Students: This loan program to parents for dependent undergraduate students offers an annually adjusted variable interest with a nine percent cap. Parents may borrow up to the cost of attendance minus other aid. Repayment (up to ten years) begins sixty days after loan is fully disbursed. Eligibility is not based on need. The PLUS loan application is the only application for this aid and can be obtained from the Financial Aid Office or the lender of your choice.

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

Students may work part-time, typically five to twenty hours per week, to earn up to \$2,000 per year. The money can be applied directly to the bill or used for personal expenses. The Financial Aid Office coordinates the job placement. Eligibility is based on need. The FAFSA and a Work Study Application (mailed with the award letter) are the only applications to apply for this aid.

ROTC — Army: Interested students should contact the Military Science Department at Missouri Western State College, 4525 Downs Drive, St. Joseph, Missouri 64507. (816) 271-0096 / (800)-647-2881.

Endowed Scholarships

Benedictine College administers many scholarship funds including those established earlier at St. Benedict's and Mount St. Scholastica Colleges. Awards are made by the scholarship committee on the basis of scholastic achievement, financial need, and the wishes or criteria set by the donor.

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

Adair-Exchange Bank and Trust Scholarship
Thomas E. Alsop Scholarship
Bartels-Exline Scholarship
Paul P. and Myrle M. Boatwright Scholarship
Louis H. Borserine, Jr. Scholarship
William T. and Patricia Bowler, Jr. Scholarship
Broderick-Devling Scholarship Fund
Sister Mary Cyril Busenbarrick Scholarship
Paul H. and Louise M. Byrd Scholarship
Jack and Dolores Caldwell Trust-Capital City Bank Scholarship
Dan and Terri Carey Family Scholarship
Carrigan/Fitzgerald Scholarship
John Casey Scholarship
Pete Cathers Memorial Scholarship
Art and Terri Catrambone Scholarship
Chicago Scholarship
Tom Colwell Sr. Endowed Scholarship
Corbett Endowed Scholarship
Kathryn Weishar Dalzell Music Scholarship
Father Eugene Dehner Scholarship
Mother Lucy Dooley Scholarship
Abbot Brendan Downey Scholarship
Leo and Albina Dreiling Scholarship
J. Ernest Dunn Scholarship
Gilbert R. Estrada Scholarship
The 571st Dustoff Medics Scholarship
Luisa Garcia Flood Scholarship
Forster-Powers Scholarship
Cyril S. S. Fountain Scholarship
Frankenhoff, Wolters and Mother Lucy Memorial Scholarship
Helen Jane Gaschen Music Scholarship
Gilligan Family Endowed Scholarship Fund
Mary E. Graboski Endowed Scholarship
Joseph H. Gronstal Memorial Scholarship
Walter F. and Elsa G. Gorges Scholarship
Marshall V. and Beulah M. Hall Scholarship
Raleigh and Lucille Hays Endowed Scholarship
Jeanne Marie Heath Scholarship
Father Alcuin Hemmen Scholarship

Mother Celeste Hemmen Scholarship
Hickert Family Scholarship Fund
Owen and Genevieve Horner Scholarship
Sister Jerome Keeler Scholarship
Kiefer Memorial Scholarship
John Kirwan Family Scholarship
Anthony Klopf Scholarship
Judge Jay A. and Sadie Kyle Scholarship
Philip T. Lawlor Scholarship
Charles and Ernestine Linck Scholarship
William F. Lindquist Endowed Scholarship
Charles G. Lyman Scholarship
Edwin and Helen McAnany Scholarship
James W. and Dorothy McBride Memorial Scholarship Fund
Dennis J. McCarthy Memorial Scholarship
Abbot Cuthbert McDonald Scholarship
John J. McGrath Priesthood Scholarship
Francis and Leo McIntyre Scholarship
McKeever Family Scholarship
Mr. and Mrs. Joseph Mihoover Memorial Scholarship
Mary Frances Kochevar Miller Scholarship
Robert G. Miller Memorial Scholarship
C.W. and Betty Moore Scholarship
James P. Moroney Scholarship
Michael J. Murray Endowed Scholarship
National Endowment for the Humanities
Nemaha County Scholarship
Ralph Nolan Scholarship
Father John P. O'Connor Scholarship
Laurence R. O'Donnell Scholarship
Wini Shaw O'Malley Scholarship
Oldfather Endowed Scholarship
Sister Elizabeth Overton Scholarship
Ann and Jack O'Sullivan Scholarship
Piazza Family Scholarship
Priesthood/Formation Scholarship
Donald Prouty Scholarship
Michael Puricelli Scholarship
Josephine E. Rambour Scholarship
Walter E. Rambour Scholarship
Robert J. Reintjes Scholarship
Bertha Roche Scholarship
Herman J. Rome Scholarship
George L. Ross Priesthood Scholarship
Daniel G. Rupp Memorial Scholarship
Joseph M. and Agnes C. Magrane Schaefer Scholarship
Victor and Agnes Schaefer Endowed Scholarship

Charles F. Schaff Scholarship
Frank Scheetz Scholarship
Donald and Roselyn Schmidt Scholarship
Rita and Jerry Schmidt Scholarship
Father Sylvester Schmitz Scholarship
Mary Domatilla Schober Scholarship
Harold and Eunice (Cole) Schorn Scholarship
Herman and Catherine Corpstein Schuele Scholarship
Jack Shay Scholarship
John and Annalene Sheda Scholarship
Slief-Morales Scholarship
Dr. William F. Smith Scholarship
John L. Speier Jr. Endowed Scholarship
Father Joseph Staudinger Memorial Scholarship
H. Guy and Alma M. Stinson Music Scholarship
Mike and Marlene Stovall Endowed Scholarship
Sister Helen Sullivan Scholarship
Sturm Endowed Scholarship
Symon-Whitaker Memorial Scholarship
Bucky Thompson Memorial/Vietnam Veterans Scholarship
Thull Family Endowed Scholarship
Glenn and Patricia Torline Endowed Scholarship
Lionel G. and Eileen E. Trujillo Endowed Scholarship
Dana Allan Villeme Memorial Scholarship
Helen K. Volk Memorial Scholarship
Franz A. and Angelena Morales Von Sauer Scholarship
Wilhelm Wagner Scholarship
John Waldman Memorial Scholarship
John T. Waldron Memorial Scholarship
Howard G. Westerman Sr. Memorial Endowed Scholarship
Williford-Reiss Scholarship
Kelley Wilson Soccer Scholarship
Father LaVern Wingert Scholarship
Anthony Zaleski Priesthood Scholarship

Current Scholarships

Donors contribute monies annually to fund the following scholarship awards:

Angels Program
Archdiocese of Kansas City in Kansas
Atchison Community Foundation Scholarship
Baird, Kurtz, Dobson Scholarship
Chemistry Scholarship
Griffis Memorial Scholarship given by the Sisters of Mount St. Scholastica
William Randolph Hearst Foundation Scholarship

Lanzano Scholarship
Marymount Memorial Educational Trust Fund given by the Diocese of Salina
Dick Maurer Memorial Fund
Minority Scholarship given by St. Benedict's Abbey
H. E. Muchnic Scholarship
Fathers Paschal and Pius Pretz Scholarship

Benedictine College Scholarship and Award Guidelines

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

1. **Terms of Enrollment:** Each scholarship will be distributed in equal amounts for the fall and spring terms. These scholarships may not be applied to summer terms. Each scholarship is renewable for up to four consecutive years of full-time enrollment. Benedictine College is not obligated to provide institutional financial aid to students who attend beyond eight semesters. The Benedictine College financial aid package that you receive your first year will be guaranteed for four years of full-time enrollment (based upon meeting renewal requirements).
2. **Enrollment Status:** Recipients of these scholarships must maintain full-time enrollment status (at least 12 hours per term). If there is a break in enrollment, the returning student may have their original package reinstated based upon review by the director of financial aid.
3. **Off-Campus Programs:** Overseas/Abroad Programs: Students enrolling to spend a semester or a year studying in an overseas program (except for the Benedictine College Florence program, or the ISEP program) will have their institutional scholarship suspended until such time as they are full-time students on the Benedictine campus.
4. **Grade Point Average:** Students must maintain a minimum cumulative grade point average at the end of each academic year to be eligible for renewal. All cumulative grades are reviewed at the end of the spring semester each academic year. For a copy of the renewal grade point average schedule, contact the Financial Aid Office.
5. **Suspension and Appeal Process:** Students failing to comply with these guidelines will be notified of the suspension of their scholarship. All scholarships will be reinstated once the student is again in good standing according to these guidelines. Any student whose scholarship has been suspended will have the right to appeal the suspension. Please see "Appeals" on the following page.
6. **Probationary Status:** Students who are accepted to the College on a conditional basis are not eligible for academic scholarship aid. Once the probation is lifted, the student's financial aid will be re-evaluated.
7. **Federal State and Outside Aid:** Awards from state, federal or any outside sources are subject to the conditions set by the source of renewal.
8. **Athletic Awards:** Students interested in varsity sports will need to contact the coach. Athletic scholarships are awarded by the coaches. These scholarships may impact an existing financial aid package, depending upon NAIA, federal, state, league or institutional compliance. Student athletes will forfeit their athletic scholarship if they discontinue participating in that sport.

Satisfactory Academic Progress Requirements

The Higher Education Act of 1965 (34 CRT 668) requires all institutions of higher education to establish reasonable standards of satisfactory progress. Students who do not meet these standards are not eligible to receive federally funded financial aid. Benedictine College shall make these standards applicable to all federal, state, and institutional aid programs for the purpose of maintaining a consistent and reasonable financial aid policy.

Satisfactory Progress Standards

Full-time students normally take eight semesters to acquire 128 semester credit hours to graduate from Benedictine College. A full-time student is one who is taking a minimum of twelve hours per semester. However, to graduate in eight semesters a student should accumulate a minimum of thirty-two hours every college year. A student's grade point average should be 2.0 or better every semester.

1. Students must complete a reasonable number of credit hours toward a degree each academic year.
2. Students must maintain a minimum cumulative grade point average of 2.0.

Each student's progress will be measured annually at the end of each spring semester.

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

At end of Academic Year	Credits Earned	Cumulative Grade Point Average
1	24	1.8
2	48	2.0
3	73	2.0
4	98	2.0
4.5	111	2.0

A full-time student is expected to complete a degree within six academic years. A half-time student is expected to complete a degree within twelve academic years.

Notification: The Financial Aid Office will notify students who are not in compliance with this policy by mailing the notice to the student's current permanent address on file with the Registrar's Office. It is the responsibility of the students to inform the Registrar's Office at Benedictine College of their correct address at all times.

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

Appeals: Students may appeal for reinstatement based on mitigating circumstances which are supported by appropriate documentation. Appeals should also present evidence of academic improvement documented by grade reports, academic advisors, or special actions of the Benedictine Academic Review Board.

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

Student Development

Education at Benedictine College is more than academic. Through the “residential” pillar of the college mission, student development is an education in living and learning life skills. Benedictine College students characteristically have the desire and dedication to serve a meaningful purpose in life. This is part of the warm and spiritual atmosphere that permeates every phase of college activity and inspires students to mature and grow—spiritually, culturally, and socially, as well as intellectually—while living in community.

Residence Hall Program

Benedictine College has a rich tradition in residential life; residentiality is the fourth pillar in the college’s four-part mission. This tradition stems from the Benedictine Order which founded the first universities in Europe and established the first dormitories or residence halls near these monastic centers of education as early as the 5th century. Living in residence halls, students prepare themselves to become responsible community members through intellectual, social, spiritual, and emotional maturation.

A professional staff Residence Director (RD) lives in and guides the community-centered life of each residence hall. The Residence 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 service, educational, recreational, social and religious programs.

Living Accommodations

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

St. Joseph Hall was the first hall built on campus in 1924 and provides private rooms for up to thirty-one upperclass men.

St. Martin’s Memorial Hall was completed in 1950 in memory of the fifty alumni who gave their lives in the service of their country during World War II.

Turner Hall opened in 1957, was renovated in 2004, and in 2005 was named Courtney S. Turner Hall in honor of a long-time and significant benefactor of the college and Atchison community. It houses freshmen men in a community housing style, and is the location of St. Augustine Lounge.

McDonald Hall, a carpeted residence hall with semi-private bathrooms, was completed in 1965. It houses upperclass women.

Newman Hall, a carpeted residence hall with semi-private bathrooms, was completed in 1967. It houses upperclass men.

Ferrell Hall, built in 1893 and recently renovated, was originally St. Benedict’s Abbey. It now houses upperclass men and women on separate floors in two, three, four, and six person suites.

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

Campus housing includes ten campus houses that are available to upperclass students who commit to service projects on campus and in the community.

Campus Ministry

The Mission of Benedictine College Campus Ministry is to bring the Good News of Jesus Christ to all students, faculty, and staff in the spirit of the New Evangelization and in union with the local and universal Catholic Church. Our vision is to propose faith in a way that inspires men and women to follow Christ's vision for life and become the best version of themselves. We minister the sacraments and promote virtue, dynamic orthodoxy, Christian discipleship, ecumenical outreach, Biblical literacy, liturgical prayer, Catholic social teaching, and the charisms of our founders St. Benedict and St. Scholastica. Students of all faiths are welcome to grow in their spiritual life through activities including service trips, retreats, Mass, youth ministry, adoration, evangelization, vocation discernment, education, prayer, music ministry, fellowship, and volunteer work. We follow Jesus who said, "If you wish to be perfect, go, sell what you have and give to the poor, and you will have treasure in heaven. Then come, follow me." (MT 19:21).

Student Government Association (SGA)

The student government is designed to promote the general welfare of the student body in its academic, social, cultural, and religious needs.

The executive officers of the student government are the president, vice-president, director of communications, treasurer and director of clubs and organizations. These officers, along with the class officers, hall representatives and communications coordinators, form the Senate, which serves as the main representative and voice of the students. They are responsible for formulating and executing student government administrative policy.

Activities and Organizations

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

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

Students participate in an exciting schedule of social activities. Activities include picnics; attending football, soccer, basketball, volleyball, baseball, and softball games; Family Weekend, Homecoming, the Mother-Son/Father-Daughter, and Spring Formal; intramural sports; and various "fun" events planned each year by the Campus Activities Board (CAB).

Student Health Service

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

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

Policies

Each student must be covered by a health insurance plan. The college offers an optional insurance plan that is available for a fee to all students and their dependents. Interested students should contact the Student Health Service or the Dean of Students Office.

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.

Advising and Counseling

Advising

Academic advice and help throughout the collegiate progression of each student's course work is directed by selected faculty members. As soon as the student chooses a major field, a faculty member in the major discipline becomes his or her academic advisor. Students are encouraged to work closely with an academic advisor in planning their sequence of courses; however, the student bears the responsibility for fulfilling all requirements for graduation.

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.

Counseling Center offices are located at 1201 North 2nd Street, but can be accessed with one telephone extension (x7621). Although the staff is available for emergency consultation, appointments for regular services are strongly advised.

Career Development

Career Counseling

The Career Development Office in the Student Union assists students and alumni with career-related decisions by providing career counseling, assessment and information about occupations and graduate/professional programs. Students are offered counseling and workshops to help determine personal strengths, weaknesses, interests, skills, goals and values. To help prepare for that first professional job search, students receive guidance on interviewing skills; networking and job search methods; and resumé, cover letter and vita writing. The office also coordinates career and graduate school fairs, interview days, and on-campus recruitment.

Internship Opportunities

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

The Career Development Office posts listings for internships which can be completed during the school year as well as nation-wide postings for summer internships. Some employers provide paid internships while others are voluntary.

Job Guarantee Program

Incoming freshmen can contract with Benedictine College to guarantee a professional job upon graduation. Students are expected to maintain a 'B' average, attend Career Development workshops, complete an internship and participate in student organizations. If an enrolled participant does not receive a job offer within six months of graduation, the school will pay the graduate's student loan payments for up to twelve months while providing all services available in the Career Development Office at no charge. Participants must enroll their freshmen year.

Publications

The Circuit (the campus newspaper), *eCircuit* (the on-line newspaper), 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.

Sports

Intercollegiate

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

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 currently competes in the Heart of America Athletic Conference (HAAC) and is a member of the National Association of Intercollegiate Athletics (NAIA).

Benedictine College has a solid winning tradition fielding teams that are competitive in the conference and at the regional and national levels. Since joining the Heart of America Athletic Conference in 1991, Benedictine College has won numerous conference championships in a variety of sports. Many Raven sports teams have gone on to post-season play. Former Coach Ralph Nolan, basketball player Darryl Jones and football player Jamie Mueller are members of the NAIA Hall of Fame.

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, tennis, and track & field. The intercollegiate sports for women are basketball, cross country, soccer, softball, spirit squad, tennis, track & field, and volleyball. Benedictine athletics has produced numerous all-conference, all-region and all-American honorees as well as scholar-athletes.

Intramurals

More than 70 percent of the students at Benedictine College participate in some kind of intramural sport activity. A wide range of activities and events serve the students' interests and abilities. Intramural sports activities may be single gender or they may be co-recreational, depending on the sport or the event. Opportunities exist for forming teams and for individual participation.

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.

Academic Regulations and Procedures

Academic Year

The academic year is divided into two semesters approximately sixteen weeks in length and optional summer sessions. Summer sessions include classes and workshops of varying lengths in several disciplines.

Major and Minor Programs

Students should file a petition for acceptance into a major or minor program of study as soon as a major/minor is decided upon and no later than by the end of their sophomore year. The petition forms are available in the Registrar's Office and should be filed there. Except when licensure or agency requirements dictate otherwise, minors require a minimum of fifteen credit hours to a maximum of twenty-one credit hours and should be pursued outside a student's major field of study.

Benedictine College offers majors in the following disciplines:

Accounting	Finance	Physical Education
Art	Foreign Languages	Physics
Astronomy	French	Political Science
Athletic Training	History	Psychology
Biochemistry	International Business	Secondary Education
Biology	International Studies	Social Science
Business Administration	Liberal Studies	Sociology
Chemistry	Mass Communications	Spanish
Computer Science	Mathematics	Special Education
Criminology	Music	Theatre Arts
Economics	Music Education	Theatre Arts Management
Elementary Education	Natural Science	Theology
English	Philosophy	Youth Ministry

Minors are offered in the following disciplines:

Accounting	English Literature	Philosophy
Art	Environmental Studies	Physical Education (Teaching)
Biology	French	Physics
Business Administration	Health Education (Teaching)	Political Science
Chemistry	History	Pre-Law
Computer Science	International Studies	Psychology
Criminology	Latin	Sociology
Dance	Liberal Studies	Spanish
Economics	Mass Communications	Theatre Arts
Econ & Political Science	Mathematics	Theology
Education	Music	

Double Majors

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

Special Majors

Any student may petition for approval of a program not accommodated by any existing majors. 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 the 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 dean of the college and the curriculum committee by the end of the second semester of the student's junior year. In all events no proposal will be accepted after the deadline for application for graduation.

Interdisciplinary Majors

The following interdisciplinary majors are offered: liberal studies, music marketing, natural science, social science, theatre arts management, and youth ministry.

Degree Requirements

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

1. Successfully complete the equivalent of 128 semester credit hours of courses numbered above 100. These courses must include:
 - a. Those courses specified by the student's major department.
 - b. A total of at least 40 credit hours in courses numbered 300 or above.
 - c. The **general education** requirements of the college.
 - d. No more than four independent study courses totaling 12 credit hours towards the degree requirements.
 - e. No more than four credit hours awarded for internship towards the 128 hours. Additional internship credits may be recorded on the transcript.

2. Achieve a final grade point average of 2.0 in *both* the major and overall coursework at Benedictine.
 3. Successfully complete a comprehensive or standardized examination in his or her major at a level designated by the faculty. The minimum passing grade for the comprehensive examination is determined by the department.
 4. Finish the last two semesters (30 hours) in residence, or petition to finish the work in *absentia* if he or she has completed three years in residence and if no more than 16 credit hours remain.
 5. File an application for a degree prior to the start of the semester during which all requirements will be completed or prior to the semester of commencement.
 6. Attend baccalaureate and commencement exercises unless excused by the associate dean.
-

General Education

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

Our general education program seeks to achieve these goals by dividing the general education requirements into three categories:

**Core
Foundations
Skills/Perspectives**

The Core

The core courses are courses that all students take. They are courses designed both to lay the foundation for a successful academic career (through courses, such as English Composition, that transmit basic academic skills) and to most clearly and explicitly communicate our mission (through courses which introduce students to the riches of the Catholic intellectual heritage, such as Introduction to Theology).

En 101, English Composition

Foreign Language 1

Foreign Language 2

Th 101, Introduction to Theology

Ph 175, Logic and Nature

Gs 150, BC Experience

Pe 115, Wellness for Life

Approved Pe Fitness Activity Course

(See HPER listing.)

Foundations

The foundations are where we most explicitly focus 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. We do not require courses to be from specific departments (for example, history), but rather we look at the subject of the course (so, for example, art history or economic history also provide students with an "historical perspective" and thus fulfill the foundation). Because we believe that it is essential that students get exposed to a wide variety of perspectives, even though a course may be listed in two different foundations, it can only count for one for the student. Students must take courses that meet the following foundations:

Historical Perspective – 6 hours
 Aesthetic Experience – 6 hours
 Person and Community in the Contemporary World – 3 hours
 Understanding the Natural World – 7 (one lab) hours
 Faith – 6 hours
 Philosophical Inquiry – 6 hours

Skills and Perspectives

The skills and perspectives courses are designed to make sure 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 we think that these things can be accomplished in a variety of ways, in almost any discipline, our intention is that these things should be accomplished either through the general education program or the major, and not add any additional hours to the students' requirements. Students can be credited with up to three skills and perspectives (and a foundation) in one course.

The Skills and Perspectives that all students need to take courses in are the following:

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

Foundation Courses

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

Ar 391	En 301	En 406	Hi 106	Hi 363	Hi 383	Mu 190	Sa 371	Th 365
Ar 392	En 302	En 414	Hi 212	Hi 364	Hi 394	Mu 400	Sa 372	Th 390
Ar 393	En 304	En 420	Hi 213	Hi 366	Hi 395	Mu 401	So 358	Th 395
Ec 311	En 312	Fi 494	Hi 308	Hi 368	Hi 396	Ps 325	Ta 381	
En 201	En 403	Fr 361	Hi 311	Hi 372	Hi 417	Ps 375	Ta 382	
En 202	En 404	Hi 105	Hi 353	Hi 373	Hi 422	Ps 377	Ta 383	

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

Ar 116	Ar 391	En 301	En 401	En 414	Fr 363	Mc 302	Mu 303	Sa 464
Ar 121	Ar 392	En 302	En 402	En 420	Fr 364	Mc 318	Mu 400	Ta 102
Ar 215	Ar 393	En 303	En 403	Fa 149	Fr 365	Mc 380	Mu 401	
Ar 226	Da 307	En 304	En 404	Fa 150	Hi 372	Mc 384	Sa 304	
Ar 290	En 102	En 311	En 405	Fa 201	Hi 373	Mu 190	Sa 365	
Ar 316	En 201	En 312	En 406	Fr 304	Mc 128	Mu 290	Sa 462	
Ar 383	En 202	En 313	En 411	Fr 362	Mc 218	Mu 291	Sa 463	

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

Ar 393	Ba 455	Ec 209	Ec 309	Ec 315	En 406	Ps 377	Sa 372	Th 300
Ba 225	Ba 481	Ec 210	Ec 310	Ec 316	Ps 100	Ps 425	So 101	
Ba 371	Cr 225	Ec 300	Ec 311	Ed 451	Ps 325	Py 100	So 280	
Ba 383	Ec 101	Ec 306	Ec 312	En 405	Ps 375	Sa 371	So 290	

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

As 130	Bi 311	Bi 357	Ch 104/106	Ch 380/382	Pc 210	Pc 460
As 140	Bi 312	Bi 360	Ch 123	Ch 421	Pc 211	Pc 461
Bi 107	Bi 313	Bi 370	Ch 124	Ch 431	Pc 320	Pc 480
Bi 121	Bi 344	Bi 390	Ch 231/232	Ch 461	Pc 330	Py 376
Bi 122	Bi 345	Bi 457	Ch 233/234	Ch 473/474	Pc 331	So 290
Bi 242	Bi 346	Bi 475	Ch 321/322	Ch 483/484	Pc 350	
Bi 243	Bi 353	Bi 476	Ch 351/352	Pc 110	Pc 370	
Bi 244	Bi 354	Bi 482	Ch 353/354	Pc 120	Pc 372	
Bi 247	Bi 355	Ch 101	Ch 371/372	Pc 150	Pc 380	
Bi 310	Bi 356	Ch 103/105	Ch 377	Pc/Bi/Ch 205	Pc 430	

Faith: The following courses satisfy the Faith foundation.

En 313	Th 210	Th 308	Th 320	Th 350	Th 375
Hi 308	Th 240	Th 309	Th 330	Th 360	Th 390
Ph 306	Th 300	Th 310	Th 340	Th 365	Th 395
Ph 308	Th 307	Th 315	Th 345	Th 370	Th 410

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

Ba 455	Ph 225	Ph 325	Ph 455	Ph 473	Ph 480	Ps 377
Ed 451	Ph 255	Ph 373	Ph 460	Ph 475	Ph 485	Th 307
En 411	Ph 306	Ph 374	Ph 471	Ph 476	Ph 486	Th 308
Ph 101	Ph 308	Ph 441	Ph 472	Ph 477	Ph 490	Th 309

Skills and Perspectives Courses

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

As 340	Ba 357	Ec 209	En 313	Fa 150	Hi 394	Mu 401	Ta 383
As 360	Ba 383	Ec 210	En 325	Fr 351	Hi 395	Pe 457	Th 313
As 450	Ba 450	Ec 300	En 327	Fr 352	Hi 396	Ph 498	Th 315
Bi 121	Ch 231	Ed 317	En 401	Hi 308	Hi 417	Ps 250	Th 320
Bi 311	Ch 232	En 102	En 402	Hi 311	Hi 422	Ps 275	Th 340
Bi 354	Ch 233	En 201	En 403	Hi 353	Hi 493	Py 290	Th 360
Bi 355	Ch 234	En 202	En 404	Hi 363	Ma 493	Py 373	Th 365
Bi 370	Ch 321/322	En 301	En 406	Hi 364	Mc 216	Sa 304	Th 370
Ba 223	Ch 351/352	En 302	En 411	Hi 366	Mc 303	Sa 351	Th 390
Ba 225	Ch 353/354	En 303	En 414	Hi 368	Mc 310	Sa 352	Th 410
Ba 340	Ch 377	En 304	En 420	Hi 372	Mc 316	Sa 361	
Ba 345	Cs 493	En 311	En 425	Hi 373	Mc 341	Ta 381	
Ba 350	Ec 101	En 312	Fa 149	Hi 383	Mu 400	Ta 382	

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

Ac 328	Ba 445	Ch 490/491	En 420	Mc 384	Se 222	Th 380
Ar 465	Bi 121	Cs 493	En 431	Mu 224	Se 223	Th 410
As 360	Bi 311	Ed 307	Hi 322	Pe 457	Se 371	Th 460
Ba 223	Bi 354	Ed 492/496	Hi 331	Py 290	Ta 125	
Ba 225	Bi 355	En 403	Hi 493	Sa 304	Ta 224	
Ba 340	Bi 370	En 406	Ma 493	Sa 351	Ta 355	
Ba 345	Ch 390/391	En 411	Mc 302	Sa 352	Ta 495	
Ba 383	Ch 480/481	En 414	Mc 303	Sa 361	Th 365	

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

Ar 101	Ar 317	Ar 363	Ar 393	Ba 223	Ch 390/391	Fa 149	Ta 215
Ar 116	Ar 326	Ar 368	Ar 420	Ba 345	Ch 490/491	Hi 372	Ta 322
Ar 121	Ar 350	Ar 369	Ar 426	Ba 357	Cr 350	Ma 255	Ta 354
Ar 213	Ar 351	Ar 381	Ar 451	Ba 445	Cs 255	Mc 218	Ta 356
Ar 215	Ar 352	Ar 383	Ar 454	Bi 121	Cs 493	Mc 302	Ta 477
Ar 226	Ar 353	Ar 384	Ar 464	Bi 311	Ed 220	Mc 318	Ta 495
Ar 261	Ar 355	Ar 385	Ar 465	Bi 354	En 312	Mc 384	Th 410
Ar 290	Ar 359	Ar 386	Ar 481	Bi 355	En 414	Pe 457	Th 460
Ar 316	Ar 362	Ar 387	Ar 484	Bi 370	En 420	Ta 125	

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

Ac 209	Ac 493	Ba 495	Ch 380/382	Ec 310	Ma 131	Ma 315	Pc 120
Ac 210	Ac 494	Ch 101	Ch 421	Ec 312	Ma 132	Ma 331	Pc 150
Ac 327	As 130	Ch 103/105	Cs 101	Ec 313	Ma 203	Ma 345	Pc 210
Ac 328	As 140	Ch 104/106	Cs 114	Ec 320	Ma 211	Ma 356	Pc 211
Ac 363	As 340	Ch 123	Cs 255	Fi 390	Ma 214	Ma 360	Pc 440
Ac 373	As 360	Ch 124	Cs 256	Ma 104	Ma 233	Ma 457	Pe 357
Ac 382	As 450	Ch 321/322	Cs 315	Ma 107	Ma 250	Ma 465	Ps 250
Ac 401	Ba 445	Ch 351/352	Ec 209	Ma 110	Ma 255	Ma 480	So 475
Ac 402	Ba 483	Ch 353/354	Ec 210	Ma 111	Ma 256	Ma 493	So 476
Ac 403	Ba 491	Ch 371/372	Ec 309	Ma 124	Ma 310	Pc 110	

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

As 130	Bi 313	Bi 482	Ch 321/322	Ch 483/484	Ps 250
As 140	Bi 344	Ch 101	Ch 351/352	Cs 315	Py 290
Bi 107	Bi 345	Ch 103/105	Ch 353/354	Ma 211	Py 371
Bi 122	Bi 346	Ch 104/106	Ch 371/372	Pc 110	So 475
Bi 242	Bi 353	Ch 123	Ch 377	Pc 120	So 476
Bi 243	Bi 356	Ch 124	Ch 380/382	Pc 150	
Bi 244	Bi 357	Ch 231	Ch 421	Pc/Bi/Ch 205	
Bi 247	Bi 360	Ch 232	Ch 431	Pc 210	
Bi 310	Bi 475	Ch 233	Ch 461	Pc 211	
Bi 312	Bi 476	Ch 234	Ch 473/474	Pe 380	

Global Perspective: The following courses satisfy the Global Perspective skills and perspectives.

Ba 459	Hi 105	Hi 321	So 280	Th 240
Ec 401	Hi 106	Hi 366	So 290	Th 313
En 313	Hi 303	Ph 475	So 351	Th 350
Fr 350	Hi 308	Ps 425	So 450	Th 365
Fr 365	Hi 311	Sa 350	Th 210	Th 410

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

Ar 290	En 403	Hi 106	Hi 372	Ph 255	Ph 486	Th 365
Ec 311	En 404	Hi 212	Hi 373	Ph 325	Py 491	Th 390
En 102	En 406	Hi 213	Hi 383	Ph 441	Sa 304	
En 201	En 411	Hi 311	Hi 394	Ph 471	Sa 351	
En 202	Fr 361	Hi 353	Hi 395	Ph 472	Sa 352	
En 301	Fr 362	Hi 363	Hi 396	Ph 473	So 358	
En 302	Fr 363	Hi 364	Hi 417	Ph 476	Th 310	
En 304	Fr 364	Hi 366	Hi 422	Ph 477	Th 330	
En 312	Hi 105	Hi 368	Ma 290	Ph 485	Th 340	

Course Load

The normal course load is fifteen to eighteen credit hours each semester. This semester hour load enables students to graduate after eight semesters. Any student who wishes to take more than eighteen credit hours must secure the permission of the associate dean. Permission for more than eighteen credit hours is given only if the student has obtained an academic average of at least 3.0 in the previous semester and a cumulative average of at least 2.75. If the attainment of this average is uncertain, the student must file a request in writing with the associate dean and the decision will be made after the semester grades are available. The credit hour limitation is to allow the student sufficient time to be adequately prepared for all classes. **There is an additional per credit hour tuition charge if a student chooses to take more than eighteen 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, SIFE, varsity sport credit, science research or military science.

Academic Minors

A minor at Benedictine College usually includes six (6) hours of upper-division level credit. Except when licensure or agency requirements dictate otherwise, minors require a minimum of fifteen credit hours to a maximum of twenty-one credit hours, and should be pursued outside a student's major field of study. The college does not require an academic minor but it strongly encourages students to pursue one. Courses in the minor cannot be taken on a pass-fail basis.

Examinations and Grade Reports

Examinations are held from time to time at the discretion of the instructor, with or without notice. At the end of the term, exams are given in all subjects. The grades on these finals are combined with other types of evaluations to determine the semester grade, the official record of scholastic achievement for the half-year. All students are given grades at mid-semester so they have an indication of the progress they are making in their coursework. Semester grades are mailed to students at their primary address at the end of each semester.

If a student has three or more final examinations scheduled for one day, the student may negotiate a time change with one of the instructors involved. If the individuals involved cannot find a mutually agreeable time, the associate dean will determine the course in which a change must be made.

Academic Honesty

Benedictine College endorses the principle of academic honesty. Any academic dishonesty is contradictory to the purposes and welfare of both the student and the college. Verified instances of academic dishonesty will result in an 'F' or a zero grade for the academically dishonest exam or plagiarized paper and will be reported to the associate dean and the student's advisor. Additionally, depending upon the magnitude of the academic dishonesty, the student may receive a failing grade for the course and the student may even be suspended or is subject to suspension or dismissal from the college.

Grading

Grade		Point Value
A	Superior work demonstrating high competency and creativity	4.0
B+		3.3
B	Good work evidencing a better than average competency and a creative involvement with the subject	3.0
B-		2.7
C+		2.3
C	Average work	2.0
C-		1.7
D	Less than average 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
IP	In Progress	0

W—A student may withdraw from a course up to the 20th day of classes and the course will not appear on the official transcript. A student may withdraw from a course from the 21st class day until the 53rd day. The instructor will assign a 'W.'

A student who wishes to withdraw from a course must get a schedule change slip from the Registrar's Office, secure the written approval of the faculty advisor and instructor concerned, and file the form with the Registrar. **A student is not officially withdrawn until this procedure is completed.** An unofficial withdrawal from a course will be recorded with an 'F' grade. 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.

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 file a contract for each Incomplete. The form for this procedure is available in the college *Procedures Manual* or in the Registrar's Office. The grade of 'I' must be removed by the end of the semester following the granting of the incomplete. An incomplete not removed as specified will be converted to grade of 'F.'

P/NP—Sophomores, juniors, and seniors may choose to take certain courses on a pass/no pass basis, with the permission of the student's department chair. These courses may be selected from courses not included in the general education requirements or major or minor field courses. Such a course will be entered on the student's transcript as either 'P' or 'NP.' A form signed by the student's advisor must be filed with the Registrar by the end of the third week of class for a course to convert to the traditional grade. Forms are available in the college *Procedures Manual* or the Registrar's Office. Professors will submit a grade normally designated for the course with the Registrar converting grades 'A' to 'D' as 'P,' or 'F' as 'NP.' Eligible students are limited to one pass/no pass course per semester.

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

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

Grade Appeals

A student who believes that he or she has been assigned an unjust grade should consult with the instructor who assigned the grade. If a satisfactory resolution does not result from this first consultation, the student has the right of formal appeal initiated through the office of the associate dean. The appeal must be made within one year of the date the grade was officially submitted.

Auditing Courses

An auditor has all the privileges of a student taking a course for credit except that he or she will not receive credit for the course. An auditor pays one-half regular tuition. An auditor who

decides to receive credit for a course may switch from audit to credit within the first ten weeks of the semester or the first half of a summer session if the course instructor and associate dean give their permission and the auditor pays the additional tuition at the Business Office.

A student may switch from credit to audit within the same time period if the student is passing the course at the time the change is requested and the course instructor approves. No refund of tuition will be made.

Repeating a Course

A student may repeat a course at Benedictine for which a grade lower than a 'C' is received. The highest grade earned will be used in calculating the grade point average. Both the original grade and the repeat grade are recorded on the official transcript. **The student must inform the registrar when a course is repeated.** Permission is not given to repeat a course taken at Benedictine College at another college or university.

Classification of Courses and Students

The lower division of the college comprises the freshman and sophomore years; the upper division, the junior and senior years. Lower-division courses are numbered from 100-299; upper-division courses, from 300-499. Courses numbered below 100 do not satisfy graduation requirements.

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

Sophomore standing—28 credits and 56 academic honor points.

Junior standing—60 credits and 120 academic honor points.

Senior standing—92 credits and 184 academic honor points.

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.

Students may be allowed to make up missed work if the absence from class is because of sickness, school-related trips or unavoidable absence from the college. Sickness excuses are received by the individual instructors and the associate dean recognizes unavoidable absence excuses.

A limit of absence from class is determined in a general way for all lower-division courses in order to assist those students in the educational process. Any student enrolled in courses numbered under 300 who is absent more than two times the number of weekly meetings assigned to a course may be withdrawn by his or her instructor. A grade of 'F' will be recorded if this occurs after the official withdrawal period.

Individual instructors have the right to limit absence in other courses providing statements of policy governing their classes are made known at the beginning of the course. The number of absences allowed cannot be set lower than two times the number of weekly meeting days assigned to a course and the penalty given must be withdrawal. A grade of 'F' will be recorded if this occurs after the official withdrawal period.

Course Changes

Changes in enrollment require the approval of the student's advisor. After the first Friday of the semester, schedule changes require the signature of both the advisor and instructor involved. These changes must be made in the Registrar's Office.

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

A student who wishes to withdraw from a course must secure a withdrawal slip, then secure the written approval of the faculty advisor and instructor concerned, and file the form with the Registrar. **A student is not officially withdrawn until this procedure is completed. An unofficial withdrawal from a course will be recorded with an 'F' grade.** Corrections in a student's course record must be made before the start of final exams that semester. **The student is responsible for ensuring that his or her academic record is correct.** Students may check their academic records on OASIS, Benedictine's Online Academic and Student Information System, or come to the Office of the Registrar for additional assistance.

Academic Warning, Probation and Dismissal

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

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

Any student who incurs academic probation for two consecutive semesters or three times throughout his or her college career will be dismissed.

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

at the end of one semester	1.0
at the end of two semesters	1.8
at the end of four semesters	2.0
at the end of six semesters	2.0

Each student will be evaluated individually at the discretion of the dean of the college.

Readmission

The associate dean 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. The right of personal appeal is reserved for the student.

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

Summer Study at Other Colleges and Universities

Students are urged to consult with their advisor or major professors about studies to be taken in other colleges and universities during the summer. Approval in writing must be

obtained in advance from the associate dean for studies taken elsewhere if the studies are to fulfill graduation requirements of Benedictine College. The associate dean's approval is sometimes a prerequisite for admission to summer programs at other colleges and universities. *Benedictine College will recognize the credits earned at other institutions through summer study but does not include these in the calculation of the student's cumulative grade point average.* Permission is not given to repeat a course taken at Benedictine College at another college or university.

Application for Degree

A student who plans to receive a degree must file an application for degree with the registrar during the semester preceding his or her last semester in college or the semester before participating in commencement. Any student who fails to make application by the published deadline of the preceding semester will be assessed a \$100.00 late filing fee. **The student bears the responsibility for fulfilling graduation requirements.** The application for degree is to be completed by the candidate and signed by the department chair certifying that the general education and major area requirements have been satisfactorily met.

Any student who has completed a minimum of 110 credit hours and can clearly outline a plan of study, approved by the major department chair and registrar, 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.

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>

For students completing all course work at Benedictine College, honor point ratios will be computed on the basis of all courses taken, less those courses passed by examination.

Transfer students must complete the last sixty credit hours at Benedictine College to be considered for honors. The transfer student's cumulative grade point average for honors is computed on the basis of hours at all colleges attended or at Benedictine College only whichever is *lower*.

The valedictorian will be chosen on the basis of four years of work at Benedictine College and the dean of the college will have authority to make the final selection.

Academic Honors

Students who have achieved a grade point average of 4.0 are named to the President's Honor List at the end of each semester; those with an average of 3.5 to 3.999 for the semester are named to the Dean's Honor List.

Students who have maintained a cumulative grade point average of 3.5 or higher are recognized at an all-school honors banquet in the spring of the year. Other scholastic honors and achievements are also awarded at this time.

Transcript of Credits

Transcripts of a student's academic record will be issued only upon written request signed by the student. Requests should indicate current name and address; full name used while in college (maiden name, if applicable); year of graduation or withdrawal; number of transcripts to be sent with the full address of each recipient; and date when transcript is required if urgent. A student whose account has not been paid in full is not eligible for a transcript. There is a limit of ten transcripts that may be requested per day.

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

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

Transcript requests should be addressed to the Registrar's Office, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499; fax: 913-360-7204.

Access to Student Records

Students have the right of access to their records and the right of privacy by limiting access to their records without their consent. The right to access, if requested, shall be given within a reasonable length of time not to exceed forty-five days from the date of the request. Students have a right to a hearing should they challenge the accuracy or the appropriateness of material in the student file, whether the student is still attending Benedictine College or not.

Student records are kept in the Registrar's Office, the Counseling Center, the Financial Aid Office, the Student Health Service Office, and the Placement Office. Arrangements for access must be made with the person in charge of each office.

Exclusions from student inspection and review are as follows:

1. Confidential letters and statements placed in records prior to January 1, 1975.
2. Financial records of parents.
3. Any statements or evaluations for which students have waived their rights of access to confidential information in regard to admission to college, receipt of awards and job placement.

Other exclusions include private notes and other materials such as an instructor's daily record book and records of administrators which are not made available to any third party, and records of professionals used in treatment (physicians, psychiatrists). However, students may allow a physician or other professional of their choice to inspect their medical and psychological records.

Reasonable Learning Accommodations

Benedictine College recognizes that students learn in multiple and various fashions, and that students with learning disabilities may have problems with specific skills, but demonstrate average or better overall ability. Reasonable accommodations for such students in classes thus can provide an equal opportunity for all students to be successful.

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.

Student Expenses

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, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002-1499.

Textbooks may be purchased through the college's on-line virtual bookstore accessible at our web site, www.benedictine.edu, and clicking on the Bookstore icon 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 thirty days prior to the start of each semester. 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.

All checks, money orders and cashier's checks must be payable to Benedictine College. The college also accepts credit/debit cards issued through Visa, MasterCard or Discover.

Payment Policy

Payment of tuition, room, board and fees is due prior to the start of classes each semester in order for the student to complete the registration process prior to the start of classes. Account statements are provided prior to the start of each semester to give families time to finalize payment arrangements for the net balance due (charges less finalized financial aid and loans). Payment options are the Standard Payment Plan or enrollment in the Extended Tuition Payment Plan which allows for monthly budget payments.

Students must complete application and file for all available financial aid, including loans, well before registration in order to receive final awards of financial aid in time for consideration and use in making payment arrangements. Some applications for federal and state aid must be completed in the spring prior to fall semester registration. This can be done only after family income tax information is complete.

Tentative financial aid, or awards or loans *in process* at the start of a semester cannot be used in determining the net balance due on a student's account. The actual unpaid balance on the account must be paid prior to the start of class using one of the two payment options available and outlined below. In determining the net balance due, allowance is made for finalized and awarded financial aid, namely scholarships, grants and any loan actually finalized and/or received or endorsed to the college during or prior to the registration process.

Standard Payment Plan. The standard payment plan requires payment of the total net balance due on the student account by the due date stated in each semester's Business Office communications but in no case later than the first day of class. Payments may be by personal check, money order, or cashier's check payable to Benedictine College. Credit or debit cards processed through Visa, MasterCard or Discover are also accepted.

For students participating in programs sponsored by the Veterans Administration, ROTC, or other federal or state programs allowance may be made using a written agreement, completed by both the student and the Business Office, prior to the start of classes. Students should work closely with the college Business Office and their sponsoring agency to complete required paperwork by August 1.

Extended Tuition Payment Plan. The college allows families to make payments on the net balance due by enrolling and participating in one of the approved Tuition Payment Plans offered in partnership through Educational Computer Systems, Inc. (ECSI). The Tuition Payment Plan (TPP) allows families to spread the cost of attendance over specified monthly payments. Enrollment and the first payment required under the Tuition Payment Plan must be made by the due date stated in each semester’s Business Office communications but in no case later than the day of registration and before the first day of class. Families choose the payment plan from among those offered that best fits their individual needs. Complete information is available at www.ecsi.net, choose “Are you a Student,” then choose “Apply for a Monthly Tuition Payment Plan-Benedictine College.” A summary of the plans is below.

Payment Schedule Options			
Plan ID	Number of Payments	Application Fee	Payment Period (Begins and Ends)
Fall and Spring Terms			
Y0710	10 Payments	\$85	July – April
Y0709	9 Payments	\$100	August – April
Fall Term Only			
F07F4	4 Payments	\$50	August – November
Spring Term Only			
S0804	4 Payments	\$50	January – April

Note: Students who do not pay their accounts in full or enroll in one of the above Tuition Payment Plans through ECSI will be assessed a \$75 per semester finance fee on unpaid account balances remaining at Benedictine College as of September 30 and February 28. This fee will be assessed against account balances even if estimated or pending financial aid is intended to cover the balance. To avoid this fee, you must finalize your entire financial aid package so it can be disbursed against your balance prior to September 30 and February 28. If your aid is not completed by this time, you should enroll in a Tuition Payment Plan until your aid is disbursed. Once aid has been credited against your Benedictine College student account, it will be transferred to your TPP and your payment plan balance will be adjusted accordingly.

For eight-week or shorter courses, such as summer school, the Tuition Payment Plans are not available; all tuition and fees are due prior to the start of classes.

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 reserves the right to hold diplomas and/or transcripts until the student’s account has been settled in full.

Enrollment Fee

Once notified of acceptance by the Admission Office, each student is required to pay a \$100.00 enrollment fee. Accepted applicants are encouraged to pay the fee to Admission as soon as possible in order to secure enrollment in the class or within two weeks of receipt of their financial aid award letter. This fee is refundable until May 1 for fall semester applicants, and October 1 for spring semester applicants.

Housing Deposit

All on-campus students are required to pay a \$100.00 housing deposit in addition to the enrollment fee. The housing deposit is charged to the student's account and is retained on deposit until the student graduates or withdraws from Benedictine College and completes the exit process. Any assessment for damages during the student's time at Benedictine will be charged directly to the student's account; final room damages that may be charged at graduation or withdrawal will be charged to the student account and the damage deposit will be credited against the student account under the following conditions. The student must complete the official withdrawal or exit process to receive a deposit refund. The following circumstances qualify for deposit refunds:

1. To those who graduate in the spring.
 2. To those who graduate or transfer at mid-year and who notify the Dean of Students Office one month before the beginning of the spring semester.
 3. To those who attend during the spring semester and reserve a room for the fall, who notify the Dean of Students Office in writing of their withdrawal no later than July 1.
 4. To those who are suspended or dismissed for academic or disciplinary reasons.
-

Refund Policy

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

1. For a reduction of credit hours, complete a written drop form in the Registrar's Office.
2. For withdrawal from a residence hall or board contract, obtain approval from a student development officer and complete a written withdrawal form in that office.
3. For total academic withdrawal, complete a written withdrawal form in the Associate Dean's Office and the Dean of Students Office.

Fees. Except for any superseding U.S. Department of Education policy, no refunds or reductions of charges will be made for any fees except that a studio or lab fee may be canceled if the student completes an official withdrawal from the course in the Registrar's Office no later than one day after the course meets for the first time. Also, any equipment or supplies issued must be returned in good condition within twenty days of the student's withdrawal.

Tuition Refunds. The Federal Refund Policies contained in the provisions of the U.S. Department of Education on college refunds has been adopted as the Benedictine College official student refund policy. These provisions follow:

Federal regulations require the use of the Return of Title IV Funds policy to be used for all students receiving any type of federal aid, when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell and SEOG Grants, as well as Federal Perkins,

Stafford, and PLUS Loans. At Benedictine College, the same policy will be used for state, institutional, and outside aid sources.

These regulations govern the return of aid disbursed for a student who completely withdraws from a term or payment period. During the first 60% of the period/semester, a student “earns” aid in direct proportion to the length of time he or she remains enrolled. The percentage of time that the student remained enrolled determines the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for that period.

Students planning to withdraw need to start at the Associate Dean’s Office to request a withdrawal form. Institutional charges and financial aid will be adjusted once the withdrawal date has been determined. For students receiving financial aid, the refund must first be repaid to the Title IV programs, state grants, and institutional funds in accordance with existing regulations in effect on the date of withdrawal and with respect to various types of aid. It is possible that the student who withdraws will still have an outstanding balance due to Benedictine College.

The percentage of the period that the student remained enrolled is calculated based on number of days the student was enrolled. Divide the number of days enrolled by the total days in the enrollment period, or semester.

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 Unsubsidized Stafford Loan.
2. Federal Subsidized Stafford Loan.
3. Federal Perkins Loan.
4. Federal PLUS Loan.
5. Federal Pell Grant.
6. Federal SEOG Grant.
7. State grant and scholarship funds.
8. Institutional aid.
9. Outside scholarships

Room Charge Refunds. Rooms are assigned for the semester. Refunds for the semester may be given as long as a student provides written notice of cancellation at least one full week prior to the start of classes. 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 charge is refunded less a withdrawal fee. Room charge refunds are calculated on a *pro-rata* basis starting the day after the student has moved out and also returned all keys to the residence director.

Student Account Credit Balance Refunds. When a student’s account receivable balance becomes a credit balance (caused when financial aid, awards, or payments exceed the total of charges assessed), the student may choose to 1) carry the credit on account (student must notify the Business Office in writing for this option), or 2) receive a refund of the credit balance. Should the student opt for the refund, the Business Office will issue the refund (to be disbursed within fourteen calendar days after the federal 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). Refunds are processed weekly and made available to students via their campus mailboxes (unless otherwise instructed by the student).

Government Regulations for Cash Refunds to Students Awarded Monies under the Title IV Program

The Benedictine College refund policies, or any portion thereof, is subject to change without notice due to subsequent changes in federal regulations which 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.*

Repayments

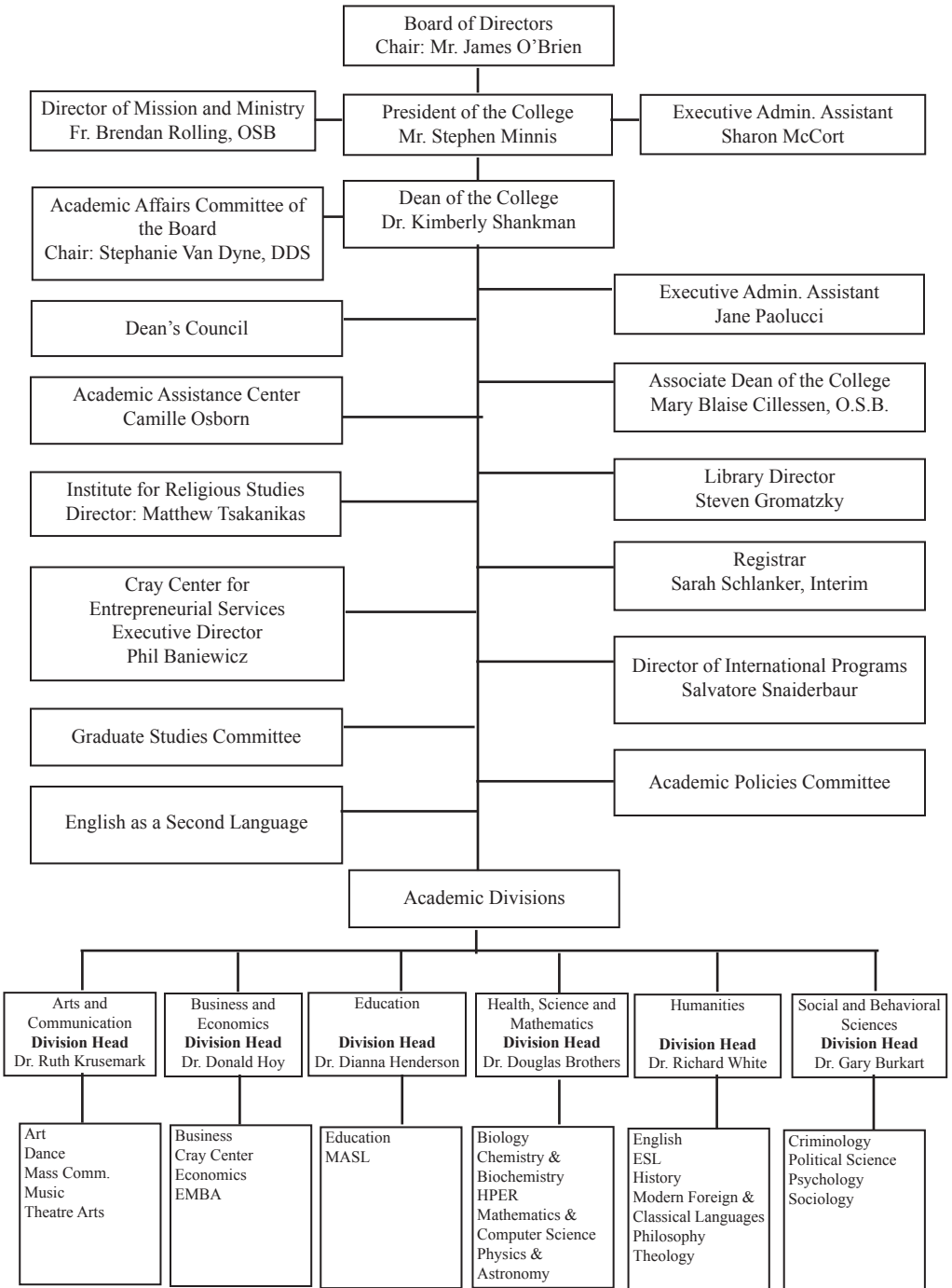
If a withdrawing student received financial aid in excess of direct costs (tuition, fees, room, and board), a percentage of this aid may have to be returned. The amount will depend on how many days the student was enrolled and the amount of aid received. Details should be discussed with the Financial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

Academic Structure of the College

The academic programs of Benedictine College are organized under the Office of the Dean of the College. Undergraduate policies and procedures are generally made in consultation with the appropriate constituencies of the college. Where appropriate, these policies and procedures are approved or ratified by the Dean's Council, the Academic Policies Committee (APC), the Curriculum Committee, the faculty as a whole, and the board of directors.

Academic programs and departments are organized within divisions, with division heads serving as members of the Dean's Council. The chart on the following page provides an overview of the organizational structure and major areas within the academic affairs branch of the college.

Academic Organizational Chart



Division of Arts and Communication

Division Head

Ruth Krusemark, D.M.A.

Faculty

Tiffany Best	Visiting Artist in Residence, Dance Program
J. Elaine Bieberly, M.A.	Assistant Professor of Mass Communications
Daniel Carrel, M.F.A.	Assistant Professor of Art and Theater Arts
Theodore Hanman, M.A.	Visiting Assistant Professor of Music
Ruth Krusemark, D.M.A.	Professor and Chair of Music
Karen C. Minter, D.M.A.	Professor of Music
Kevin Page, Ph.D.	Associate Professor and Chair of Mass Communications
Charles Pulliam, Jr., M.F.A.	Associate Professor and Chair of Theatre Arts
Charles W. Theis, D.M.A.	Professor of Music
Stephen Workman, M.F.A.	Associate Professor and Chair of Art and Director of Academic Advising

The Division of Arts and Communication offers programs of study in art, dance, education, theater, music, and mass communications, including journalism. The departments within the division provide opportunities for all students to engage in a broad range of experiences. Opportunities to engage in creative work, in and out of the classroom, are provided in all disciplines within the division. Studio, laboratory, rehearsal, media production, and other teaching and learning facilities are excellent and provide students extensive opportunities to develop their talents and interests.

The division offers courses within the general education requirements of the college, including those designed to acquaint students with the important role of the liberal arts within culture and community. Collaborative projects within the division promote the integration of all disciplines, and provide curricular activities to complement our unique Discovery College experience. Faculty and students within the division have earned many regional and national honors for their work, and individuals and groups regularly exhibit and publish their work, tour nationally and internationally, and assume key leadership roles within the college and area communities. The division emphasizes the expertise and continuing professional involvement of faculty members as they work to provide rich study and career opportunities for students. Graduates of the division go on to successful careers in business, education, and the arts, as well as to graduate and professional schools. Programs in music are accredited by the National Association of Schools of Music (NASM).

Division of Business and Economics

Division Head

Donald Hoy, J.D.

Faculty

Joseph Brickner, D.Mgt.	Assistant Professor of Business
John F. S. Bunch, Ph.D.	Associate Professor of Business, and Coordinator of the Institute for Professional Ethics and Responsibility (IPEAR)
Richard J. Coronado, Ph.D.	Professor and Chair of Economics
Paul Franklin, M.B.A.	Associate Professor of Business and Academic Director of the Graduate Programs in Business
Christine Ann Glenski, M.S.	Assistant Professor of Business
Jan Hansen, Ph.D.	Assistant Professor of Business
David P. Harris, M.S.	Assistant Professor of Economics
Donald Hoy, J.D.	Associate Professor of Business, and Academic Director of the Cray Center for Entrepreneurial Services
Jay Johnson, M.B.A.	Assistant Professor of Business
Michael G. King, M.I.M.	Assistant Professor and Chair of Business
Bruce Morgan, Ph.D.	Professor of Finance
Lorenzo Patelli, Ph.D.	Assistant Professor of Business

The Division of Business and Economics serves the mission of Benedictine College by providing our faculty and students the opportunity to examine and critique business and economic institutions with the impact on human dignity as a constant reference point. The two departments in the division—Business and Economics—integrate their functions to best serve students’ needs. Major degrees can be earned in Accounting, Business Administration (with one of four concentrations), Economics and Finance. A wide variety of minors are available as well.

The division is heavily invested in the college’s Discovery Program with a high percentage of the students producing public presentations of their projects. These include business plans and market research studies which may later serve as launching pads for career ventures.

There is a booming market demand for the majors from departments of the division who are trained to analyze quantitative and qualitative data, build an effective team, and communicate results with accuracy and style. Two kinds of opportunities await the successful student: admission to a graduate program and/or a job offer.

Also housed within the division are the Cray Center for Entrepreneurial Services and the Executive MBA and Traditional MBA programs. The award-winning Cray Center’s mission is “to create in every student, faculty and staff an enthusiastic awareness of and appreciation for entrepreneurship as a business opportunity” through business plan competitions, internships, and membership in the SIFE and CEO organizations. An educational opportunity for mid-to-upper-level business executives is offered through the Executive MBA program. Through its impact on faculty and resources, the EMBA adds to the professionalism and depth of the undergraduate experience at Benedictine College. In cooperation with the International Programs Office, an associate’s degree program in Business and a Bachelor of Arts in Business Administration for students studying in Hong Kong is offered.

Division of Education

Division Head

Dianna Henderson, Ed.D.

Faculty

Jane Bennett, M.S.	Visiting Assistant Professor of Education
Dianna Henderson, Ed.D.	Associate Professor of Education and co-Chair of Education, and Director of Master of Arts in School Leadership
Charles Osborn, Ed.D.	Professor and co-Chair of Education (Sabbatical Spring 2008)
Matthew Ramsey, Ph.D. (candidate)	Assistant Professor of Education and Director of Special Education
Cheryl Reding, M.A.	Assistant Professor of Education and Associate Director of Master of Arts in School Leadership

The Division of Education’s programs call for future teachers and school leaders to perceive their roles in schools as “Builders of Community.” The division offers undergraduate degrees in Elementary, Secondary and Special Education and one graduate degree, a Master’s of Arts in School Leadership. Students in these programs prepare to be future educators who will enhance schools by bringing new insight and skills in supporting diversity issues, using teaching and learning technologies, and in building healthy and vibrant learning communities.

The division invites students to select from its various licensure programs in teaching and school leadership. A degree in elementary education leads to K–6 licensure; a secondary education degree leads to 6–12 licensure and a special education degree leads to K–6, 6–12 licensure. All Secondary education majors must also complete a degree program in one of the following content areas: biology, chemistry, English, mathematics, history and government, or psychology. In addition, degrees in physical education, French and Spanish, music, and school leadership are licensed for K–12.

Division of Health, Science, and Mathematics

Division Head

Douglas Brothers, Ph.D.

Faculty

Scott R. Baird, Ph.D.	Professor of Physics and Astronomy
Aileen T. Beard, Ph.D.	Associate Professor and Chair of Chemistry & Biochemistry
Daniel E. Bowen, Jr., Ph.D.	Professor of Biology
Lawrence Bradford, O.S.B., Ph.D.	Professor of Biology
Douglas Brothers, Ph.D.	Professor and Chair of Physics and Astronomy
Jack Davis, B.S.E.	Lecturer in Biology
Michael S. Doescher, Ph.D.	Assistant Professor of Chemistry & Biochemistry
Mary T. Flynn, M.S.	Instructor in Health, Physical Education, and Recreation, and Articulation Coordinator
Linda Herndon, O.S.B., Ph.D.	Associate Professor and Chair of Mathematics and Computer Science
Lanny Leroy, M.Ed.	Instructor in Health, Physical Education, and Recreation, and Director of the Athletic Training Program
Eric Linton, Ph.D.	Visiting Assistant Professor of Physics and Astronomy
Terry Malloy, Ph.D.	Assistant Professor of Biology
Athanasios V. Markou, Ed.D. (candidate)	Assistant Professor of Mathematics and Computer Science
Sharon K. Mathis, M.S.	Associate Professor and Chair of Health, Physical Education, and Recreation
Dennis P. Murphy, M.S.Ed.	Instructor in Health, Physical Education, and Recreation
Vernon Ostdiek, Ph.D.	Associate Professor of Physics and Astronomy, and Mathematics and Computer Science (Sabbatical 2007–2008)
James E. Peterson, Ph.D.	Assistant Professor of Mathematics and Computer Science
Martin Simon, Ph.D.	Professor and Chair of Biology
Paul B. Steinbach, Ph.D.	Associate Professor of Chemistry & Biochemistry
Eric West, Ph.D.	Assistant Professor of Mathematics and Computer Science

The Health, Science, and Mathematics Division includes the Departments of Biology, Chemistry & Biochemistry, Health, Physical Education and Recreation, Mathematics and Computer Science, and Physics and Astronomy. Within these areas eleven degree programs and several concentrations and minors are offered. Combined with Benedictine’s comprehensive liberal arts core curriculum and its identity as America’s Discovery College, the division prepares students for scientific, technical, mathematical, or health-related careers. Opportunities for student-faculty research through discovery projects, classes taught by experienced, dedicated teachers, and well-equipped laboratories, together with the special community atmosphere at Benedictine, provide an exceptional education, a deeper understanding of self and others, and a facility for learning that lead to a meaningful and fulfilling life.

The division provides exceptional, small college laboratory and computing facilities, as well as extensive field-based research opportunities. Students routinely engage in funded research through grants and associated internships, and many present their work at professional meetings. The division has several joint programs with major regional universities, including programs in engineering and medicine.

Division of Humanities

Division Head

Richard White, Ph.D.

Faculty

Eric Anderson, Ph.D. (candidate)	Visiting Assistant Professor of History
Benjamin P. Blosser, Ph.D. (candidate)	Assistant Professor of Theology
Julie Bowen, Ph.D.	Assistant Professor of English
Everett Dague, Ph.D.	Associate Professor and Chair of History
Liborio Gomez, Ph.D.	Assistant Professor of Modern Foreign and Classical Languages
Thomasita Homan, O.S.B., M.A.	Assistant Professor of English
Edward Macierowski, Ph.D.	Professor of Philosophy, and Modern Foreign and Classical Languages
James Madden, Ph.D.	Assistant Professor of Philosophy
Daphne McConnell, Ph.D.	Associate Professor and Chair of Modern Foreign and Classical Languages
Leslie Merced, Ph.D.	Assistant Professor of Modern Foreign and Classical Languages
Lloyd Newton, Ph.D.	Associate Professor of Philosophy and Modern Foreign and Classical Languages
George Nicholas, Ph.D.	Associate Professor and Chair of English
Michael O'Hare, M.A.	Associate Professor of Theology and Director of the Discovery Program
Deborah Peters, O.S.B., Ph.D.	Professor of English
Jean W. Rioux, Ph.D.	Professor and Chair of Philosophy
Biff Rocha, Ph.D. (candidate)	Assistant Professor of Theology
John Rziha, Ph.D.	Assistant Professor of Theology
Susan Taylor Snyder, Ph.D.	Assistant Professor of History
Edward Sri, S.T.D.	Visiting Associate Professor of Theology
Michael Stigman, Ph.D.	Assistant Professor of English
Andrew Swafford, S.T.D. (candidate)	Visiting Instructor of Philosophy
Richard White, Ph.D.	Associate Professor and Chair of Theology
Mark J. Zia, S.T.D.	Assistant Professor of Theology

The Division of Humanities includes the departments of English, Modern Foreign and Classical Languages, History, Philosophy, and Theology. The division provides students opportunities to develop broad intellectual abilities, a fulfilling spiritual life, and workplace competence.

Humanities courses are at the core of the college's general education requirements. They challenge students to be creative and intellectually flexible, as well as to command information. There are opportunities for humanities students to publish their work in *Loomings*, the college's award-winning literary magazine, and in the Discovery College Journal, as well as to present their original work during Discovery Week. Students may study abroad through programs accredited with the college, or they may engage in other opportunities for international travel during the summer. There are interdisciplinary courses in the languages, English, philosophy, and religious studies, including the Great Books sequence of courses, and programs that combine in various ways English, journalism, theater arts, and education.

Careers for humanities graduates are numerous and varied: law, publishing, education, ministry, government, social work, the arts and arts administration, and business are only a few of the areas in which humanities students might work after graduation. Many students also go on to graduate or professional schools, or to religious or service vocations.

Division of Social and Behavioral Sciences

Division Head

Gary P. Burkart, Ph.D.

Faculty

Kevin Bryant, Ph.D.	Associate Professor of Sociology
Adam B. Buhman-Wiggs, Ph.D.	Assistant Professor of Psychology
Gary P. Burkart, Ph.D.	Professor and Chair of Sociology
Francis P. Kessler, Ph.D.	Associate Professor of Political Science
Kerry Marvin, M.A.	Instructor in Psychology and Director of the Counseling Center
Giovanni F. Misceo, Ph.D.	Associate Professor of Psychology
Amy Posey, Ph.D.	Associate Professor and Chair of Psychology
John F. Settich, Ph.D.	Associate Professor and Chair of Political Science

The Social and Behavioral Sciences lead to careers in education, business, counseling, government, and social services. The various disciplines in the division explore ways to improve the human condition in the global society. Our disciplines employ methods of inquiry, theories, research and application to the study and betterment of the individual and society as a whole. The college's Catholic identity informs us of the dignity of each person and directs us to be builders of community.

The division invites students to select from its various disciplines of Criminology; Political Science; Psychology; Social Science; and Sociology. Minors or concentrations may be chosen in Criminology; Health and Aging; Pre-clinical Psychology; Pre-Law, and Developmental Psychology.

Courses of Instruction

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 credits (in parentheses) which the course carries. A semester credit represents one fifty-minute class period a week or two or three hours of laboratory a week for the semester. Thus, a course carrying three semester credits will be allotted 150 minutes per week for the semester.

Pilot Testing of New Courses

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

Internships

Departments may provide internships as work and learning experiences under the 379 or 479 course number.

Senior Comprehensive Examinations

All academic departments administer a senior comprehensive examination, usually taken during a student's eighth semester of enrollment, under the 488 course number. This is a requirement for graduation.

Art [Division of Arts and Communication]

The objectives of the department are to explore the nature and function of art and to become proficient in this special field of communication to a practical end: to enter the fields of advertising, graphic design, photography, printmaking, illustration, calligraphy, or ceramics; to continue with graduate study; or go into museum work.

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

A minimum of 44 credit hours, which must include Art courses:

Ar 121, Drawing (3 hours)

Ar 215, Design (3 hours)

Ar 261, Painting (3 hours)

Ba 343, Principles of Entrepreneurship (3 hours)

Ba 345, New Venture Creation (3 hours)

Senior portfolio submitted one semester prior to graduation (credit)

Three Art history courses (9 hours)

Seven *approved* Art elective studio hours (20–21 hours)

The individual art major will be designed with *art department chair approval*. During the sophomore year, art students will be evaluated and an elective course of study will be tailored for the individual student reflecting his or her strengths. The program can also be designed for students who want a broad liberal arts education. Such a degree can help prepare a student to enter careers in art, which demand experience in many areas. Students in art are encouraged to design the *most intensive art program possible*. This is especially important for students with future plans for studying art on the graduate level. Each art major sophomore through senior will be required to enter two local, regional or national art shows per year.

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

The requirements for a minor in Art:

Ar 121, Drawing

Ar 215, Design I, 2-D

Ar 391, Art History I or Ar 392, Art History II *plus* fourteen additional studio hours.

Studio Courses in Art

Ar 101

Introduction to Studio (3)

A beginning level art course that gives students the opportunity to explore some processes of many creative forms and media.

Ar 116

Basic Photography (3)

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. Develops a student’s sensitivity to the language of visual communication, including elements of design. Students must provide their own 5 megapixel (or greater) digital camera. The camera should have some manual overrides. Check with professor if there are questions about camera. Lab fee covers some supplies. Open to non-majors. Student must also enroll in Ar 117, Basic Photography Laboratory. *Prerequisite: Ar 215 (for Mass Communications majors, Mc 128 is the prerequisite), or permission of the professor. Corequisite: Ar 117.*

Ar 117

Basic Photography Laboratory (1)

Laboratory for Ar 116. Students will learn to work with digital photographic images using Adobe Photoshop and other relevant software. *Corequisite: Ar 116.*

Ar 121

Drawing I (3)

Basic drawing using varied subject matter to discover logical form, proportion, perspective, composition, and concepts of form and space. Work toward personal visual language. Analysis and evaluation.

Ar 213

Figure Drawing (2)

The study of drawing using as subject matter the human figure. Exploring the expressive qualities of the human figure and developing an understanding of the human anatomy as used in art. *Prerequisite: Ar 121.*

Ar 215

Design I 2-D (3)

The elements of form, line, shape, value, color, and texture are isolated and explored to understand how they contribute to the organization of form. Guided by specifically assigned problems, students will use a variety of media and vocabularies of artistic terms to further their understanding of 2-D art, and also develop a personal and creative vision.

Ar 321, 322, 421

Drawing II, III, IV (3)

An exploration of 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. Analysis and evaluation. *Prerequisites: Ar 121 and Ar 215. All taken in consecutive numerical order.*

Ar 226

Graphic Design I (3)

Examines the principles and theory of aesthetics applied to the design of newspapers, magazines, brochures, advertising. Presents fundamental concepts of desktop publishing with some hands-on experiences. *Prerequisite: Ar 215 or Mc 128.*

Ar 251, 351, 355, 451

Ceramics I, II, III, IV (3 ea)

The emphasis of these courses is to explore ceramics as an art form. Students will use a variety of techniques to design, construct, decorate, and fire their ceramic works. An emphasis will be placed on both hand building and wheel throwing techniques. *Prerequisites: All taken in consecutive numerical order and Ar 351 requires a prerequisite of Ar 121.*

Ar 261

Painting I (3)

Beginning painting. Color theory and the mixing of colors. The technique of painting is developed through still-life, landscapes, and other proper subject matter. Analysis and evaluation.

Ar 316

Design II 3-D (3)

The elements of form, line, shape, space, texture, color, and mass are isolated and studied to understand how they contribute to the 3-D form. By the use of specific problems, students become familiar with the nature of material and its limitations in order to produce 3-D art forms.

Ar 350, 352, 353, 454

Sculpture I, II, III, IV (3 ea)

Exploration of sculpture. A variety of materials are utilized in the processes of carving, casting, construction, modeling and assemblage. Analysis and evaluation. *Prerequisites: Taken in consecutive numerical order and Ar 350 will have a prerequisite of Ar 121.*

Ar 359**Calligraphy (3)**

History and practice of letter forms as a supplement to interpretative experiences fusing form with content.

Ar 362, 363, 464**Painting II, III, IV (3 ea)**

Through the act of painting, students will learn the proper use of tools and materials, develop a color vocabulary, and enhance compositional and draftsmanship abilities. A perceptual awareness and personal form of visual communication will be developed using still-life and other appropriate subject matter. Analysis and evaluation. *Prerequisites: All taken in consecutive numerical order and Ar 261.*

Ar 368, 369**Watercolor I, II (3 ea)**

Study of 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. Analysis and evaluation. *Prerequisite: All taken in consecutive numerical order and have Ar 121.*

Ar 381, 385, 386, 481**Printmaking I, II, III, IV (3)**

An introduction to, and exploration of, the different basic methods of printmaking: drypoint, monotype, engraving, silkscreen, and woodblock. Through the use of line, texture, value, shape, and color, students will practice the technique of printmaking. The historic and contemporary issues of printmaking will be surveyed. *Prerequisites: Ar 121 and Ar 215. All taken in consecutive numerical order.*

Ar 326, 383, 426**Graphic Design II, III, IV (3)**

Advanced study of design principles and theory. There will be extensive use of computer resources such as scanners, color printers and

CD authoring. In addition to working with printed materials, students will explore multimedia and web design. *Prerequisite: Ar 226. All taken in consecutive numerical order.*

Ar 384, 387, 484**Photography II, III, IV (3)**

Presents intermediate and advanced techniques in photography, digital, and darkroom techniques. Explores a variety of photographic styles and types. Presents some history, identifying major contributors to the discipline. Continues to emphasize design as an element of visual communication. Students must provide their own 5 megapixel (or greater) digital camera. The camera should have some manual overrides. Check with professor if there are questions about camera. If the student wishes to pursue black and white film photography, a 35mm camera must also be provided by the student. Lab fee covers some supplies. Open to non-majors. *Prerequisite: Ar 116 and Ar 117 or permission of instructor. All taken in consecutive numerical order.*

Ar 420**Typography (3)**

Typographic theory and the study of the history, anatomy and applied aspects of type. The course will revolve around the construction and adaptation of a font by each student. Students will examine the history of typefaces and their use from the Trajan Column of Rome to the current post-modern trends. *Prerequisite: Ar 226.*

Ar 465**Graphic Design Workshop (3)**

Graphic Design Workshop is the advanced study of graphic design and theory. Students will operate a graphic design studio, seeking projects from the Atchison area and the college to use as practical experience. Students will work at a professional level to produce projects in a variety of media. *Prerequisite: Ar 326.*

Lecture/Discussion Courses

Ar 290

Art Appreciation (3)

A qualitative and historical analysis of art as a form of communication. A lecture class which discusses architecture, sculpture, and painting from Egyptian to Modern times.

Ar 317

History of Photography (3)

A chronological account of Western photography. The course examines the changing imagery of photography and its influences. Special attention will be given to how a photographic syntax was developed and continues to evolve. Students will explore how technical aspects of photography impact the syntax, as well as how other forms of visual communication influence the language of photography.

Ar 379/429

Art Internship (up to 4 credit hours)

On-the-job experience in a professional art setting. Students will work in internships that relate to their area of interest such as graphic design, photography, or gallery management. Internships will be monitored by a faculty member for educational objectives. It is recommended every art major participate in an internship. Prior approval from the department chair is required. *Prerequisites: Junior standing and a minimum GPA of 2.0.*

Ar 391

Art History I (Survey) (3)

The visual arts of the Western world from pre-historic times to Giotto in the fourteenth century. The meaning of style and expression in architecture, painting and sculpture, studied in the context of the historical background of major periods of western civilization.

Ar 392

Art History II (Survey) (3)

A survey and study of the visual arts that were produced in Western Europe from Proto-Renaissance to the present. Emphasis will be placed on the periods of the Renaissance, Baroque, Rococo, nineteenth and twentieth centuries.

Ar 393

Twentieth Century Art (3)

An in-depth study of forces and personalities producing twentieth century art. *Prerequisite: Ar 391 or Ar 392.*

Ar 398

Special Topics (1–4)

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

Ar 499

Independent Study (1–3)

Suggested sequence of courses for a bachelor's degree in Art

Freshman Year			
En 101, English Composition	3	Literature	3
Th 101, Introduction to Theology	3	So 101, General Sociology	3
Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
Foreign Language	4	Ar 121, Drawing	3
Ar 215, Design I 2–D	3	Art elective	3
Pe 115, Wellness for Life	1		
Elective	3		
	17		15
Sophomore Year			
Foreign Language	4	Natural World Foundation (with lab)	4
Hi 105, World Civilization to 1648	3	Faith Foundation	3
Ar 368, Watercolor	3	Elective	3
Ar 362, Painting	3	Ar 221, Advanced Drawing	3
Ar 391, Art History	3	Ar 381, Printmaking	3
One art show submission	cr	One art show submission	cr
	16		16
Junior Year			
Faith Foundation	3	Philosophical Inquiry Foundation	3
Ar 392, Art History	3	Ba 343, Principles of Entrepreneurship	3
Ar 369, Watercolor	3	Ar 363, Painting	3
Art elective	3	Ar 393, Art History	3
Natural World Foundation	4	Elective	3
Pe Activity course	1	Art elective	3
One art show submission	cr	One art show submission	cr
	17		18
Senior Year			
Ar 364, Painting	3	Art elective	9
Ba 345, New Venture Creation	3	Electives	9
Philosophical Inquiry Foundation	3	One art show submission	cr
Electives	6		
Portfolio Review	cr		
One art show submission	cr		
	15		18

Astronomy [Division of Health, Science and Mathematics]

Astronomers seek to understand the structure and evolution of planets, stars, galaxies, and the Universe. The astronomy major at Benedictine College provides excellent preparation for further study toward advanced degrees in astronomy or in such closely related fields as physics, mathematics, or computer science. Immediate employment opportunities in areas such as planetarium/museum guides, media specialists, or optical equipment sales personnel also exist for students majoring in astronomy.

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

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

Biochemistry [Division of Health, Science and Mathematics]

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

Biochemistry majors will not be awarded a minor in biology or chemistry. Students interested in a minor in biology or chemistry can do so by taking two additional courses in their respective minor.

Benedictine College offers majors leading to the bachelor of science (B.S.) and the bachelor of arts (B.A.) degree, as described below.

Requirements for a B.S. Degree in Biochemistry

Bi 121, General Biology I

Bi 122, General Biology II

Bi 310, Biology III - Mechanisms of Evolution

Bi 475, Molecular and Cell Biology

Ch 103, General Chemistry I

or Ch 123, Advanced General Chemistry I

Ch 104, General Chemistry II

or Ch 124, Advanced General Chemistry II

Ch 105, General Chemistry Laboratory I

Ch 106, General Chemistry Laboratory II
 Ch 231, 232, Organic Chemistry I and Laboratory
 Ch 233, 234, Organic Chemistry II and Laboratory
 Ch 351, 352, Biochemistry I and Laboratory
 Ch 353, 354, Biochemistry II and Laboratory
 Ch 371, 372, Quantitative Analysis and Laboratory
 Ch 390, 391, Junior Chemistry Seminar I/II
 Ch 473, 474, Instrumental Methods of Analysis/Laboratory
 Ch 490, 491, Chemistry Seminar I/II
 Two credit hours of Research in Chemistry (Ch 480/481) or Biology (Bi 486); or two credit hours of Teaching Practicum in Chemistry (Ch 485/486) or Biology (Bi 390). (Students who wish to do research in Biology must take Bi 311, Research Design and Analysis before beginning research.)

Required supporting courses are as follows:

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

Recommended upper-division courses are the following:

Bi 360, Microbiology
 Bi 476, Immunology
 Ch 380, 382, Thermodynamics and Laboratory
 Bi 370, Genetics

Requirements for a B.A. Degree in Biochemistry

Bi 121, General Biology I
 Bi 122, General Biology II
 Bi 475, Molecular and Cell Biology
 Ch 103, General Chemistry I
 or Ch 123, Advanced General Chemistry I
 Ch 104, General Chemistry II
 or Ch 124, Advanced General Chemistry II
 Ch 105, General Chemistry Laboratory I
 Ch 106, General Chemistry Laboratory II
 Ch 231, 232, Organic Chemistry I and Laboratory

Ch 233, 234, Organic Chemistry II and Laboratory
 Ch 351, 352, Biochemistry I and Laboratory
 Ch 353, 354, Biochemistry II and Laboratory
 Ch 371, 372, Quantitative Analysis and Laboratory
 Ch 390, 391, Junior Chemistry Seminar I/II and one credit hour of Research in Chemistry (Ch 480/481) or Biology (Bi 486); or one credit hour of Teaching Practicum in Chemistry (Ch 485/486) or Biology (Bi 390). (Students who wish to do research in Biology must take Bi 311, Research Design and Analysis before beginning research.)
 Required supporting courses are as follows:
 Ma 131, Calculus I
 Ma 132, Calculus II
 Pc 210, Classical Physics I
 Pc 211, Classical Physics II

Recommended upper-division courses are the following:

Bi 310, Biology III - Mechanisms of Evolution
 Bi 360, Microbiology
 Bi 370, Genetics
 Bi 476, Immunology
 Ch 380, 382, Thermodynamics and Laboratory
 Ch 473, 474, Instrumental Methods of Analysis and Laboratory

Bi 121

General Biology I (5)

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. Lecture: three hours. Laboratory: three hours. Discussion: one hour.

Bi 122

General Biology II (4)

A continuation of Bi 121, covering the diversity of living organisms, ecology and animal behavior. Lecture: three hours. Laboratory: three hours.

Bi 310

Biology III - Mechanisms of Evolution (3)

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. Lecture: three hours. *Prerequisites: Bi 121, Bi 122.*

Bi 311

Biology IV- Research Design and Analysis (3)

Provides students with sufficient theoretical and practical knowledge, in a computer intensive course, to plan, conduct, evaluate, and present faculty-directed original research. Topics for discussion include: the historical and philosophical development of scientific research, the scientific method, writing a research proposal, selection of research arena, qualitative and quantitative observations, sampling techniques, collecting, recording, summarizing, statistically analyzing, and graphically presenting data, bibliographic search techniques, and research report writing. Lecture: two hours. Laboratory and discussion: three hours. *Prerequisites: Bi 121, Bi 122.*

Bi 360

Microbiology (4)

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. Lecture: two hours. Laboratory: four hours. *Prerequisites: Bi 121 and Bi 122; two semesters of General Chemistry; one semester of Organic Chemistry which may be taken concurrently.*

Bi 370

Genetics (4)

An introduction to the human genome, Mendelian principles, chromosome-gene inheritance in plants and animals, including man, and the biochemical genetics of molds, bacteria and viruses. Laboratory experiments acquaint the student with various genetic systems and the analysis of data from such systems. Current studies of the molecular nature of the gene are also emphasized. Lecture: two hours. Laboratory: four hours.

Bi 390

Teaching Practicum (1-2)

Teaching with a faculty member in the laboratory of an introductory or an advanced four-hour course. *Prerequisite: Junior or senior standing and permission of the instructor.*

Bi 475

Molecular and Cell Biology (4)

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. Lecture: two hours. Laboratory: four hours. *Prerequisites: Bi 121 and Bi 122; two semesters of General Chemistry; one semester of Organic Chemistry which may be taken concurrently.*

Bi 476

Immunology (4)

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. Lecture: three hours. Laboratory: two hours. *Prerequisites: Bi 121 and Bi 122; two semesters of General Chemistry; one semester of Organic Chemistry which may be taken concurrently. Bi 360 is recommended.*

Bi 486

Research (1–3)

Independent investigation of a biological problem in consultation and/or collaboration with a faculty member.

Ch 103

General Chemistry I (3)

A thorough study of the fundamental principles of chemistry. Emphasis is placed on atomic structure, nuclear chemistry, gas laws, energy changes, reaction stoichiometry, and electronic structure of atoms. Strong algebra skills will be necessary for successful completion of this course. *Corequisite: Ch 105.*

Ch 104

General Chemistry II (3)

Continuation of Ch 103, with major emphasis placed on electrochemistry, equilibrium, chemical bonding, molecular structure, solution equilibria, and mechanisms of chemical reactions. *Prerequisite: Ch 103 or Ch 123, Corequisite: Ch 106.*

Ch 105

General Chemistry Laboratory I (1)

Laboratory course designed to develop basic laboratory techniques and to complement the material covered in Ch 103 or Ch 123. *Corequisite: Ch 103 or Ch 123.*

Ch 106

General Chemistry Laboratory II (1)

Laboratory course designed to complement the material covered in Ch 104 or Ch 124. Includes qualitative analysis. *Prerequisite: Ch 105, Corequisite: Ch 104 or Ch 124.*

Ch 123

Advanced General Chemistry I (3)

Designed for students who are interested in a broader exposure to the field of chemistry. This course will cover the same topics as in Ch 103. In addition, a broader exposure to the applications of chemistry in the real world, including ethics, science and government policy, the chemical industry and the impact of technology will be offered. The course will include an introduction to chemical literature, the history of chemistry and other topics of current interest. In addition to the normally required homework, quizzes and exams in general chemistry, there will be several extra assignments relating to the above topics, and a major final project will be required. Students will be equally prepared for Ch 104, General Chemistry II as those who take Ch 103. There are no prerequisites for this course, although prior exposure to chemistry will be helpful. *Corequisite: Ch 105.*

Ch 124

Advanced General Chemistry II (3)

A continuation of Ch 123, this course is designed for students who are interested in a broader exposure to the field of chemistry. This course will cover the same topics as in Ch 104. In addition, a broader exposure to the applications of chemistry in the real world, including ethics, science and government policy, the chemical industry and the impact of technology will be offered. The course will include an introduction to chemical literature, the history of chemistry and other topics of current interest. In addition to the normally required homework, quizzes and exams in general chemistry, there will be several extra assignments relating to the above topics, and a major final project will be required. Students will be equally prepared for Ch 231, Organic Chemistry I as those who take Ch 104. *Prerequisite: Ch 103 or Ch 123, Corequisite: Ch 106.*

Ch 231

Organic Chemistry I (3)

A study of the basic concepts of organic chemistry including bonding, nomenclature, stereochemistry, spectroscopy, reaction types and reaction mechanisms. Computer-aided instruction is utilized. *Prerequisite: Ch 104 or Ch 124, Corequisite: Ch 232.*

Ch 232

Organic Chemistry I Laboratory (1)

Laboratory course designed to develop skills in the basic techniques of organic chemistry and some organic reaction types. *Corequisite: Ch 231.*

Ch 233

Organic Chemistry II (3)

Continuation of Ch 231. Includes a study of all the major reaction mechanism types, such as substitution, addition, elimination and rearrangement. Aspects of biochemistry are also included. Considerable emphasis is placed on solving problems of synthesis and analysis. Computer-aided instruction is included. *Prerequisite: Ch 231, Corequisite: Ch 234.*

Ch 234

Organic Chemistry II Laboratory (1)

Laboratory course involving synthesis and chemical and instrumental analysis of organic compounds. *Corequisite: Ch 233.*

Ch 351

Biochemistry I (3)

An introduction to the major classes of molecules and their function in living systems. Structure-function relationship of proteins, carbohydrates, lipids and nucleic acids, vitamins and coenzymes. A basic treatment of enzyme kinetics. *Prerequisite: Ch 233, Corequisite: Ch 352.*

Ch 352

Biochemistry I Laboratory (1)

This course will introduce students to the basic experimental techniques used in biochemistry. The focus will be on separation and purification of biologically important molecules. *Corequisite: Ch 351.*

Ch 353

Biochemistry II (3)

A thorough study of bioenergetics and metabolism of carbohydrates, lipids, proteins and nucleic acids. Regulation of metabolic cycles and signal transduction will also be examined. *Prerequisite: Ch 351, Corequisite: Ch 354.*

Ch 354

Biochemistry II Laboratory (1)

Laboratory course related to the components of Ch 353. *Corequisite: Ch 353.*

Ch 371

Quantitative Analysis (3)

The student will develop an in-depth knowledge of the chemical behaviors of materials, and apply it to many practical problems of interest to industry, medicine, forensic and material sciences. In particular, advantage will be taken of an understanding of the processes underlying chemical equilibria to achieve quantitative analysis. *Prerequisite: Ch 104 or Ch 124, Corequisite: Ch 372.*

Ch 372

Quantitative Analysis Laboratory (1)

The student will learn and use the basic wet chemistry techniques of volumetric and gravimetric analysis. Included is an introduction to spectroscopy and electrochemistry. *Corequisite: Ch 371.*

Ch 380

Thermodynamics (3)

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 include gas laws, heat engines, chemical equilibria, and transport properties. *Prerequisites: Ch 104 or Ch 124, Pc 211, and Ma 132, or permission of instructor.*

Ch 382

Thermodynamics Laboratory (1)

Laboratory course involving physicochemical measurements related to thermodynamics. *Corequisite: Ch 380.*

Ch 390/391

Junior Seminar I and II (1)

An introduction to the chemical literature, computer searching chemical data bases, and using computer based presentation packages such as Power Point. Students will also present at least one seminar based on a current article from an American Chemical Society journal each semester. *Required of all junior majors.*

Ch 473

Instrumental Methods of Analysis (3)

The student will develop and couple his or her understanding of modern analytical methods with a knowledge of the physical

properties (thermal, magnetic, electronic) of the material analyzed in order to design and perform chemical analysis and separations. Emphasis will be on spectroscopic methods. *Prerequisite: Ch 371, Corequisite: Ch 474.*

Ch 474

Instrumental Methods of Analysis

Laboratory (1)

The students will perform experiments using spectroscopic and chromatographic techniques, such as UV-Vis, IR, AA, NMR, GC and HPLC. *Corequisite: Ch 473.*

Ch 480/481

Research (1-2)

Independent or collaborative investigation of a problem in any of the areas of chemistry. Minimum of five hours laboratory work and consultation per week. Recommended for all junior and senior majors.

Ch 485/486

Teaching Practicum (1-2)

This course will provide students with hands-on experience in the teaching and supervising of laboratory courses. Particular care will be devoted to the design of a laboratory experiment, including reagent prep, data analysis techniques and evaluation of student results.

Ch 490/491

Senior Seminar I and II (1)

Presentation and discussion of topics from the current chemical literature. Students will also present at least one seminar based on a Discovery research project. *Required of all senior majors.*

Suggested sequence of courses for a bachelor of science degree in Biochemistry

Freshman Year			
Bi 121, General Biology I	5	Bi 122, General Biology II	4
Ch 103, General Chemistry I or Ch 123, Advanced General Chem I	3	Ch 104, General Chemistry II or Ch 124, Advanced General Chem II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 131, Calculus I	4	Ma 132, Calculus II	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Gs 150, BC Experience	cr		
	<hr/>		<hr/>
	16		15
Sophomore Year			
Bi 310, Biology III	3	Ch 233, Organic Chemistry II	3
Ch 231, Organic Chemistry I	3	Ch 234, Organic Chemistry II	1
Ch 232, Organic Chemistry I Lab	1	Pc 211, Classical Physics II	4
Pc 210, Classical Physics I	4	Ph 175, Logic and Nature	3
Aesthetic Foundation	3	Historical Foundation	3
Pe 115, Wellness for Life	1	Faith Foundation	3
	<hr/>		<hr/>
	15		17
Junior Year			
Ch 371, Quantitative Analysis*	3	Bi 470, Genetics	4
Ch 372, Quantitative Analysis Lab*	1	Bi 475, Molecular and Cell Biology*	4
Ch 390, Junior Seminar	1	Ch 473, Instrumental Methods*	2
Foreign Language	4	Ch 474, Instrumental Methods Lab*	1
Historical Foundation	3	Ch 391, Junior Seminar	1
Person and Community Foundation	3	Foreign Language	4
Faith Foundation	3	Pe Activity course	1
	<hr/>		<hr/>
	18		17
Senior Year			
Ch 351, Biochemistry I*	3	Ch 353, Biochemistry II*	3
Ch 352, Biochemistry I Lab*	1	Ch 354, Biochemistry II Lab*	1
Ch 490, Chemistry Seminar	1	Ch 491, Chemistry Seminar	1
Ch 480, Research	1	Ch 481, Research	1
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
Philosophical Inquiry Foundation	3	Electives+	6
Electives+	3		
	<hr/>		<hr/>
	15		15

*These courses are offered in alternate years. Check with your advisor to see in which years they are being offered.

+These should be upper-division courses.

Suggested sequence of courses for a bachelor of arts degree in Biochemistry

Freshman

Bi 121, General Biology I	5	Bi 122, General Biology II	4
Ch 103, General Chemistry I or Ch 123, Advanced General Chem I	3	Ch 104, General Chemistry II or Ch 124, Advanced General Chem II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 131, Calculus I	4	Ma 132, Calculus II	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Gs 150, BC Experience	cr		
	16		15

Sophomore Year

Ch 231, Organic Chemistry I	3	Ch 233, Organic Chemistry II	3
Ch 232, Organic Chemistry I Lab	1	Ch 234, Organic Chemistry II	1
Pc 210, Classical Physics I	4	Pc 211, Classical Physics II	4
Aesthetic Foundation	3	Ph 175, Logic and Nature	3
Historical Foundation	3	Historical Foundation	3
Pe 115, Wellness for Life	1	Faith Foundation	3
	15		17

Junior Year

Ch 371, Quantitative Analysis*	3	Bi 475, Molecular and Cell Biology*	4
Ch 372, Quantitative Analysis Lab*	1	Ch 391, Junior Seminar	1
Ch 390, Junior Seminar	1	Foreign Language	4
Foreign Language	4	Faith Foundation	3
Person and Community Foundation	3	Pe Activity course	1
Elective	3	Elective	3
	15		16

Senior Year

Ch 351, Biochemistry I*	3	Ch 353, Biochemistry II*	3
Ch 352, Biochemistry I Lab*	1	Ch 354, Biochemistry II Lab*	1
Ch 480, Research	1	Ch 481, Research	1
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
Philosophical Inquiry Foundation	3	Electives+	9
Electives+	6		
	17		17

*These courses are offered in alternate years. Check with your advisor to see in which years they are being offered.

+These should be upper-division courses.

Biology [Division of Health, Science and Mathematics]

The mission and objectives of the Biology program are to have our graduating majors appreciate biology, understand biological principles, use the scientific method and be critical thinkers and problem solvers. By the end of their senior year, students will have acquired the ability to engage in collaborative and creative projects and communicate the results of their work in both writing and orally using up-to-date technology. They will be prepared to enter graduate schools, professional schools, pre-college teaching or the work force. Students may pursue either a bachelor of arts (B.A.) degree or a bachelor of science (B.S.) degree in biology. The B.A. degree is designed for students who plan to enter medical school or who desire a broader science background in chemistry and physics. The recommended sequence of courses for the B.A. degree in Biology fulfills all science requirements for pre-professional preparation in Dentistry, Medicine, Optometry, Osteopathic Medicine, Podiatry, and Veterinary Medicine. Preparation for Nursing, Occupational Therapy, or Physicians Assistant programs usually requires coursework in anatomy and physiology. Preparation for careers in Medical Technology or Pharmacy may require more chemistry coursework. The B.S. degree emphasizes the biological sciences and also meets most graduate school and pre-professional requirements.

Requirements to be accepted as a major into the biology program are as follows:

Successful completion of at least 40 credit hours of college course work.

An overall grade point average greater than 2.50.

No final course grade below a C in any science or mathematics course.

Successful completion (C or better) of:

Bi 121, Bi 122 (general biology with lab),
Ch 103 or 123, 104 or 124 and, 105, 106,
(general chemistry with lab), Ch 231,

Ch 232 (organic chemistry I with lab.),
and one semester of college mathematics
(Ma 104, Ma 124, Ma 211, or Ma 131).

Formal application to be accepted into the biology program as a major should be made by the end of the sophomore year and no later than first semester of the junior year.

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

Bi 121, General Biology I

Bi 122, General Biology II

Bi 310, Biology III - Mechanisms of Evolution

Bi 311, Biology IV - Research Design and Analysis

plus five 4-credit hour laboratory courses numbered above 311, with Bi 121 and Bi 122 prerequisite to all other 300 and 400 level courses. Three of the five courses must come from the following options:

Bi 360, Microbiology or Bi 475, Molecular and Cell Biology

Bi 355, Ecology or Bi 354, Animal Behavior

Bi 370, Genetics or Bi 482, Animal Physiology

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

Ch 103, General Chemistry I

or Ch 123, Advanced General Chemistry I

Ch 104, General Chemistry II

or Ch 124, Advanced General Chemistry II

Ch 105, General Chemistry I Laboratory

Ch 106, General Chemistry II Laboratory

Ch 231, Organic Chemistry I

Ch 232, Organic Chemistry I Laboratory

Ch 232, Organic Chemistry II

Ch 234, Organic Chemistry II Laboratory

Ma 131, Calculus I

Ma 132, Calculus II or Ma 211, Statistics

Pc 210, Classical Physics I

Pc 211, Classical Physics II

Recommendations:

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

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

Bi 121, General Biology I
Bi 122, General Biology II
Bi 310, Biology III - Mechanisms of Evolution
Bi 311, Biology IV - Research Design and Analysis

plus six 4-credit hour laboratory courses numbered above 311, with Bi 121 and Bi 122 prerequisite to all other 300 and 400 level courses. Three of the six courses must come from the following options:

Bi 360, Microbiology or Bi 475, Molecular and Cell Biology
Bi 355, Ecology or Bi 354, Animal Behavior
Bi 370, Genetics or Bi 482, Animal Physiology

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

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry I Laboratory
Ch 106, General Chemistry II Laboratory
Ch 231, Organic Chemistry I
Ch 232, Organic Chemistry I Laboratory
Ma 104, College Algebra, Ma 124,
Pre-Calculus or Ma 131, Calculus I
Ma 211, Statistics
Pc 110, Physical Concepts

Prospective high school teachers of Biology will take:

Bi 121, General Biology I
Bi 122, General Biology II
Bi 310, Biology III - Mechanisms of Evolution
Bi 311, Biology IV - Research Design and Analysis
Bi 457, Methods of Teaching Secondary Science

plus four 4-credit hour laboratory courses numbered above 311, with Bi 121 and Bi 122 prerequisite to all other 300 and 400 level courses, preference being given to Bi 355 and all education courses required for Kansas State Certification.

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

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry I Laboratory
Ch 106, General Chemistry II Laboratory
Ch 231, Organic Chemistry I
Ch 232, Organic Chemistry I Laboratory
Ma 211, Statistics
Pc 110, Physical Concepts or
Pc 210, Classical Physics I and
Pc 211, Classical Physics II

The requirements for a minor in Biology:

Bi 121, General Biology I
Bi 122, General Biology II
Bi 310, Biology III - Mechanisms of Evolution
Bi 311, Biology IV - Research Design and Analysis

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

<p style="text-align: center;">Biology Major – The Introductory Course Core</p>
--

Bi 121 General Biology I (5)

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. Lecture: three hours. Laboratory: three hours. Discussion: two hours.

Bi 122

General Biology II (4)

A continuation of Bi 121, covering the diversity of living organisms, ecology and animal behavior. Lecture: three hours. Laboratory: three hours.

Bi 310

Biology III - Mechanisms of Evolution (3)

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. Lecture: three hours. Discussion: one hour. *Prerequisites: Bi 121, Bi 122.*

Bi 311

Biology IV- Research Design and Analysis (3)

This course provides students with sufficient theoretical and practical knowledge, in a computer intensive course, to plan, conduct, evaluate, and present faculty-directed original research. Topics for discussion include: the historical and philosophical development of scientific research, the scientific method, writing a research proposal, selection of research arena, qualitative and quantitative observations, sampling techniques, collecting, recording, summarizing, statistically analyzing, and graphically presenting data, bibliographic

search techniques, and research report writing. Lecture: two hours. Laboratory and discussion: three hours. *Prerequisites: Bi 121, Bi 122.*

Bi 107

Principles of Biology (4)

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.* Lecture: three hours. Laboratory: three hours.

Bi 242

Human Anatomy (3)

An introduction to anatomy and micro anatomy of the human organism. Lecture: two hours. Laboratory: two hours.

Bi 243

Human Physiology (3)

An introduction to the physiology and basic principles involved in the function of the human organism. Lecture: two hours. Laboratory: two hours.

Bi 244

Human Anatomy and Physiology (6)

An integrated study of the structure and basic principles involved in the function of the human organism. Lecture: five hours. Laboratory: three hours.

Bi 247

Human Anatomy and Physiology (4)

An integrated study of the structure and basic principles involved in the functions of the human organism. Lecture: three hours. Laboratory: three hours.

Bi 312

Plant Biology (4)

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. Lecture: two hours. Laboratory: six hours.

Bi 313

Taxonomy of Flowering Plants (4)

A systematic survey of plant families with an emphasis on plants of northeast Kansas and the Benedictine Bottoms. Lecture: two hours. Laboratory: six hours.

Bi 344

Advanced Topics in Human Anatomy and Physiology (2)

A study of human blood, the lymph system, immunity, respiration and urine formation. Lecture: five hours. Laboratory: three hours. One-third semester.

Bi 345

Developmental Biology (4)

An examination of 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. In the laboratory the development of vertebrates is examined in detail. Students also design and conduct experiments elucidating the processes and mechanisms of development. Lecture: two hours. Laboratory: six hours.

Bi 346

Comparative Vertebrate Anatomy (4)

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. Lecture: two hours. Laboratory: six hours.

Bi 353

Invertebrate Biology (4)

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. Lecture: two hours. Laboratory: six hours.

Bi 354

Animal Behavior (4)

The study of the evolution, development, causation, and function of the behavior of animals. Emphasis will be given to the biological mechanisms and adaptive significance of the behavior of both invertebrates and vertebrates. Lecture two hours. Laboratory: six hours.

Bi 355

Ecology (4)

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. Lecture: two hours. Laboratory: six hours.

Bi 356, Bi 357

Field Biology of the National Scenic Riverways (2 plus 2)

An on-site study on horseback or in canoes of the natural history and geology of the Ozark Plateau with an emphasis on the flowering plants and the water quality of the Current River and Jack's Fork River. Followed by a laboratory component using the scientific method combined with knowledge gained in the field. Students complete the project with a presentation during Discovery Week. Two weeks in the field. Four hours/semester.

Bi 360

Microbiology (4)

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. Lecture: two hours. Laboratory: four hours. *Prerequisites: Bi 121 and Bi 122; two semesters of General Chemistry; one semester of Organic Chemistry which may be taken concurrently.*

Bi 370

Genetics (4)

An introduction to the human genome, Mendelian principles, chromosome gene inheritance in plants and animals, including man, and the biochemical genetics of molds, bacteria and viruses. Laboratory experiments acquaint the student with various genetic systems and the analysis of data from such systems. Current studies of the molecular nature of the gene are also emphasized. Lecture: two hours. Laboratory: four hours.

Bi 390

Teaching Practicum (1–2)

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

Bi 457

Methods of Teaching Secondary Science (2)

Acquaints the student with special techniques, current technologies in teaching strategies, and devices for teaching the natural sciences and evaluating student progress in the classroom and laboratory; the planning and presentation of laboratory work and material; the use and maintenance of equipment, and the selection and purchase of laboratory supplies. Some consideration will be given to the journals, handbooks and other technical literature useful in teaching science. Lecture: two hours.

Bi 475

Molecular and Cell Biology (4)

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. Lecture: two hours. Laboratory: four hours. *Prerequisites: Bi 121 and Bi 122; two semesters of General Chemistry; one semester of Organic Chemistry which may be taken concurrently.*

Bi 476

Immunology (4)

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. Lecture: three hours. Laboratory: two hours. *Prerequisites: Bi 121 and Bi 122; two semesters of General Chemistry; one semester of Organic Chemistry which may be taken concurrently. Bi 360 is recommended.*

Bi 482

Animal Physiology (4)

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. Lecture: two hours. Laboratory: four hours.

Bi 486

Research (1–3)

Independent investigation of a biological problem in consultation and/or collaboration with a faculty member.

Suggested sequence of courses for a bachelor of arts degree in Biology

Freshman Year

Ch 103, General Chemistry I or Ch 123, Advanced General Chem I	3	Ch 104, General Chemistry II or Ch 124, Advanced General Chem II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Bi 121, General Biology I	5	Bi 122, General Biology II	4
En 101, English Composition	3	Aesthetic Foundation	3
Ma 131, Math (Calculus if possible)	4	Ma 132, Calculus II or Ma 211, Statistics	4
Gs 150, BC Experience	cr	Pe 115, Wellness for Life	1
		Pe Activity course	1
	16		17

Sophomore Year

Ch 231/232, Organic Chemistry I	4	Ch 233/234, Organic Chemistry II	4
Pc 210, Classical Physics I	4	Pc 211, Classical Physics II	4
Ph 175, Logic and Nature	3	Faith Foundation	3
Bi 310, Biology III	3	Bi 311, Biology IV	3
Th 101, Introduction to Theology	3	Person and Community Foundation	3
		Bi 486, Biology Research	1
	17		18

Junior Year

Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Advanced Biology	4	Advanced Biology	4
Aesthetic Foundation	3	Faith Foundation	3
Elective	3	Philosophical Inquiry Foundation	3
Bi 486, Biology Research	1	Bi 486, Biology Research	1
	18		18

Senior Year

Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Global Perspective	3	Philosophical Inquiry Foundation	3
Ch 351/352, Biochemistry	4	Elective	3
Bi 486, Biology Research	1	Bi 486, Biology Research	2
Bi 488, Senior Comprehensive	cr		
	16		16

Suggested sequence of courses for a bachelor of science degree in Biology

Freshman Year

Ch 103, General Chemistry I or Ch 123, Advanced General Chem I	3	Ch 104, General Chemistry II or Ch 124, Advanced General Chem II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Bi 121, General Biology I	5	Bi 122, General Biology II	4
En 101, English Composition	3	Aesthetic Foundation	3
Ma 124, Pre-Calc. or Ma 131, Calc. I	4	Ma 211, Statistics	4
Gs 150, BC Experience			
	16		15

Sophomore Year

Ch 231/232, Organic Chemistry I	4	Ch 233/234, Organic Chemistry II	4
Pc 110, Physical Concepts	4	Global Perspective	3
Ph 175, Logic and Nature	3	Faith Foundation	3
Bi 310, Biology III	3	Bi 311, Biology IV	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
		Pe Activity course	1
		Bi 486, Biology Research	1
	17		16

Junior Year

Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Advanced Biology	4	Advanced Biology	4
Aesthetic Foundation	3	Faith Foundation	3
Elective	3	Philosophical Inquiry Foundation	3
Bi 486, Biology Research	1	Bi 486, Biology Research	1
	18		18

Senior Year

Advanced Biology	4	Advanced Biology	4
Advanced Biology	4	Advanced Biology	4
Person and Community	3	Philosophical Inquiry Foundation	3
Ch 351/352, Biochemistry	4	Elective	3
Bi 486, Biology Research	1	Bi 486, Biology Research	2
Bi 488, Senior Comprehensive	cr		
	16		16

Business

[Division of Business and Economics]

To be of lasting value, business education, like education generally, must develop in its students the ability to think critically, to relate effectively to others, and to plan for the future. The world today is changing at an astounding rate, driven in part by information and technological innovation. To successfully meet the challenges within the global information economy, business leaders require the technical skills to understand the business problems they face, balanced with the perspective and critical thinking skills a liberal arts education provides. The Department of Business strives to prepare students for a career in business by focusing on the skills needed to make managerial decisions in a world of change. The department offers a major in accounting, a minor in accounting, a major in business administration, a minor in business administration, a major in finance, and a major in international business.

The department has the primary goal of enabling students to integrate knowledge gleaned from various disciplines with their personal experience in order that they may make significant contributions to the whole of life, as well as the accounting and business professions. Our vision is to prepare students to be servant leaders within the global business community. We desire our students to have the technical skills required for business success, tempered by an understanding of social justice and a respect for the dignity of every person whom they interact with as supplier, customer, competitor, regulator or citizen.

At the undergraduate level, the secondary objectives of the program are 1) to impart a sound understanding of accounting and business principles based on a wide variety of subjects as well as specific major requirements; 2) to prepare students for successful endeavors within their chosen professions; and 3) to prepare students for entrance into graduate or professional schools.

At the graduate level, the department offers an Executive MBA and a Traditional MBA (described below). The mission of the EMBA program is “to prepare managers for significant executive and/or entrepreneurial responsibility.” It is intended for mid-to-upper-level managers or owners with at least five years of management experience. The Traditional MBA is designed for students who have just completed an undergraduate degree or who choose to pursue the MBA degree on a course-by-course basis. Students who are accounting majors and who wish to qualify for CPA examination may choose this degree to acquire the required knowledge and credit hours.

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.

In all of the department’s activities, the Discovery College concept is championed through the use of active and service learning processes. Research and scholarship activities are valued as teaching techniques and promoted in the context of the program. Emphasis is placed on developing field case reports and/or research projects in which students provide a service to constituencies outside the department as plans for the organization and operation of businesses (profit or non-profit) are developed.

Furthermore, the mission of the college is reflected in the emphasis placed on ethical business practices and social justice, tied to the communities, which are served through faith and scholarship. Department faculty strive to instill in students a sense of responsibility for the consequences of their business practices, as well as an understanding of the need to balance the profit motive with an appreciation for the dignity of the individuals these practices affect.

It is well to confer as early as possible with the department 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.

The Department of Business also offers a bachelor of science degree completion program in Business to qualified students living in China (Hong Kong and Mainland).

The degree completion program is primarily designed for students who have completed the equivalent of three years of higher education, and who qualify for admission to Benedictine College's international program. Admission to the program requires English proficiency, and eighty-four transferable and acceptable credit hours, including fourteen credit hours of general education courses. For additional information, contact the Benedictine College office of international programs via telephone (913-360-7160), fax (913-360-7622), or email (biu@benedictine.edu).

To earn a bachelor of science through the degree completion program, a student is required to:

1. Successfully complete the equivalent of 128 credit hours, which must involve all courses in the program's forty-four credit hour curriculum.
2. Achieve a grade point average of 2.0 in the overall degree completion course work.
3. Successfully complete a comprehensive or capstone project at a satisfactory level.

The curriculum for the forty-four credit hour degree-completion program is described under Bachelor of Science Degree Completion Program.

Admission Procedures for a Major in the Department of Business

A student may receive regular admission for a major within the Business Department after having attained the following:

- i. Successfully complete 45 credits of college course work.
- ii. Achieve a college-wide cumulative GPA of 2.30 or a cumulative GPA of 2.50 in courses within the major.

iii. Complete Ac 209, Ac 210, and Ba 225 with a 'C' or better grade ('C' minus will not be accepted).

A student may petition for acceptance to a major within the Business Department at any time. The department will consider the petition and may accept the student on a regular or provisional admission. Students who are provisionally admitted will be listed as a PB (pre-business) major in the Registrar's Office for tracking purposes.

The department will grant provisionally admitted students regular admission upon achievement of the requirements stated above and review by the department. The department will review candidates for regular admission, which may include a personal interview with the department faculty. The department chair may recommend to the department faculty a regular admission of students who present unique circumstances.

Students who transfer to Benedictine College with an Associate Degree will be accepted for regular admission based on the standards set out above.

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

Requirements Common To Accounting and Business Administration Majors

1. B.A. candidates in accounting or business administration must complete the general core, outside the Department of Business. A 'C' grade or better must be earned in each course being applied to the major area of concentration.
2. All majors will be required to complete Ma 211 or another statistics course approved by the department chair.
3. The following Department of Business courses must be completed by *all* accounting and business majors in any concentration. These are intended to satisfy the Common Body of Knowledge (CBK), defined by the American Assembly of Collegiate Schools of Business (AACSB).
Ac 209, Principles of Financial Accounting

Ac 210, Principles of Managerial Accounting
 Ba 223, Business Communication
 Ba 225, Principles of Management
 Ba 343, Principles of Entrepreneurship
 Ba 371, Legal Environment of Business
 Ba 379/479, Business Internship
 Ba 383, Principles of Marketing
 Ba 455, Business Ethics
 Ba 460, Strategic Management
 Ec 209, Principles of Macroeconomics
 Ec 210, Principles of Microeconomics
 Fi 390, Principles of Finance

4. All students must pass a comprehensive examination typically in their senior year (Ac 488, Ba 488, Fi 488).

5. Policy Statements:

- a. If a student elects a minor or double major in addition to a current major in accounting or business administration, it is recommended that the work be done in a discipline outside of business.
- b. All business majors are required to complete an internship experience. This should usually occur during the student's junior or senior year.
- c. Computer literacy is required of all students as defined by possessing application skills in word processing, spreadsheets, and presentation software. Those students who lack the necessary skills will be required to take the appropriate course(s) administered by the Department of Business.
- d. For students transferring into the program the college reserves the right to determine which required classes must be completed for a degree. This determination will be based on a careful review of previous course content and/or examinations.

Major in Accounting

Students who plan to take the Certified Public Accountant examination should be aware that beginning in 1997, the state of Kansas requires among other things, the completion of at least 150 semester hours. A faculty

advisor should be consulted before making final decisions relative to a degree program.

Many career choices are available in the profession of accountancy. The three principle areas of employment are in an industrial concern, public practice, and governmental agencies. Required courses for selected tracks in accounting are as follows:

Ac 327, Intermediate Financial Accounting Theory I
 Ac 328, Intermediate Financial Accounting Theory II
 Ac 363, Federal Income Tax Accounting
 Ac 373, Cost Accounting I
 Ac 382, Accounting Information Systems
 Ac 401, Advanced Financial Accounting Theory I
 Ac 402, Advanced Financial Accounting Theory II
 Ac 403, Governmental/Not-for-Profit Accounting
 Ac 420, Business Valuation & Financial Statement Analysis
 Ac 493, Auditing Theory
 Ec 306, Money and Banking

Major in Business Administration

Candidates for the B.A. degree choose a concentration from any of the following subject areas: management, marketing, entrepreneurship, human resource management, international business, or interdisciplinary. The opportunities and requirements for a concentration in each of the subject areas are described below.

Management

The management area of concentration will provide the student with the necessary background for careers in business and non-business organization. Career opportunities may be available in a host of areas, including human resources, communication, industrial relations/management.

Requirements for a concentration in management are as follows:

Ba 357, Management Information Systems
 Ba 450, Human Resource Management

Choose two courses from the following:
Ba 365, Production & Operations Management
Ba 472, Business Law
Ba 340, Small Business Management
Ba 350, Organizational Behavior
So 374, Complex Organizations
Ps 460, Public Adm & Bureaucratic Systems
Choose one course from among any 300+ course in the Division of Business & Public Policy, approved by advisor.

Marketing

This curriculum choice will prepare the student for a career in one of the following areas: marketing administration, selling and sales management, or retail merchandising and management. Many other areas may be available, including advertising.

Requirements for a concentration in marketing are as follows:

Ba 481, Consumer Behavior
Ba 483, Marketing Research/Strategy
Choose two courses from the following:
Ba 385, Sales Techniques
Ba 388, Integrated Marketing Communications
Ba 485, International Marketing
Mc 302, Advertising Principles
Mc 303, Public Relations Principles
Ba 357, Management Information Systems
Choose one course from among any 300+ course in the Division of Business & Public Policy, approved by advisor.

Entrepreneurship

Entrepreneurship is a way of managing that involves pursuing opportunity without regard to the resources currently controlled. Entrepreneurs identify opportunity, assemble required resources, implement a practical action plan, and harvest the rewards in a timely, flexible way.

Requirements for a concentration in entrepreneurship are as follows:

Ba 445, Business Plan Development
Ba 483, Marketing Research/Strategy
Choose two courses from the following:
Ba 345, New Venture Creation

Ba 357, Management Information Systems
Ba 450, Human Resource Management
Ba 459, International Business
Fi 392, Entrepreneurial Finance
Choose one course from among any 300+ course in the Division of Business & Public Policy, approved by advisor.

Human Resource Management

The human resources management concentration will prepare the student for a career in the expanding roles and responsibilities of the human resource professional in today's marketplace. The concentration will provide the student the necessary body of knowledge to sit for the certification exam to become a "Professional in Human Resources" (PHR) offered by the Human Resources Certification Institute.

Requirements for a concentration in human resource management are as follows:

Ba 450, Human Resource Management
Ba 473, Human Resource Law
Choose three courses from the following:
Ba 452, Advanced Human Resource Management
Ba 350, Organizational Behavior
Ba 357, Management Information Systems
Ba 455, Business Ethics
Ec 316, Labor and Manpower Economics
Ps 460, Public Administration and Bureaucratic Systems
Py 482, Social Psychology
So 354, Sociology of Race and Ethnic Relations
So 374, Complex Organizations

International Business

The international business concentration will allow students to enter a growing field of business with a coordinated study of the areas of importance in international business. Graduates will be prepared for careers in domestic businesses with international contacts, in foreign business locations or in government agencies in the international business arena.

Requirements for a concentration in international business are as follows:

Fi 490, International Finance
 Ba 485, International Marketing
 Choose two courses from the following:
 Fr 203 or Sa 203, Intermediate Language
 Ps 432, International Law
 Ps 425, International Relations
 Ec 315, International Economics
 So 290, World Regional Geography
 So 450, Changing World Cultures
 Choose one course from among any 300+
 course in the Division of Business & Public
 Policy, approved by advisor.

Interdisciplinary

An interdisciplinary choice will allow a student to customize the concentration to fit specific career goals. This concentration requires development of a specific plan and advisor approval.

Choose five courses to complete an individualized concentration. An interdisciplinary plan must be developed by the student and approved in advance by the advisor and should be on file in the Registrar's Office.

Major in Finance

Requirements for the B. A. degree in Finance

1. B.A. candidates in finance must complete the general education core, outside the Department of Business. A 'C' grade or better must be earned in each course being applied to the major.
2. The following courses must be completed for the finance major.
 - Ac 209, Principles of Financial Accounting
 - Ac 210, Principles of Managerial Accounting
 - Ac 364, Tax Issues in Business Decisions
 - Ac 420, Business Valuation & Financial Statement Analysis
 - Ec 209, Principles of Macroeconomics
 - Ec 210, Principles of Microeconomics
 - Ma 211, or another statistics course approved by the department chair.
 - Ba 223, Business Communications

Ba 225, Principles of Management
 Ba 371, Legal Environment of Business
 Ba 455, Business Ethics
 Fi 390, Principles of Finance
 Fi 395, Enterprise Risk Management
 Fi 490, International Finance
 Fi 491, Investment & Portfolio Management
 Fi 495, Advanced Corporate Finance
 Elective # 1 (must be Ec elective)
 Elective # 2
 Fi 479, Internship
 Fi 488, Senior Comprehensive Examination

Electives may be chosen from among the following courses:

Ba 472, Business Law
 Ec 306, Money & Banking
 Ec 310, Price Theory & Income Distribution
 Ec 313, Econometrics
 Ec 315, International Economics
 Ec 320, Managerial Economics
 Fi 392, Entrepreneurial Finance
 Fi 488, Comprehensive Examination
 Fi 494, History of Financial Institutions & Markets

Major in International Business

1. B.A. candidates in international business must complete the general education core, outside the Department of Business. A 'C' grade or better must be earned in each course being applied to the major.
2. The following courses must be completed for the international business major.
 - Ac 209, Principles of Financial Accounting
 - Ec 209, Principles of Macroeconomics
 - Ec 210, Principles of Microeconomics
 - Ma 211, or another statistics course approved by the department chair
 - Ba 223, Business Communications
 - Ba 225, Principles of Management
 - Ba 383, Principles of Marketing
 - Ba 325, International Management & Culture

Ba 471, International Business Law
 Ba 455, Business Ethics
 Ba 459, Global Business Strategy
 Fi 390, Principles of Finance
 Fi 490, International Finance
 Ba 485, International Marketing
 Ec 315, International Economics
 Ba 479, Internship (if not done in immersion)
 Ba 488, Comprehensive Examination

Ec 401, Economic Development in the 3rd World
 Hi 383, Early Modern Europe
 Hi 394, Europe Post 1945
 Hi 395, Europe 1848–1914
 Hi 396, Europe 1914–1945
 Th 365, Introduction to World Religions
 So 290, World Regional Geography
 So 450, Global Cultures & Societies
 Ph 475, Islamic Philosophy
 Ps 322, European Politics
 Ps 360, International Relations
 Ps 421, Comparative Political Systems
 So 280, Cultural Anthropology
 So 351, World Populations & Environment
 So 483, Urban Sociology

Immersion experience of at least twelve credits. Students will select one of the following options for completion of their immersion experience in consultation with an advisor and the department chair.

1. Semester study abroad at a Benedictine College campus or partner school. The twelve credits may contain the local language component, liberal arts or business courses. Three credits of internship may be included.
2. Extended study program developed and sponsored by a business faculty member. This must be a minimum of twelve credits. The program must be a minimum of six weeks and may include an internship of three credits approved by the department internship coordinator. Courses equivalent to the Benedictine College business or liberal arts courses will complete the extended study.
3. International students (non-citizens) admitted to the International Business major at Benedictine College may complete their immersion experience by demonstrating proficiency in English and successfully completing twelve credits of elective international business courses, including an internship experience at a US-based enterprise engaged in international business.

Elective courses recommended for the International Business major:

Fr, Gn, Sp upper-division courses or Latin American Civilization & Culture

Minor in Accounting

The minor in Accounting is for the student who wishes to build a limited base of accounting knowledge while improving their financial and analytical skills. Ac 209, Ac 210, Ac 227 and Ac 228 should be taken in sequence; Ac 209 and Ac 210 are prerequisite to the remaining courses.

Ac 209, Principles of Financial Accounting (3 cr)
 Ac 210, Principles of Managerial Accounting (3 cr)
 Ac 227, Intermediate Financial Accounting I (3 cr)
 Ac 228, Intermediate Financial Accounting II (3 cr)
 Ac 363, Federal Income Tax Accounting (3 cr)
 Ac 373, Cost Accounting (3 cr)

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 majoring in accounting or business administration. A grade of 2.0 or higher must be earned in each course counting toward the minor.

The courses required to satisfy the minor are as follows:

Ac 209, Principles of Financial Accounting
Ec 210, Principles of Microeconomics
Ba 383, Principles of Marketing
Fi 390, Principles of Finance

and two courses (6 hours) from the following:

Ba 223, Business Communications
Ba 225, Principles of Management
Ba 240, Small Business Management
Ba 343, Principles of Entrepreneurship
Ba 345, New Venture Creation
Ba 350, Organizational Behavior
Ba 357, Management Information Systems
Ba 365, Production and Operations Management
Ba 371, Legal Environment of Business
Ba 398, Special Topics
Ba 450, Human Resource Management
Ba 455, Business Ethics
Ba 459, International Business
Ba 472, Business Law
Ba 481, Consumer Behavior
Ba 491, Investments
Ec 209, Principles of Macroeconomics

Course Offerings in Accounting

Ac 209

Principles of Financial Accounting (3)

Introduces the fundamentals of accounting: recording business transactions, adjusting accounts, and preparing financial reports; accounting for cash, receivables, fixed assets, and inventories are also covered.

Ac 210

Principles of Managerial Accounting (3)

A continuation of the fundamentals of accounting. Subject matter includes accounting for payroll, bonds, partnership and corporate capital. The basics of income tax and present value concepts are also covered. *Prerequisite: Ac 209.*

Ac 327

Intermediate Financial Accounting

Theory I (3)

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: Ac 210.*

Ac 328

Intermediate Financial Accounting

Theory II (3)

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

Ac 363

Federal Income Tax Accounting (3)

Study and application of the current tax law, codes and regulations as it applies to individual federal income tax situations. Tax planning, preparation of tax returns, and tax research are involved. *Prerequisite: Sophomore standing.*

Ac 364

Tax Issues in Business Decisions (3)

A continuation of Ac 363 in relationship to partnerships, corporations, estates, trusts, federal gift and estate taxes, social security taxes. *Prerequisite: Ac 363 or permission of instructor.*

Ac 373

Cost Accounting I (3)

The classification, accumulation, and presentation of cost information. Specific areas of coverage include job-order and process cost systems, accounting for factory overhead, joint and by-product costing, labor and materials cost control. *Prerequisite: Ac 210.*

Ac 374**Cost Accounting II (Advanced Managerial) (2)**

A continuation of Ac 373. Content includes budget construction, standard costs, direct vs. full absorption costing, and differential cost analysis. *Prerequisite: Ac 373.*

Ac 382**Accounting Information Systems I (3)**

This course is the first of two courses meeting the requirements of some states to sit for the C.P.A. examination. It integrates information systems concepts into the basic accounting process by presenting an overview of how the accounting cycle flows from the beginning to end. It then introduces the student to the basic tools of systems analysis including data files and data bases. *Prerequisite: Ac 327.*

Ac 401**Advanced Financial Accounting Theory I (3)**

A comprehensive treatment of the preparation of consolidated financial statements for parent corporations and their subsidiaries. Accounting for stock investments using the equity method is also included. *Prerequisite: Ac 328.*

Ac 402**Advanced Financial Accounting Theory II (3)**

Provides in-depth study and analysis of advanced accounting topics including: financial statement analysis and segment, interim reporting, statement of cash flows, accounting for branch operations, international accounting and foreign currency transactions, partnership-formation and liquidation, corporate liquidations, reorganizations, and debt restructuring. *Prerequisite: Ac 328.*

Ac 403**Governmental/Not for Profit (1)**

Accounting for government and nonprofit organizations. Content includes: accounting

for revenues, expenditures, and encumbrances for municipal governments; specialized accounting for colleges, hospitals, and federal government agencies. *Prerequisite: Ac 210.*

Ac 420**Business Valuation & Financial Statement Analysis (3)**

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.

Ac 493**Auditing Theory (3)**

The study of the philosophy, environment and application of auditing is explored. AICPA professional ethics, auditor's legal liability, the actual process of auditing elements of financial statements is explained and applied on a theoretical basis. This serves as a capstone course for the accounting curriculum. Consequently, this course must be taken at Benedictine College. *Prerequisite: Ac 328.*

Ac 494**Auditing Practice Seminar (3)**

Emphasis is placed on the practical aspects of auditing and the applying of judgment to particular audit situations. Practical cases in auditing cash, inventories, investments, revenues, and payroll are among those accomplished. *Prerequisite: Ac 493.*

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

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

Course Offerings in Business Administration

Ba 124, 224, 324, 424

Students in Free Enterprise (SIFE) (1–2)

Students develop economic/free enterprise based programs that encourage others in the Benedictine College, Atchison, and surrounding communities to have a better understanding of how the free enterprise system works. This unique experience enables students to acquire stronger communication, team building, and management skills. Credit is initiated by the SIFE advisor after assignment to a mutually agreed upon program. The course may be taken more than one time; a maximum of six hours of SIFE credit may apply toward graduation. This course is open to all students. *Instructor's permission required.*

Ba 155

Introduction to Individual Leadership (2)

This course will direct students to recognize individual strengths and weaknesses and articulate their values, understand leadership styles, recognize the importance of cooperation, develop the ability to trust others and have others trust you while emphasizing servant leadership. *Prerequisite: Freshman standing only.*

Ba 223

Business Communication (3)

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. *Prerequisite: En 101.*

Ba 225

Principles of Management (3)

An introduction to the management process through the functions of planning,

organizing, leading, and controlling for industrial and other organizations. *Prerequisite: Sophomore standing.*

Ba 255

Teams and Leaders (2)

This course will introduce students to the skills and techniques of building effective teams. The course will combine behavior theory and relevant business practice. It will develop transferable leadership skills learned through practice and application within team projects, class activities, and a variety of learning exercises. The application of these skills comes in the form of project management, group decision making, team development, practice of ethics and team presentations. *Prerequisite: Ba 155.*

Ba 325

International Management & Culture (3)

This course will provide students with an understanding of the issues managers must understand relating to the forces supporting and limiting globalization and their implications for organizations, emphasizing global management of both international operations and a multinational workforce. *Prerequisite: Ba 225.*

Ba 340

Small Business Management (3)

This course is for anyone with an interest in small business. Organization and operation of small businesses in each of the four different types of business: retailing, wholesaling, manufacturing and service trades will be discussed in a general nature. Topics will include, but not be limited to: the role of small business in society, buying or starting a new business, acquiring a franchise, financing, and advertising. Open to all majors.

Ba 343

Principles of Entrepreneurship (3)

This course will focus on the nature and challenges of self-employment, venture creation,

and small business ownership. Why people start or own businesses will be examined through discussion of the psychological and sociological factors surrounding business creation and ownership as well as the role of entrepreneurial activity in society. Students will be introduced to different types and models of entrepreneurship and self-employment (e.g. family business, high growth ventures, micro enterprise, social entrepreneurship, franchises, etc.) and they will examine the suitability of entrepreneurship or self-employment as a primary career goal. *Prerequisite: Sophomore standing.*

Ba 345

New Venture Creation (3)

The study of the forming of a new organization. Emphasis is placed on recognizing and seizing opportunities. The basis of the course is to improve technological, commercial, and organizational processes. Entrepreneurs create new goods, improve the quality of goods, introduce new methods of producing goods, open up new markets, find new sources of supply, and transform both organizations and industries. Thus, this course is the essence of new creation both as tangible and intangible goods. *Prerequisites: Ba 225, Ba 383, and Ba 390, or permission of the instructor.*

Ba 350

Organizational Behavior (3)

The purpose of this course is to gain an understanding of the theory, research, and applications which provide the cornerstone for managing within organizations. Topics will include structure of organizations, communication, decision-making, motivation, leadership, and organizational development. Open to all majors.

Ba 355

Leading in Society (1)

This course will help students develop their leadership skills in the greater community.

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

Ba 357

Management Information Systems (3)

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

Ba 365

Production and Operations Management (3)

A survey of the available techniques of operations research that are readily applicable to business problems. Various models of quantitative decision making are covered. These include: PERT/time cost, optimization, inventory, linear programming, transportation, non-linear programming, dynamic programming, games and strategies, Markov analysis, queuing, simulation, and heuristic programming. *Prerequisites: Ba 225, Statistics.*

Ba 371

Legal Environment of Business (3)

The legal aspects of commercial relations including discussion of general laws under which business operates, such as contracts, sales, agency, employment, negotiable instruments, real estate, etc. Open to all majors. *Prerequisites: Ba 223, Ba 225.*

Ba 379, 479**Business Internship (credit arranged)**

A business research program permitting students to apply and test business theory in practical, real-life business situations. Student groups work with participating Atchison business firms on significant management problems. The course emphasizes gaining knowledge that cannot be duplicated in the classroom. *Prerequisites: Junior or senior business, international business or accounting major and permission of the department chair.*

Ba 383**Principles of Marketing (3)**

A decision oriented course introducing the study of the nature of marketing and management of the marketing variables to achieve the goals of the firm. *Prerequisites: Ba 223, Ec 210.*

Ba 385**Sales Techniques (3)**

The managerial dynamics of the personal selling process are analyzed in a contemporary marketing format. Topics include: selling techniques, forecasting and compensation. *Prerequisites and/or corequisites: Ba 223, Ba 383.*

Ba 388**Integrated Marketing Communications (3)**

The importance of clear and consistent communication with an organization's constituents is stressed. Topics focus on learning communications principles and applying them through the development of ads and promotional campaigns and the importance of establishing and maintaining brands and brand awareness. *Prerequisite and/or corequisite: Ba 383.*

Ba 398**Special Topics (1–4)**

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

Ba 445**Business Plan Development (3)**

The focus of this course will be the development and activation of a business plan written in Ba 345. Unsuccessful entrepreneurs usually equate an idea with an opportunity; successful entrepreneurs know the difference. Objectives will be modification of the business plan, site/location decision analysis, security capital, and activating the business plan. *Prerequisite: Ba 345.*

Ba 450**Human Resource Management (3)**

Course deals with hiring procedures, employment testing, the interview and selection process, job design, evaluation techniques, management-labor relations, wage and salary administration, and current employment regulations. Application through case analysis is used. *Prerequisite: Ba 225.*

Ba 452**Advanced Human Resource Management (3)**

This seminar course will focus on advanced topics in human resource management, particularly human resource management-related research and analysis associated with recruitment and selection, compensation/benefits management, and performance/program evaluation. Career opportunities in HRM will be discussed including review and study of the competencies required for the PHR certification exam. *Prerequisite: Ba 450.*

Ba 455**Business Ethics (3)**

A framework of business ethics and social responsibility based on Aristotelian virtues is developed and applied to current business problems. This course overviews the major philosophical theories of morality and ethics (egoism, utilitarianism, Kantian deontology, justice theory, and virtue ethics) in the context of the moral issues surrounding business and work life. Upon completion, students should

be able to demonstrate an understanding of the moral responsibilities and obligations of business professionals and business organizations, to employees, customers, suppliers, government, the competition, the wider society and the environment. *Prerequisite: Ph 175.*

Ba 459

Global Business Strategy (3)

An integrative, terminal course for the senior international business student, this course has three objectives: 1) to provide students with a description and analysis of the mechanics of doing business abroad, including various methods of trade ranging from exporting to joint ventures, 2) to present the importance of cultural, economic, environmental, legal, and political concerns leading to the success or failure of U.S. business operations abroad, and 3) to provide a discussion of the various functional areas of international business-management, marketing, and finance. *Prerequisites: Ba 325, Ba 471, Ba 485, Fi 490 and immersion experience.*

Ba 460

Strategic Management (3)

An integrative, terminal course for the senior business administration student. The course stresses the application of all prior learning concerning major management problems through case analysis and management gaming. *Prerequisites: Completion of the common body of knowledge and senior standing.*

Ba 471

International Business Law (3)

This course will provide students with an understanding of the international aspects of sales, commercial paper, corporate law, and agency. It will also cover issues related to trade regulations, employment law, antitrust and administrative law. Case study will be an integral part of the course.

Ba 472

Business Law (3)

A continuation of the study of legal environment of business, with emphasis on specific areas of contract application, sales, insurance, workmen's compensation and real estate.

Ba 473

Human Resource Law (3)

A survey course designed to acquaint students with the broad and controlling aspects of federal and state laws and regulations which affect human resource management such as EEO, ADA, ADEA, OSHA, Title VII, etc. Students will be expected to study cases and regulations as well as textual materials. *Prerequisite: Ba 450 or permission of instructor.*

Ba 481

Consumer Behavior (3)

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

Ba 483

Marketing Research/Strategy (3)

A study of the role of research in reducing the uncertainty surrounding marketing decisions. Techniques and concepts for providing relevant, methodical, cost-effective measurements appropriate to the problem are examined in a variety of realistic case situations. *Prerequisites: Ba 383, Statistics.*

Ba 485

International Marketing (3)

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 marketing strategies. Use of case studies will be emphasized. *Prerequisite: Ba 383.*

Ba 499

Independent Study (1–4)

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

Course Offerings in Finance

Fi 390

Principles of Finance (3)

A study of the firm's problems of obtaining, allocating and managing capital funds. Examines the sources of capital funds, the costs of obtaining these funds, the management of the firm's capital structure, and financial planning for growth and expansion. Emphasis is placed on composition of capital structure, capital budgeting, and cost of capital theories. *Prerequisites: Ba 223, Ac 209, Statistics.*

Fi 392

Entrepreneurial Finance (3)

This course will provide students with an overview of the issues in finance that are unique to entrepreneurial firms. The specific needs of new or emerging businesses are presented and solutions developed. The course will follow the "life cycle" of the firm, from start-up to harvest. Students will explore both internal and external finance options, external expansion, working capital management and valuing the business for sale. Case study will be an integral part of the course. *Prerequisite: Fi 390.*

Fi 395

Enterprise Risk Management (3)

This course will provide students with an in-depth study of the emerging field of enterprise risk management. Students will understand how to design and implement an integrated enterprise-wide risk management plan. It will include areas of financial risk, operational risk, security risk, property risk, and legal liability risk. Solutions explored will include

insurance, hedging instruments, capital structures, financial arrangements, and contractual and organizational structures through study of cases and modeling simulations. *Prerequisite: Fi 390.*

Fi 490

International Finance (3)

This course focuses on building a practical and theoretical understanding of international financial management. Topics include exchange rate determination, governmental influence on exchange rates, international arbitrage, direct foreign investment and multinational cost of capital and capital budgeting. *Prerequisite: Fi 390.*

Fi 491

Investment and Portfolio Analysis (3)

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

Fi 493

Personal Finance (2)

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: Senior standing.*

Fi 494

History of Financial Institutions & Markets (3)

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. *Prerequisite and/or corequisite: Fi 390 or permission of the instructor*

Fi 495

Advanced Corporate Finance (3)

An integrative, terminal course for the senior business administration student, this course consists of financial and strategic planning which 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 (This decision involves goals for financing, marketing, production, labor relations.), and 4) measurement of performance versus the plan. *Prerequisite: Fi 390.*

Bachelor of Science Degree Completion Program

The Department of Business also offers a bachelor of science degree completion program in Business to qualified students living in China (Hong Kong and Mainland).

Bu 301, Complex Organizations and Organizational Behavior
Bu 302, Broader Business Environment
Bu 310, Managerial Economics
Bu 312, Selected Topics in Business
Bu 350, Business Analysis—Management of Information and Capital
Bu 400, Principles of Marketing in the 21st Century
Bu 415, Designing for E-Business
Bu 450, Entrepreneurship and Strategy

Course Listings

These courses will not fulfill the degree requirements for the bachelor of arts in accounting, business or finance.

Bu 301

Complex Organizations and Organizational Behavior (4)

The study of organizations and their relationship to society. Topics will include: organization goals, environments, technologies, people, work design, decision-making, control, structure, climate, and effectiveness.

Bu 302

Broader Business Environment (4)

The first of two special topics in business courses, this course is designed to introduce the student to how studies in other disciplines and thoughts can be integrated in their understanding of how business can be conducted in a multi-faceted world. Students will take one from the following:

The Business of Art

This course will explore the relationship and practical applications of art within the context of the business world. The course will include a historical survey of art and music from Pre-history through the present to identify the ongoing relationship between works of art and society. Issues pertinent to business applications such as copyright law, use of art on the web, and careers in business and the arts will be explored. Issues concerning aesthetics and their relationship to the consumer will be discussed.

Environmental Management

Virtually all human activities have an impact on the earth and its inhabitants. These in turn affect the health and quality of human existence. This course examines the interrelationships among the many environmental elements of the world we live in. Special consideration is given to the examination of the impact of the human economic activities on important environmental issues such as global warming, ozone depletion, deforestation, air and water pollution, wildlife species extinction and wetlands destruction. Specified topics considered include: population growth and structure; resource use; air, land and water pollution; and environmental regulation.

Social Science and Business

This course introduces social scientific approaches (anthropology, economics, geography, political science, psychology, sociology) to business by examining the many trends that have emerged in the last several decades as they interact with business (e.g., world and regional trade, environmental imbalance, population growth, and the emergence of global mega-cities).

Bu 310

Managerial Economics (4)

Development of the specific theoretical and analytical tools of economics in managerial decision-making in business. Reviews of empirical studies and illustrations of applications. Problems and case analysis.

Bu 312

Selected Topics in Business (4)

Students will take one from the following:

Consumer Behavior

The study of the consumer market where individuals buy or acquire goods or services for personal consumption. Demographics and subcultures and other external market factors will be explored, as well as the consumer decision process.

Investments

The study of security investment with emphasis on the tools for investment analysis.

Production and Operations Management

A survey of the available techniques of operations research that are readily applicable to business problems. Various modes of quantitative decision making are covered. These include: PERT/Time cost, optimization, inventory, linear programming, transportation, non-linear programming, dynamic programming, games and strategies, Markov analysis, queuing, simulation, and heuristic programming.

Bu 350

Business Analysis—The Management of Information and Capital (8)

The development of analytical tools, derived from the study of economics and statistics, are

necessary to an understanding of how managers have improved their ability to measure a firm's performance and better understand business problems that challenge the firm. This course introduces students to the analytical tools and techniques commonly used in today's business environment. Emphasis is placed on the use of problem solving techniques and on the tools and organizing frameworks used to generate data necessary for these techniques.

Bu 400

Principles of Marketing in the 21st Century (8)

This course focuses on the principles of marketing and builds on foundations presented in previous courses, applying them to the management of customer, supplier, and in public relations. The students will gain an understanding of the basics of marketing and the strategic marketing cycle. The course will prepare students to determine optimum responses to customer needs, as well as to identify appropriate consumer markets. Students will also examine the effects of technological changes, including the advent of the Internet, on business processes, and the marketing function. It will also introduce students to emerging models of electronic commerce and related topics such as "cyber marketing," Internet based market research, data mining, and data based marketing.

Bu 415

Designing for eBusiness (4)

There is no question most businesses can benefit from a web presence. Determining what that presence should be is critical to developing an effective eBusiness site. Should the site sell product, or simply act as a location for information? How interactive should the site be? What mix of entertainment and information will work best? This course will examine these questions and introduce the basics of eCommerce through the production of an eBusiness site.

Bu 450

Entrepreneurship and Strategy (8)

This capstone course will require students to use the knowledge and skills developed in earlier courses to address strategic issues pertaining to the overall development of the firm. Strategy formulation and implementation will be addressed for both new and developed organizations. Emphasis will be placed on the application of theory and on case analysis. The capstone project will require each student to prepare a business development plan focusing on the creation of a new business, the expansion (strategic change) of a current business, or the launch of a new product within a current business.

Graduate Course Offerings

The following graduate courses are offered by the Department of Business. These courses will not currently serve as courses that will fulfill the degree requirements for the Executive MBA or MBA at Benedictine College.

Ba 501*

GLOBE: Strategic Planning and Market Entry (4)

This course will focus on the decision to enter a new market and a strategic process for making the decision to expand or start international trade activities. Students will recognize the role of trade advocates and how to promote international trade. The students will learn about distribution networks and logistics of international business. An International Trade Mission to a foreign country will be planned and executed.

Ba 502*

GLOBE: Legal and Financial Issues in International Trade (3)

In this course students will be expected to learn aspects of international trade, specifically focused on methods of payment and foreign currency exchange. Legal aspects of

international business transactions such as foreign corrupt practices act, joint ventures, contracts and export laws will be presented. Students will explore the interaction of business and various government agencies that support export financing and foreign direct investments activities. A trip to Washington, DC to meet with government agencies will be a part of this course.

Ba 503*

GLOBE: Culture and Communications in International Trade (2)

This course will examine some of the important cultural issues marketing managers must consider for product and service design, marketing communications and business negotiations and relationships. The importance and effect of technology and e-commerce will be considered as part of this course. Leadership fundamentals will be presented in this course and reinforced in the other course.

*These courses are offered in nine sessions. Seven sessions are one-day-long and two sessions are travel to Washington, DC or a foreign country. The program is offered one day per month over a nine month period.

Suggested sequence of courses for a bachelor's degree in Accounting

Freshman Year

En 101, English Composition	3	Ph 175, Logic and Nature	3
Ma 104, College Algebra	3	Ma 211, Statistics	4
Th 101, Introduction to Theology	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Ac 209, Financial Accounting	3	Ac 210, Managerial Accounting	3
Gs 150, BC Experience	cr		
	<hr/>		<hr/>
	16		17

Sophomore Year

Historical Foundation	3	Ac 328, Int Finance Theory II	3
Ec 209, Macroeconomics	3	Ec 210, Microeconomics	3
Ba 223, Business Communication	3	Ba 225, Principles of Management	3
Scientific Foundation	4	Ba 343, Principles of Entrepreneurship	3
Ac 327, Intermediate Finance Theory I	3	Faith Foundation	3
Pe 115, Wellness for Life	1		
	<hr/>		<hr/>
	17		15

Junior Year

Ba 383, Principles of Marketing	3	Philosophical Inquiry Foundation	3
Fi 390, Principles of Finance	3	Scientific Foundation	4
Ba 371, Legal Environment of Business	3	Aesthetic Foundation	3
Ac 373, Cost Accounting	3	Ac 382, Accounting Information Systems	3
Ac 363, Federal Income Tax	3	Ec 306, Money and Banking	3
Pe Activity course	1		
	<hr/>		<hr/>
	16		16

Internship: Summer, Junior–Senior Year (1 cr)

Senior Year

Philosophical Inquiry Foundation	3	Ba 460, Strategic Management	3
Aesthetic Foundation	3	Ba 472, Business Law	3
Ba 365, Prod & Operations Mgt	3	Ac 403, Governmental/Not for Profit	1
Ac 401, Adv Financial Accounting I	3	Ac 402, Adv Financial Accounting II	3
Ac 493, Auditing Theory	3	Ac 494, Auditing Seminar	3
		Faith Foundation	3
	<hr/>		<hr/>
	15		16

Suggested sequence of courses for a bachelor's degree in Business Administration with an emphasis in Marketing, Management, International Business, Human Resource Management, or Entrepreneurship

Freshman Year

En 101, English Composition	3	Ph 175, Logic and Nature	3
Ba 250, Teams and Leaders	2	Quantitative Analysis	4
Th 101, Introduction to Theology	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Aesthetic Foundation	3	Elective	3
Gs 150, BC Experience	cr		
	15		17

Sophomore Year

Ac 209, Financial Accounting	3	Ac 210, Principles of Mgt Accounting	3
Ec 209, Macroeconomics	3	Ec 210, Microeconomics	3
Ba 223, Business Communication	3	Ba 225, Principles of Management	3
Scientific Foundation	4	Scientific Foundation	4
Philosophical Inquiry Foundation	3	Historical Foundation	3
Pe 115, Wellness for Life	1		
	17		16

Junior Year

Ba 383, Principles of Marketing	3	Philosophical Inquiry Foundation	3
Fi 390, Principles of Finance	3	Aesthetic Foundation	3
Ba 371, Legal Environment	3	Elective	3
Faith Foundation	3	Concentration Course	3
Ba 357, Management Info Systems	3	Concentration Course	3
Pe Activity course	1		
	16		15

Internship: Summer, Junior–Senior Year (1 cr)

Senior Year

Faith Foundation	3	Ba 460, Strategic Management	3
Ba 345, New Venture Creation	3	Elective	3
Fi 493, Personal Finance	2	Elective	3
Elective	3	Concentration Course	3
Concentration Course	3	Concentration Course	3
Concentration Course	3		
	17		15

Suggested sequence of courses for a bachelor's degree in Finance

Freshman Year

En 101, English Composition	3	Ph 175, Logic and Nature	3
Th 101, Introduction to Theology	3	Quantitative Analysis	3
Ba 255, Teams & Leaders	2	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Aesthetic Foundation	3	General Elective	3
Gs 150, BC Experience	cr		
	<hr/>		<hr/>
	15		16

Sophomore Year

Ac 209, Financial Accounting	3	Ac 210, Managerial Accounting	3
Ec 209, Macroeconomics	3	Ec 210, Microeconomics	3
Ba 223, Business Communications	3	Ba 225, Principles of Management	3
Ma 211, Applied Statistics	4	Scientific Foundation	4
Philosophical Foundation	3	Historical Foundation	3
Pe 115, Wellness for Life	1		
	<hr/>		<hr/>
	17		16

Junior Year

Fi 390, Principles of Finance	3	Ac 364, Tax Issues in Business	3
Ba 371, Legal Environment	3	Fi 395, Enterprise Risk Management	3
Faith Foundation	3	Scientific Foundation	4
Aesthetic Foundation	3	Philosophical Foundation	3
General Elective	3	Ba 455, Business Ethics	3
Pe Activity Course	1		
	<hr/>		<hr/>
	16		16

Internship: Summer, Junior–Senior Year (1 cr)

Senior Year

Fi 490 International Finance	3	Fi 495, Advanced Corporate Finance	3
Fi 491 Investments	3	Ac 420, Business Valuation	3
Elective # 1	3	Elective # 2	3
Faith Foundation	3	General Elective	3
General Elective	3	General Elective	3
		Fi 493, Personal Finance	2
	<hr/>		<hr/>
	15		17

Suggested sequence of courses for a bachelor's degree in International Business

Freshman Year

En 101, English Composition	3	Ph 175, Logic and Nature	3
Th 101, Introduction to Theology	3	Quantitative Analysis	3
Ba 255, Teams & Leaders	2	Historical Foundation	3
Historical Foundation	3	Ba 223, Business Communications	3
Aesthetic Foundation	3	General Elective	3
Gs 150, BC Experience	cr	Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	14		16

Sophomore Year

Ac 209, Financial Accounting	3	Ac 210, Managerial Accounting	3
Ec 209, Macroeconomics	3	Ec 210, Microeconomics	3
Aesthetic Foundation	3	Ba 225, Principles of Management	3
Ma 211, Applied Statistics	4	Scientific Foundation	4
Scientific Foundation	4	Philosophical Foundation	3
	<hr/>		<hr/>
	17		16

Junior Year

Fi 390, Principles of Finance	3	Immersion Semester	
Ba 325, International Mgt & Culture	3	Language	8
Faith Foundation	3	Philosophical Foundation	3
Ba 383, Principles of Marketing	3	Business Elective	3
General Elective	3		
Pe Activity Course	1		
	<hr/>		<hr/>
	16		14

Internship: Summer, Junior–Senior Year (1 cr)

Senior Year

Fi 490 International Finance	3	Ec 315, International Economics	3
Ba 471, International Business Law	3	Ba 485, International Marketing	3
Elective #1	3	Elective #2	3
Faith Foundation	3	Ba 459, Global Business Strategy	3
General Elective	3	General Elective	3
Ba 455, Business Ethics	3	Fi 493, Personal Finance	2
	<hr/>		<hr/>
	18		17

Traditional Master of Business Administration (MBA)

[Division of Business and Economics]

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

Admission to the Traditional MBA Program

The basic requirements for admission to the Traditional MBA program are as follows:

1. A bachelor's degree in any major from an accredited institution.
2. An indication of the capability to perform graduate course work, based on a combination of undergraduate GPA and GMAT scores. The formula for admission is 250 times the undergraduate GPA plus the GMAT score must equal 1100. The Director of Graduate Business Programs may waive the GMAT requirement in situations where the applicant's GPA is sufficient to permit admission if the applicant were to take and receive the minimum GMAT score.
3. Applicants classified as permanent residents of the United States holding a resident alien card must submit a completed copy (both sides) of the card. This information must be submitted with the completed application form. The Benedictine College MBA program reserves the right to request students with an English language barrier to complete the Test of English as a Foreign Language (TOEFL) exam. Admission to the program for these students would be subject to the results of the TOEFL examination and the assessment of their English proficiency by the director of the program.
4. Successful completion of undergraduate courses in the following subjects:

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

Applicants who have not completed the above courses will be required to do so prior to full admission to the program. The MBA director will advise applicants as to the courses needed and the opportunity to complete them at Benedictine College.

5. Non-degree students may be allowed to enroll in MBA courses with permission from the program director. These students are subject to the same course requirements and policies that apply to degree-seeking students.

Provisional Admission for BC Students

Students who are currently enrolled at Benedictine College and have successfully completed at least 96 credits may apply and be provisionally admitted to the program prior to their graduation, based upon a review of their academic progress to date. Upon provisional admission to the Traditional MBA program:

- A. Undergraduate accounting and business majors may take up to three graduate courses and substitute them for undergraduate courses in the student's degree program. The courses that may be substituted are to be determined and approved by the chair of the department.
- B. An undergraduate student in any major will be allowed to take no more than two courses per semester (three per summer session) solely for graduate credit. These courses would be in addition to any courses taken for substitution in the undergraduate degree 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.

Admission to Related Programs

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

Admission Process

Applications are accepted continuously. Every effort is made to ensure that qualified students are admitted for classes in the term of their choice. To be considered for the program, please submit:

1. Official copies of transcripts of all undergraduate and graduate work;
2. A completed application form;
3. Official GMAT test scores; and
4. TOEFL test scores (if required).

Degree requirements

1. Completion of all required course work within six (6) years from the date of initial enrollment;
2. A cumulative GPA of 3.0 or greater must be attained in all graduate work;
3. A maximum of six (6) hours of 'C' will be accepted. If a student receives 'C' grades in more than six semester hours, he or she will be excluded from further study and may only enroll in courses that are subject to the "repeat" policy for graduate courses;
4. Any grade below 'C' will not be accepted and will result in exclusion from further study. A student may only enroll in courses that are subject to the "repeat" policy for graduate courses;

5. Transfer credits must meet the requirements of the program and of the registrar of the college.

6. Candidates for the Traditional MBA degree will choose either the general business concentration or the accounting concentration. Students are required to complete 33 credits of graduate course work in order to receive their MBA degree. The requirements of each concentration are described below:

Requirements common to all concentrations: 21 credits

- Ac 520, Business Valuation and Financial Statement Analysis (3 cr)
- Ba 520, Managerial Economics (3 cr)
- Ba 555, Business Practice & Corporate Social Responsibility (3 cr)
- Ba 560, Strategic Management (3 cr)
- Ba 571, Business Law & Ethical Decision-making (3 cr)
- Ba 575, Project Management (3 cr)
- Ba 590, Financial Management (3 cr)

General Business Concentration: 12 credits from the following:

- Ba 551, Human Resource Management (3 cr)
 - Ba 559, Global Strategy/ International Ventures (3 cr)
 - Ba 565, Managing Information Technology (3 cr)
 - Ba 580, Marketing Strategy (3 cr)
 - Ba 585, Supply Chain Management (3 cr)
 - Ba 597, Internship (1–3 cr)
 - Ba 598, Special Topics (1–3 cr)
 - Ba 599, Independent Study (1–3 cr)
- (A maximum of six credits, approved by the Graduate Program Director, may be applied to the MBA degree from Ba 598 and Ba 599 courses combined.)

Accounting Concentration: 12 credits from the following:

- Ac 530, Advanced Financial Accounting and Reporting (3 cr)
- Ac 540, Advanced Auditing and Attestation (3 cr)
- Ac 550, Business Environment and Concepts (3 cr)
- Ac 560, Regulation (3 cr)

Grade Appeal

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

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

Incompletes

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

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

Degree Completion

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

Diploma

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

Academic Dishonesty

Benedictine College endorses the principles of academic honesty. Any academic dishonesty is contradictory to the purposes and welfare of both the student and the college. Verified instances of academic dishonesty may result in an 'F' for the academically dishonest exam or plagiarized paper and the student may be suspended or dismissed from the college. If an instructor judges that a student has cheated or plagiarized, he or she shall notify the student in writing of the charge and the penalty. This written notification must be issued on a form designed for this purpose, which is available from the office of the dean of the college. A copy of the written notice and the student's material in question will be sent to the dean of the college. The dean of the college will advise the student in writing of his or her findings as well as the student's right to appeal. Within ten days of notification, the student may appeal the charge and/or penalty by submitting a letter to the dean of the college requesting that he or she appoint an *ad hoc* committee consisting of three faculty members, one of whom may be nominated by the student. The recommendation of the *ad hoc* committee will be advisory and the committee will send its recommendation to the dean of the college for his or her decision. The dean of the college will notify the student of the decision within ten days of receiving the *ad hoc* committee's report. The student may appeal the dean's decision to the college president, whose decision is final.

Probation

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

Dismissal from the Program

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

Reinstatement Following Dismissal

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

A student who has been dismissed may send a written appeal for reinstatement to

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

Transfer of Credit

A maximum of nine credit hours taken at another institution may be applied to degree requirements. Transfer hours, with a grade of 'B' or better from a regionally accredited institution, may be accepted. Students seeking approval of transfer credit shall contact the MBA director. To be considered, requests for transfer of credit must be made in writing with appropriate documentation. Official transcripts are necessary for final approval of transfer credits.

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

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

Executive Master of Business Administration (EMBA)

[Division of Business and Economics]

Description of the Program

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

The program is designed so that it can be completed in one year. Typically, a student would start classes in late May and complete the program the following May. Students may transfer up to nine graduate credit hours into the program, contingent upon review and approval by the program director. Classes meet on Friday evening and all day Saturday.

Students who find the pace or load of the accelerated track incompatible with their work and/or personal responsibilities may attend half-time, extending the program over two years. This track is also recommended for students with limited business and/or management experience.

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

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

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

Specific requirements for admission to the EMBA program include the demonstration of: 1) an undergraduate degree from a regionally accredited college or university, 2) five or more years of increasing responsibility managing budgets, systems and/or people, 3) strong and appropriate career aspirations, and 4) good oral and written communication skills. Students not meeting all entrance requirements may be considered for admission to the EMBA subject to the following additional requirements: A GMAT test score, a letter requesting the waiver of the undergraduate degree requirement and some college credit. The Director of Graduate Business Programs shall review the application, including the results of the GMAT test, and make a recommendation regarding

admission to the Graduate Studies Committee. The Graduate Studies Committee will determine whether the proposed student will be admitted to degree candidacy. Non-degree seeking students may take graduate courses with the special permission of the Director of Graduate Business Programs but may not continue to take EMBA courses if they received a grade lower than a 'C' grade.

Attendance

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

Degree Requirements

1. All required course work must be completed within six (6) calendar years from the date of initial enrollment;
2. A cumulative GPA of 3.0 or greater must be attained in all graduate work;
3. A maximum of six semester hours of 'C' credit will be accepted. If a student receives a grade of 'C' in more than six (6) semester hours, he or she will be excluded from further study and may only enroll in courses that are subject to the "repeat" policy for graduate courses;
4. Any grade below 'C' will not be accepted and will result in exclusion from further study. A student may only enroll in courses that are subject to the "repeat" policy for graduate courses;
5. Correspondence courses will not be accepted;
6. Degree candidates must complete the "intent to graduate" form for the Office of the Registrar.

Degree Completion

If a student discontinues the EMBA program before completing the degree requirements and wishes, after three (3) years absence, to resume the program, he or she may be required to reapply for admission and/or

meet the program degree requirements stated in the catalog current at the time of resuming study in the program.

Directed Study

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

Grade Appeal

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

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

Incompletes

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

Probation

A student who receives more than three (3) hours of 'C' or whose cumulative GPA falls below 3.0 is placed on *probation*. Notice of probationary status is mailed to the student. The student will be removed from probationary status after raising his or her cumulative GPA to a 3.0 or above. However, the grade remains on the student's academic record and may contribute to dismissal.

Readmission after Discontinuing Program

If a student, for personal, medical, or other reasons, voluntarily withdraws from the program, he or she may apply for readmission by: 1) submitting a letter of intention to the Director of Graduate Business Programs, and 2) completing an application for readmission. For procedural details, the student should contact the Director of Graduate Business Programs.

Dismissal from the Program

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

Reinstatement Following Dismissal

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

work by taking a standardized test such as the GMAT.

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

Transfer Credit

A maximum of nine (9) credit hours taken at another institution may be applied to degree requirements. Transfer hours, with a grade of 'B' or better from a regionally accredited institution, may be accepted subject to the approval of the Director of Graduate Business Programs and the chair of the Department of Business. Students seeking approval of transfer credit shall contact the Director of Graduate Business Programs. The Director of Graduate Business Programs shall consider the request and make a recommendation to the chair of the Department of Business. Authority for acceptance/rejection of such requests resides within the unit, which is the Department of Business. Official transcripts are necessary for final approval of transfer credits.

Course Listings for Traditional MBA and Executive MBA

Ac 250

Financial Accounting (2)

This course will enable the student to master the financial and accounting processes

in the business context. Students will learn the four basic financial statements and their integration in the accounting and reporting functions of the business. Topics covered will include debit and credit allocation, closing journal entries, categorization of assets, liabilities and owners' equity, the relation of financial reporting to business events and the implications of taxes and depreciation. Types of business organizations will also be discussed. *This will fulfill a required foundation course for the Traditional MBA. It may not be taken for substitution in any other program.*

Ac 520

Business Valuation and Financial Statement Analysis (3)

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 valuation models and investment decisions. Case application of financial theory will be emphasized.

Ac 530

Advanced Financial Accounting and Reporting Issues (3)

This course covers the preparation of the Statement of Financial Position (Balance Sheet), Income Statement, Statement of Retained Earnings, and Statement of Cash Flows. The curriculum will include, in-depth study and analysis of the asset, liability, and equity accounts, investments, taxes, pensions, leases, and cash flows. In addition, financial accounting and theory in relation to consolidations, branch operations, industry segments, partnership liquidations, reorganizations and debt structuring, and government and not-for-profit entities will be discussed. *Prerequisite: Undergraduate degree or permission from director of Graduate Business Programs. May not be taken for dual credit.*

Ac 540

Advanced Auditing and Attestation (3)

This course covers auditing procedures, auditing standards generally accepted in the United

States (GAAS) and other standards related to attestation engagements. The major focus is on external audit services, audit and management responsibilities; professional standards of external auditors; evidence and procedures used by external auditors; and audit reports. Also covered are skills needed to apply that knowledge in auditing and other attestation engagements. *Prerequisite: Undergraduate degree or permission from director of Graduate Business Programs. May not be taken for dual credit.*

Ac 550

Business Environment and Concepts (3)

This course focuses on business structure; economic concepts essential to understanding an entity's operation, business and industry; financial management; information technology; and planning and measurement. Students become familiar with underlying business reasons for and the accounting implications for transactions, and gain skills needed to apply that knowledge in financial statement audit and attestation engagements as well as perform other functions affecting the public interest. *Prerequisite: Undergraduate degree or permission from Director of Graduate Business Programs. May not be taken for dual credit.*

Ac 560

Regulation (3)

This course focuses on federal taxation, ethics, professional and legal responsibilities, and business law, as well as skills needed to apply that knowledge. Topics address CPAs' professional and legal responsibilities, and legal implications of business transactions, particularly as they relate to accounting and auditing. Coursework focuses on federal and widely adopted uniform state laws, as well as principles of and procedures for federal income, estate and gift taxation. *Prerequisite: Undergraduate degree or permission from director of Graduate Business Programs. May not be taken for dual credit.*

Ba 210**Business Math (2)**

This course provides the student with an introductory understanding of business math topics and equips students with an understanding of how mathematics can be used to approach, analyze, and solve a business problem. Students will be expected to master equations and formulas, ratio analysis, discounting and compounding and statistics.

This will fulfill a required foundation course for the Traditional MBA. It may not be taken for substitution in any other program.

Ba 230**Introduction to Economics (2)**

This course provides a foundation for the understanding economics in both the micro and macro view. Students will learn how the tools of supply and demand affect individual and business level actions in the marketplace. Issues of inflation and aggregate unemployment are considered in the context of monetary and fiscal policy as determined by governmental policy. Students will develop basic tools of economic reasoning and analysis which will lead to more effective economic choices and governmental policy. *This will fulfill a required foundation course for the Traditional MBA. It may not be taken for substitution in any other program.*

Ba 260**Essentials of Finance (2)**

This course is a foundation course for the Traditional MBA program. This course introduces the student to an understanding of financial markets and interest rates, analysis of financial statements, risk and return, the time value of money, capital budgeting decisions and the basics of capital structure. The financial aspects of common stock and dividends will also be presented. *This will fulfill a required foundation course for the Traditional MBA. It may not be taken for substitution in any other program.*

Ba 510**Accounting Information for Management (3)**

An analysis of internal 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.

Ba 520**Managerial Economics (3)**

This course explores the nature and role (including market forces) of decisions that determine profit-maximizing production and pricing. The course investigates pragmatic microeconomic and macroeconomic applications, including relevant costs, and the determinates of supply and demand and their role in decision-making.

Ba 545**New Venture Management/Managing a Growing Business (3)**

Explores the skills and opportunities of entrepreneurship and intrapreneurship. Incorporates a comprehensive business development program. The course provides students with two options to explore the business environment. Students may develop an expansion business plan for their own organization based on an evaluation of their company's operational and/or strategic options, or they may develop a new venture business plan based on the identification and market feasibility of a new business opportunity.

Ba 550**Change Management (3)**

This course offers a comprehensive analysis of concepts and applications required for effective performance of the manager's job in

organizations with varied human and business environments and circumstances. Management as a critical element of the total organizational system interacting with objectives, motivation, actions, and control is covered. Issues including leadership, organizational design, and interpersonal processes are explored. The understanding of decision-making and how it determines effective organizational action are central to this course.

Ba 551

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.

Ba 554

White Collar and Corporate Crime (3)

This course offers a comprehensive exploration of white-collar and corporate crime and its social control. Specifically, this course examines some of the competing definitions and elements of trust, respectability and risk; problems in measuring white-collar crime, assessing its cost, and problems in identifying the victims. It will also examine various specific types of white-collar crime, including: corporate, occupational, and governmental crime. A systematic review of the theories and accounts that seek to explain white-collar crime is examined. The course will also focus on the legal and social control of white-collar crime; prosecuting, defending, and adjudicating; and responding to white-collar crime.

Ba 555

Business Practice and Corporate Social Responsibility (3)

Examines the exercise of leadership in modern organizations with a focus on ethical challenges facing corporate leaders in the rapidly changing business environment. Emphasis

is placed on understanding the responsibilities corporations have toward various publics (stakeholders) and the implications of the Benedictine heritage for business practice.

Ba 559

Global Strategy/International Ventures (3)

This course addresses business problems, opportunities, and processes relevant to a global market economy. International business practice and communication skills are integrated into each aspect of the course. Emphases include: current issues in management, economics, finance, marketing or production, and how these operate in different countries with widely varying thought processes and cultures.

Ba 560

Strategic Management (3)

This course seeks to develop a management viewpoint that integrates creative thinking, strategic perspectives and administrative ability in a global context. The course helps students develop skills and perspectives necessary to comprehend and respond to a complex, whole system phenomena. Finally, this course introduces and develops the ideas and tools of strategy and strategic analysis. Integrative cases in modern business problems are explored, alternative courses of action are appraised and strategic decision-making ability is developed.

Ba 565

Managing Information Technologies (3)

This course addresses the work environment of today's manager which is heavily based in global computer network, with the ability to share ideas, information, and work across the world. Emphasis will be placed on how today's manager uses information theory, system analysis and technology to provide a competitive advantage in marketing operations and strategic elements of the firm's activities.

Ba 571

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.

Ba 575

Project Management (3)

This course investigates the key components of the ever-increasing field of project management. It develops the managerial aspects of project management, including the topics of planning, organizing, selecting, scheduling and controlling projects. The course is enhanced with Microsoft Project software when available. Program Evaluation Review Techniques (PERT) and Critical Path Method (CPM) is the scheduling format used to assemble project plans. The concept of earned value is also developed.

Ba 580

Marketing Strategy (3)

This course takes an analytical approach to the study of marketing, focusing on the total environment in which marketing decisions are made. Emphasis is on managerial decisions, as well as the planning research and organization aspects of marketing activities. Students examine consumer and industrial products and services; profit, non-profit, public and private organizations; and the social and legal implications of marketing policies.

Ba 585

Supply Chain Management (3)

This course will focus on the importance of the supply chain as a key element in the marketing function within an organization. Understanding of the management of

inventory control, distribution and supply functions of marketing will be developed through the use of case analysis.

Ba 590

Financial Management (3)

The nature of strategic decisions related to the source and use of funds for capital expenditures are central to this course. Examination and analysis of risk in financial decision-making, and the financial instruments which have evolved to manage capital will be studied. Attention is given to the process and role of capital budgeting and control of capital usage.

Ba 597

Internship (1-3)

The internship program is designed to provide students an opportunity to work with a participating firm or organization to receive "hands on" experience. The student will create cooperatively with a management level person a "value added" project to present at the completion of the internship. One hundred hours of documented work time is required for each hour of credit. *Prerequisite: Undergraduate degree or permission from director of Graduate Business Programs. May not be taken for dual credit.*

Ba 598

Special Topics (1-3)

Topics not included in the regular catalog, usually treated in a lecture/discussion/research format. May be taken more than once if the subject matter varies sufficiently. *Prerequisite: Undergraduate degree or permission from director of Graduate Business Programs. May not be taken for dual credit.*

Ba 599

Independent Study (1-3)

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

Chemistry

[Division of Health, Science and Mathematics]

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

Benedictine College offers majors leading to the bachelor of science (B.S.) and the bachelor of arts (B.A.) degrees, as described below.

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

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Ch 231/232, Organic Chemistry I/Laboratory
Ch 233/234, Organic Chemistry II/Laboratory
Ch 371/372, Quantitative Analysis/Laboratory
Ch 380/382, Thermodynamics/Laboratory
Ch 390/391, Junior Seminar I and II
Ch 441, Inorganic Chemistry
Ch 473/474, Instrumental Analysis/Laboratory
Ch 483/484, Quantum Chemistry and Dynamics /Laboratory
Ch 490/491, Chemistry Seminar I/Chemistry Seminar II

Two to four credit hours of:

Ch 480/481, Research I and II or
Ch 485/486, Teaching Practicum I and II

Required supporting courses:

Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Pc 210, Classical Physics I
Pc 211, Classical Physics II

Recommended supporting courses:

Ch 321/322, Environmental Chemistry/Lab
Ch 351/352, Biochemistry I/Laboratory
Ma 310, Differential Equations
Pc 320/321, Relativity and Atomic Physics

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

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Ch 231/232, Organic Chemistry I/Laboratory
Ch 233/234, Organic Chemistry II/Laboratory
Ch 371/372, Quantitative Analysis/Laboratory
Ch 380/382, Thermodynamics/Laboratory
Ch 390/391, Junior Seminar I and II
Ch 490/491, Chemistry Seminar I/Chemistry Seminar II

Two credit hours of:

Ch 480/481, Research I and II or
Ch 485/486, Teaching Practicum I and II
and at least three additional chemistry courses (one with a laboratory component) chosen from:

Ch 321/322, Environmental Chemistry/Laboratory
Ch 351/352, Biochemistry I/Laboratory
Ch 441, Inorganic Chemistry
Ch 473/474, Instrumental Analysis/Laboratory
Ch 353/354, Biochemistry II/Laboratory
Ch 483/484, Quantum Chemistry and Dynamics/Laboratory

Required supporting courses:

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

The requirements for a minor in Chemistry:

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I

Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Ch 231/232, Organic Chemistry I/Laboratory
plus two additional chemistry courses (one
with a laboratory component).

The requirements for prospective high school teachers of Chemistry:

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Ch 231/232, Organic Chemistry I/Laboratory
Ch 233/234, Organic Chemistry II/Laboratory
Ch 371/372, Quantitative Analysis/Laboratory
Ch 380/382, Thermodynamics/Laboratory
Ch 390/391, Junior Seminar I and II
Ch 457, Methods of Teaching Secondary
Science
Ch 480/481, Research
Ch 490/491, Chemistry Seminar I/Chemistry
Seminar II

Two credit hours of:

Ch 480/481, Research I and II
Plus all education courses required for Kansas
State Certification.

Required supporting courses are as follows:

Bi 107, Principles of Biology I
Ma 131, Calculus I
Ma 132, Calculus II
Pc 210, Classical Physics I
Pc 211, Classical Physics II

Ch 101

The Chemistry of the Biosphere (4)

This course is intended for students not majoring in the natural sciences or mathematics and is designed especially for students with no previous formal experience in chemistry. Emphasis is placed on the chemistry of the environment and man's impact on it.

Ch 103

General Chemistry I (3)

A thorough study of the fundamental principles of chemistry. Emphasis is placed on atomic structure, gas laws, energy changes, reaction stoichiometry, and electronic structure of atoms. Strong algebra skills will be necessary for successful completion of this course. *Corequisite: Ch 105.*

Ch 104

General Chemistry II (3)

Continuation of Ch 103, with major emphasis placed on electrochemistry, equilibrium, chemical bonding, molecular structure, solution equilibria, and mechanisms of chemical reactions. *Prerequisite: Ch 103 or Ch 123, Corequisite: Ch 106.*

Ch 105

General Chemistry Laboratory I (1)

Laboratory course designed to develop basic laboratory techniques and to complement the material covered in Ch 103 or Ch 123. *Corequisite: Ch 103 or Ch 123.*

Ch 106

General Chemistry Laboratory II (1)

Laboratory course designed to complement the material covered in Ch 104 or Ch 124. Includes qualitative analysis. *Corequisite: Ch 104 or Ch 124.*

Ch 123

Advanced General Chemistry I (3)

Designed for students who are interested in a broader exposure to the field of chemistry. This course will cover the same topics as in Ch 103. In addition, a broader exposure to the applications of chemistry in the real world, including ethics, science and government policy, the chemical industry and the impact of technology will be offered. The course will include an introduction to chemical literature, the history of chemistry and other topics of current interest. In addition to the normally

required homework, quizzes and exams in general chemistry, there will be several extra assignments relating to the above topics, and a major final project will be required. Students will be equally prepared for Ch 104, General Chemistry II as those who take Ch 103. There are no prerequisites for this course, although prior exposure to chemistry will be helpful. *Corequisite: Ch 105.*

Ch 124

Advanced General Chemistry II (3)

A continuation of Ch 123, this course is designed for students who are interested in a broader exposure to the field of chemistry. This course will cover the same topics as in Ch 104. In addition, a broader exposure to the applications of chemistry in the real world, including ethics, science and government policy, the chemical industry and the impact of technology will be offered. The course will include an introduction to chemical literature, the history of chemistry and other topics of current interest. In addition to the normally required homework, quizzes and exams in general chemistry, there will be several extra assignments relating to the above topics, and a major final project will be required. Students will be equally prepared for Ch 231, Organic Chemistry I as those who take Ch 104. *Prerequisite: Ch 103 or Ch 123, Corequisite: Ch 106.*

Ch 198

Special Topics (1–4)

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

Ch 231

Organic Chemistry I (3)

A study of the basic concepts of organic chemistry including bonding, nomenclature, stereochemistry, spectroscopy, reaction types

and reaction mechanisms. Computer-aided instruction is utilized. *Prerequisite: Ch 104 or Ch 124, Corequisite: Ch 232.*

Ch 232

Organic Chemistry I Laboratory (1)

Laboratory course designed to develop skills in the basic techniques of organic chemistry and some organic reaction types. *Corequisite: Ch 231.*

Ch 233

Organic Chemistry II (3)

Continuation of Ch 231. Includes a study of all the major reaction mechanism types, such as substitution, addition, elimination and rearrangement. Aspects of biochemistry are also included. Considerable emphasis is placed on solving problems of synthesis and analysis. Computer-aided instruction is included. *Prerequisite: Ch 231, Corequisite: Ch 234.*

Ch 234

Organic Chemistry II Laboratory (1)

Laboratory course involving synthesis and chemical and instrumental analysis of organic compounds. *Corequisite: Ch 233.*

Ch 310

Scientific Glassblowing (2)

Examines the principles and theory associated with glassblowing. This course provides the student with a working knowledge of common glassblowing techniques, with emphasis on those appropriate to the repair and production of scientific glassware. The student will have hands-on experience with glassblowing. *Permission of instructor required.* Note: This course does not fulfill any requirements for a major or minor in chemistry.

Ch 321

Environmental Chemistry (3)

The goal of this course is to introduce the student to the fundamental chemical principles of the environment. Special care will be placed on important reactions that affect the atmosphere, the hydrosphere and the lithosphere. The contribution of industrial effluents will be evaluated on the basis of their local and global impact. *Prerequisite: Ch 231, Corequisite: Ch 322.*

Ch 322

Environmental Chemistry Laboratory (1)

This laboratory will provide students with hands-on experience in the analysis of environmental pollutants. Particular care will be given to water analysis in the local area. *Corequisite: Ch 321.*

Ch 351

Biochemistry I (3)

An introduction to the major classes of molecules and their function in living systems. Structure-function relationship of proteins, carbohydrates, lipids and nucleic acids, vitamins and coenzymes. A basic treatment of enzyme kinetics. *Prerequisite: Ch 233, Corequisite: Ch 352.*

Ch 352

Biochemistry I Laboratory (1)

This course will introduce students to the basic experimental techniques used in Biochemistry. The focus will be on separation and purification of biologically important molecules. *Corequisite: Ch 351.*

Ch 353

Biochemistry II (3)

A thorough study of bioenergetics and metabolism of carbohydrates, lipids, proteins and nucleic acids. Regulation of metabolic cycles and signal transduction will also be examined. *Prerequisite: Ch 351, Corequisite: Ch 354.*

Ch 354

Biochemistry II Laboratory (1)

Laboratory course related to the components of Ch 353. *Corequisite Ch 353.*

Ch 371

Quantitative Analysis (3)

The student will develop an in-depth knowledge of the chemical behaviors of materials, and apply it to many practical problems of interest to industry, medicine, forensic and material sciences. In particular, advantage will be taken of an understanding of the processes underlying chemical equilibria to achieve quantitative analysis. *Prerequisite: Ch 104 or Ch 124, Corequisite: Ch 372.*

Ch 372

Quantitative Analysis Laboratory (1)

The student will learn and use the basic wet chemistry techniques of volumetric and gravimetric analysis. Included is an introduction to spectroscopy and electrochemistry. *Corequisite: Ch 371.*

Ch 377

Polymer Chemistry (3)

An introduction to the chemistry of polymeric materials. An overview of different kinds of polymerization reactions, such as radical ionic, condensation, etc. A survey of the major classes of polymers, with discussion of their utility in industry. *Prerequisite: Ch 233.*

Ch 380

Thermodynamics (3)

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 include gas laws, heat engines, chemical equilibria, and transport properties. *Prerequisites: Ch 104 or Ch 124, Pc 211, and Ma 132, or permission of instructor.*

Ch 382

Thermodynamics Laboratory (1)

Laboratory course involving physicochemical measurements related to thermodynamics.

Corequisite: Ch 380.

Ch 390/391

Junior Seminar I and II (1)

An introduction to the chemical literature, computer searching chemical data bases, and using computer based presentation packages such as Power Point. Students will also present at least one seminar based on a current article from an American Chemical Society journal each semester. *Required of all junior majors.*

Ch 398

Special Topics (1–4)

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

Ch 421

Chemical Fate and Transport in the Environment (3)

This course seeks to establish the fundamental concepts associated with how chemical species (pollutant or natural) move in the environment. It will encompass the three major environmental spheres; the lithosphere, the hydrosphere, and the atmosphere. Additional topics will include characterization of the soil, transport of water and pollutants through the soil (hydrology), atmospheric transport, modeling of the atmosphere, e.g., using GCMs (Global Circulation Models). Problems throughout the text emphasize real-life applications using data from actual case studies. *Prerequisite: Ch 104 or Ch 124.*

Ch 431

Advanced Organic Chemistry I (3)

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. By use of extensive references and referenced problems, an opportunity will be provided for students to delve into the research literature. *Prerequisite: Ch 233.*

Ch 441

Inorganic Chemistry (3)

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 systematize topics of interest in this rapidly expanding area of chemistry. *Prerequisite: Ch 233.*

Ch 461

Molecular Spectroscopy (3)

A theoretical introduction to molecular spectroscopy and its relation to structure. Electronic, vibrational, rotational and magnetic resonance spectra of chemical systems will be discussed. *Prerequisite: Ch 483.*

Ch 473

Instrumental Methods of Analysis (3)

The student will develop and couple his or her understanding of modern analytical methods with a knowledge of the physical properties (thermal, magnetic, electronic) of the material analyzed in order to design and perform chemical analysis and separations. Emphasis will be on spectroscopic methods. *Prerequisite: Ch 371, Corequisite: Ch 474.*

Ch 474

Instrumental Methods of Analysis Laboratory (1)

The students will perform experiments using spectroscopic and chromatographic techniques, such as UV-Vis, IR, AA, NMR, GC and HPLC. *Corequisite: Ch 473.*

Ch 480/481**Research (1–2)**

Independent or collaborative investigation of a problem in any of the areas of chemistry. Minimum of five hours laboratory work and consultation per week. Recommended for all junior and senior majors.

Ch 483**Quantum Chemistry and Dynamics (3)**

The nature of chemical bonding, molecular structure, and chemical dynamics are investigated via the fundamental concepts of quantum chemistry and chemical kinetics.

Prerequisites: Ch 104 or Ch 124, Pc 211, and Ma 132, or permission of instructor.

Ch 484**Quantum Chemistry and Dynamics Laboratory (1)**

Laboratory course involving physicochemical measurements and computer calculations related to quantum chemistry, chemical reaction kinetics, and molecular spectroscopy.

Corequisite: Ch 483.

Ch 485/486**Teaching Practicum (1–2)**

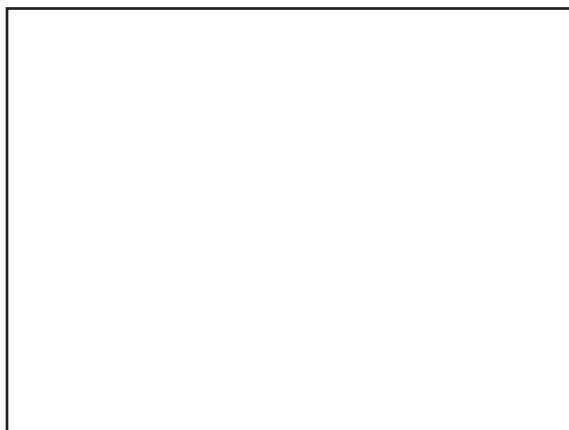
This course will provide students with hands-on experience in the teaching and supervising of laboratory courses. Particular care will be devoted to the design of a laboratory experiment, including reagent prep, data analysis techniques and evaluation of student results.

Ch 490/491**Senior Seminar I and II (1)**

Presentation and discussion of topics from the current chemical literature. Students will also present at least one seminar based on a Discovery research project. *Required of all senior majors.*

Ch 499**Independent Study (1–3)**

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



Suggested sequence of courses for a bachelor of science degree in Chemistry

Freshman Year

Ch 103, General Chemistry I or Ch 123, Advanced General Chem I	3	Ch 104, General Chemistry II or Ch 124, Advanced General Chem II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 131, Calculus I	4	Ma 132, Calculus II	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Gs 150, BC Experience	cr	Foreign Language	4
Foreign Language	4	Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	15		16

Sophomore Year

Ch 231, Organic Chemistry I	3	Ch 233, Organic Chemistry II	3
Ch 232, Organic Chemistry I Lab	1	Ch 234, Organic Chemistry II Lab	1
Pc 210, Classical Physics I	4	Pc 211, Classical Physics II	4
Ma 233, Calculus III	4	Ph 175, Logic and Nature	3
Aesthetic Foundation	3	Historical Foundation	3
Pe Activity course	1	Faith Foundation	3
	<hr/>		<hr/>
	16		17

Junior Year

Ch 371, Quantitative Analysis*	3	Ch 473, Instrumental Methods*	2
Ch 372, Quantitative Analysis Lab*	1	Ch 474, Instrumental Methods Lab*	1
Ch 390, Junior Seminar	1	Ch 391, Junior Seminar	1
Ch 441, Inorganic Chemistry*	3	Historical Foundation	3
Person and Community Foundation	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	Chemistry Elective	3-4
Elective	3	Elective	3
	<hr/>		<hr/>
	17		16-17

Senior Year

Ch 380, Thermodynamics*	3	Ch 483, Quantum Chem & Dynamics*	3
Ch 382, Thermodynamics Lab*	1	Ch 484, Quantum Chem & Dynamics Lab*1	1
Ch 490, Chemistry Seminar	1	Ch 491, Chemistry Seminar	1
Ch 480, Research	1	Ch 481, Research	1
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
Electives+	6	Chemistry Elective+	3-4
		Elective+	3
	<hr/>		<hr/>
	15		15-16

*These courses are offered in alternate years. Check with your advisor to see in which years they are being offered.

+These should be upper-division courses.

Suggested sequence of courses for a bachelor of arts degree in Chemistry

Freshman Year

Ch 103, General Chemistry I or Ch 123, Advanced General Chem I	3	Ch 104, General Chemistry II or Ch 124, Advanced General Chem II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 131, Calculus I	4	Ma 132, Calculus II	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Gs 150, BC Experience	cr	Foreign Language	4
Foreign Language	4	Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	15		16

Sophomore Year

Ch 231, Organic Chemistry I	3	Ch 233, Organic Chemistry II	3
Ch 232, Organic Chemistry I Lab	1	Ch 234, Organic Chemistry II	1
Pc 210, Classical Physics I	4	Pc 211, Classical Physics II	4
Historical Foundation	3	Ph 175, Logic and Nature	3
Aesthetic Foundation	3	Aesthetic Foundation	3
Pe Activity course	1	Faith Foundation	3
	<hr/>		<hr/>
	15		17

Junior Year

Ch 371, Quantitative Analysis*	3	Ch 391, Junior Seminar	1
Ch 372, Quantitative Analysis Lab*	1	Chemistry Elective	3-4
Ch 390, Junior Seminar	1	Historical Foundation	3
Person and Community Foundation	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	Electives	6
Electives	6		
	<hr/>		<hr/>
	17		16-17

Senior Year

Ch 380, Thermodynamics*	3	Ch 481, Research	1
Ch 382, Thermodynamics Lab*	1	Chemistry Elective+	3-4
Ch 480, Research	1	Philosophical Inquiry Foundation	3
Chemistry Elective+	3-4	Electives+	9
Electives+	6		
	<hr/>		<hr/>
	14-15		16-17

*These courses are offered in alternate years. Check with your advisor to see in which years they are being offered.

+These should be upper-division courses.

Computer Science [Division of Health, Science and Mathematics]

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

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

Criminology [Division of Social and Behavioral Sciences]

Criminology is an interdisciplinary social science that studies the causes of crime and delinquency, analyzes crime patterns, and critically examines the origins and functions of criminal law and the criminal justice system. The criminology program at Benedictine College, contained in the Department of Sociology, provides students with a rigorous introduction to the methods and materials of contemporary criminological inquiry, including classical and contemporary theories of crime and criminality, methods of theory testing and data analysis, and public policy issues related to crime prevention, control and punishment. Students who successfully complete the program requirements will be prepared well for

graduate and professional school, and will have the critical thinking and communication skills necessary for postbaccalaureate training as criminal justice practitioners.

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

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

Dance [Division of Arts and Communication]

The requirements for a minor in Dance: (18–21 hours)

Da 107, Introduction to Dance

Da 208, Ballet I/II

Da 209, Jazz I/II

Da 210, Tap I/II

Da 307, History of Dance

Pe 363, Treatment of Athletic Injury

(May substitute Da 398 “Dance Wellness”
when offered.)

Mu 100, Fundamentals of Music Theory

Mu 110, Functional Keyboard

Electives:

Ta 102, Introduction to Theatre

Da 207, Music Theatre Dance

Ta 379, 479, Internship or Practicum

Ta 310, Advanced Tap/Jazz/Ballet/Modern

Pe 123, Country and Social Dance

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

Some dance courses are offered on an alternating semester schedule. The student who wishes to minor in dance is advised to check with the department chair regarding the scheduled course offering.

Da 107

Introduction to Dance (1)

Designed to introduce the student to basic movement theories, efficiency of movement, centering, alignment and body awareness. Introduction of the following disciplines: tap, ballet, jazz and modern. Proper dance attire required. *Prerequisite: none.*

Da 207

Musical Theatre Dance (1–2)

Acquaints the dancer with the elements of a dance within a musical production. Working with a musical score while keeping the style of the dance true to the production. Students will become familiar with all aspects of staging a musical production. *Prerequisite: Ta 102, Da 107, Da 209, Mu 100 and Mu 110 or permission of instructor.*

Da 208

Ballet I/II (1–2)

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

Da 209

Jazz I/II (1–2)

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

Da 210

Tap I/II (1–2)

See above for intent to complete outside observation, competency evaluation, etc. Includes basic and intermediate levels, steps and methods of tap dance, and terminology and rhythm structures of various tap styles (Broadway, Jazz, Rhythm, Hoofing). Tap shoes required. *Prerequisite: Da 107 or permission of instructor.*

Da 307

History of Dance (3)

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. *This course fulfills an aesthetic experience foundation requirement.*

Da 310

Advanced Tap/Jazz/Ballet/Modern (3)

Requires comprehensive competency testing as well as outside observation, rehearsal and evaluation hours. Continuation and expansion of the skills and concepts involved in tap, jazz, ballet, and modern. *Prerequisite: Da 107, Da 208, Da 210, Jazz II or permission of instructor.*

Dentistry [Division of Health, Science and Mathematics]

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 set down for each

dental school in the booklet, "Admission Requirements of U.S. and Canadian Dental Schools," published by the American Association of Dental Schools, 1625 Massachusetts Ave. N.W., Washington, DC 20036. Information and advice concerning dental school admission requirements may be discussed with the head of the Division of Health, Science and Mathematics.

Economics [Division of Business and Economics]

The objectives of the department are 1) to provide students with a fundamental understanding of our present-day economic system; 2) to prepare students for immediate entry into professional careers in the business, banking and finance, and governmental communities; 3) to prepare students for graduate school, especially in economics, business and public administration, and law; and 4) to prepare students for teaching in the social science areas of the secondary school system.

The major in economics provides a program of study for the liberal arts student which 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:

Ec 209, Principles of Macroeconomics
Ec 210, Principles of Microeconomics

Ma 211, Applied Statistics
Ec 309, Macroeconomic Activity
Ec 310, Price Theory & Income Distribution
Ec 313, Introduction to Econometrics
Ec 411, History of Economic Thought
plus any four additional courses chosen from the following:
(though substitutions are possible for special needs and interests)
Ec 300, Contemporary Economic Thinking
Ec 306, Money and Banking
Ec 312, Public Finance and Fiscal Policy
Ec 315, International Economics
Ec 320, Managerial Economics
Ec 398, Special Topics
Ec 400, Seminar In Economic Growth
Ec 401, Seminar In Economic Development
Ec 403, Seminar In Economic Policy
Ec 416, Labor and Manpower Economics
Ec 499, Independent Study In Economics

For those going on to graduate school in economics, we recommend further courses in mathematics.

The requirements for a minor in Economics:

Ec 209, Principles of Macroeconomics
Ec 210, Principles of Microeconomics
Ec 310, Price Theory & Income Distribution
plus one of the following:

Ec 309, Intermediate Macroeconomics or
Ec 306, Money and Banking

plus one of the following:

Ec 312, Public Finance and Fiscal Policy
Ec 313, Introduction to Econometrics
Ec 315, International Economics
Ec 416, Labor and Manpower Economics

plus any economics elective

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

The requirements for a minor in Economics and Politics:

Ps 100, American Government
Ps 275, Public Policy Analysis
Ps 421, Comparative Political Systems or
Ps 425, International Relations

Ec 209, Principles of Macroeconomics
Ec 210, Principles of Microeconomics
Ec 300, Contemporary Economic Thinking

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

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.

Ec 101

Introduction to Economics (3)

A general introduction to economics. The course is designed for non-business and non-economics majors who wish to learn the basics of economics.

Ec 209

Principles of Macroeconomics (3)

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.

Ec 210

Principles of Microeconomics (3)

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.

Ec 300

Contemporary Economic Thinking (3)

Examines the thought of modern contemporary economists (starting in the 1960s) for the alternative perspectives that they present on how our economy operates. The focus is

less on the technical aspects of their thought and more on the broader visions and economically historical implications presented by the economists. No tests. Papers only. Students must turn in rough drafts of the first three papers. *Prerequisites: Ec 209 and Ec 210 or permission of instructor. Fulfills writing skill requirement.*

Ec 306

Money and Banking (3)

A study of money, credit and banking institutions, and the development of monetary thought in the context of contemporary economic and political influences. An analysis of the events after the monetary revolution of the 1970s, as this impact has been felt by the monetary and financial organizations and operations of our day. *Prerequisites: Ec 209 and Ec 210 or permission of instructor.*

Ec 309

Macroeconomic Activity (3)

Theoretical discussion of income determination through the rationale and use of national income statistics coupled with the study of monetary theory and policy. Provides a graphic and statistical approach to income determination, consumption, investment, and the role of government within the framework of monetary, as well as a real, analysis through the use of a computer. Major Concentration Course. *Prerequisites: Ec 209, Ec 210, and Ma 211 or permission of instructor.*

Ec 310

Price Theory & Income Distribution (3)

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. Major Concentration Course. *Prerequisites: Ec 209 and Ec 210 or permission of instructor.*

Ec 312

Public Finance and Fiscal Policy (3)

Taxation, expenditure and debt management are investigated and analyzed with respect to their optimal use as tools of fiscal policy and their impact on the attainment of the objective of fiscal policy. A general equilibrium analysis of federal, state and local government economic activities is undertaken with additional considerations at the levels of macro and micro analysis. Major Concentration Course. *Prerequisites: Ec 309 and Ec 310 or permission of instructor.*

Ec 313

Introduction to Econometrics (3)

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: Ma 211, Ec 209, Ec 210, and Ec 310 or permission of instructor.*

Ec 315

International Economics (3)

Deals with principles and practices of international trade, methods of payments and exchange controls, free trade and tariffs, international organizations and agencies of cooperation. *Prerequisites: Ec 309 and Ec 310, or permission of instructor.*

Ec 320

Managerial Economics (3)

Development of the specific theoretical and analytical tools of economics in managerial decision-making in business, nonprofit organizations, and public agencies. Reviews of empirical studies and illustrations of applications. Problems and case analysis. *Prerequisites: Ec 209 and Ec 210.*

Ec 398**Special Topics (1–4)**

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

Ec 400**Seminar In Economic Growth (2, 3)**

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

Ec 401**Seminar In Economic Development of the Third World (2,3)**

Analysis of development patterns of developing economies. The broadest area of inquiry in economics, development economics studies economic, social, cultural, and political perspectives. *Open to economics majors and minors only or with permission of instructor. Fulfills global perspectives requirement.*

Ec 403**Seminar In Economic Policy (2, 3)**

Discussion of the separate and combined impact of monetary, fiscal and governmental policies upon the economy. *Open to economics majors and minors only or with permission of instructor.*

Ec 411**History of Economic Thought (3)**

Contributions of individual thinkers and of schools of thought from Aristotle to the present are examined as they influence economic thought and the political economy. We use original sources, as well as textbook work to focus on the vision of such thinkers as Adam Smith, Karl Marx, and John Maynard Keynes, as well as on their analytical contributions. Major Concentration Course. *Prerequisites: Ec 309 and Ec 310 or permission of instructor.*

Ec 416**Labor and Manpower Economics (3)**

A study of labor problems and industrial relations, an examination of the history of the trade union movement, the determination of wages, hours and working conditions through collective bargaining, the role of the government, management, and labor legislations. *Prerequisite: Ec 310 or permission of instructor.*

Ec 499**Independent Study In Economics (1–3)**

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



Suggested sequence of courses for a bachelor's degree in Economics

Freshman Year

Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
En 101, English Composition	3	Historical Foundation	3
Mathematics	4	(Hi 106, World Civ Since 1648)	
Foreign Language	4	En 102, Introduction to Literature	3
Historical Foundation (Hi 105, World Civ to 1648)	3	Foreign Language	4
Th 101, Introduction to Theology	3	Elective	3
		Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	17		17

Sophomore Year

Ec 210, Principles of Microeconomics	3	Ec 209, Principles of Macroeconomics	3
Natural World Foundation (with lab)	4	Faith Foundation	3
Aesthetic Foundation (Fa 201, Introduction to Fine Arts)	3	Philosophical Inquiry Foundation	3
Suggested elective: Psych or Soc	3	Aesthetic Foundation	3
Elective: Financial Acct, Art or other	3	Natural World Foundation	4
		Pe Activity course	1
	<hr/>		<hr/>
	16		17

Junior Year

Ec 310, Price Theory & Income Dist.	3	Ec 309, Macroeconomic Activity	3
Ec 300, Contemp Economic Thinking	3	Faith Foundation	3
Philosophical Inquiry Foundation (Ph 325, Ethics)	3	Economics elective (Labor)	3
Elective: Secondary Orientation	3	Elective: Secondary Orientation (Business Ethics)	3
Ma 211, Statistics	4	Elective	3-4
	<hr/>		<hr/>
	16		15-16

Senior Year

Economics elective (International Trade)	3	Ec 313, Introduction to Econometrics	3
Economics elective: Public Finance	3	Ec 411, History of Econ Thought	2-3
Suggested elective: Financial Mgt.	3	Suggested elective: Investments	3
Elective: Secondary Orientation	3	Elective: Secondary Orientation	3
Elective	3	Elective	3
		Ec 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	15		14-15

All economics courses fulfill the Person and Community foundation area.

Skills and Perspectives courses are readily fulfilled by the curriculum outlined above.

Education [Division of Education]

The education department programs are built upon the framework of educators as builders of community. The programs call for future teachers and administrators to perceive their roles in education as developers of community. The learning community is within classrooms and schools, as well as outside their walls. Not only do education graduates work toward building community with students, families, and members of the local community, but they see a purpose of education to be the development of individuals who assume responsibility for building a healthy community locally, nationally, and globally. Grounded in a Benedictine, liberal arts tradition, the program advocates that the goals and means of the educative process are complementary and seek the pursuit of human dignity and social responsibility.

Teacher Education Program

In preparing teachers, the Education Department identifies three overarching goals for its programs, faculty, and students: 1) to build learning communities where students and teachers make meaningful choices, communicate and collaborate with others, think critically and conceptually, and act justly; 2) to model decision making processes that are inquiry-based, equitable, and reflect the values of Benedictine communities; and 3) to actively involve the community as a partner in the educational process.

Guided by the goals, the program defines performance-based outcomes for future teachers as they become builders of community by developing knowledge, skills and dispositions to:

1. Use practices which nurture the whole child/adolescent within the learning environment;
2. Engage students in active learning that contributes to the well being of the community;

3. Balance diversity and unity, through respecting and integrating different viewpoints, learning styles, cultures, and lived experiences;
4. Create a community of caring relationships, which fosters a sense of belonging, responsibility, and collaboration among students and teachers;
5. Build partnerships with colleagues, students' families and community groups to enhance communication and learning;
6. Connect the study of liberal arts within curriculum and instruction;
7. Reflect critically on decisions made and to evaluate their effectiveness in relation to the educational foundations, which support "Educators as Builders of Community."

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 multicultural and global perspectives and use technology as a medium for discovery-based teaching and learning. The course of study requires students to demonstrate mastery of concepts through developmentally sequenced performance outcomes. These are monitored through completion of prerequisites, demonstration of required proficiencies, application to the Teacher Education Program and student teaching, and comprehensive and integrative assessments.

The Education Department offers the bachelor of arts degree for a major in elementary education, leading to K–6 licensure; a major in special education, leading to K–6 and 6–12 licensure; and a major in secondary education, leading to 6–12 licensure. Elementary

education majors can seek a 5–8 English Language Arts endorsement. 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, French, mathematics, physics, psychology, and world history and government. PK–12 licensure in programs in health, physical education and music are available to students by completing the secondary education major and a major in Health and Physical Education, French and Spanish, and a Bachelor of Music Education degree.

A minor in education is offered to students majoring in another field and interested in working with children and youth. An education minor is not part of any approved teacher education program, and as such, does not lead to admittance into the Teacher Education Program or to licensure. Students must declare education as a minor, develop a program plan for the minor in collaboration with their major and minor advisors, and have approval from their education advisor to enroll in courses higher than Ed 222.

The National Council for Accreditation of Teacher Education and the Kansas State Department of Education have approved the education programs leading to licensure in Kansas. Students should understand that recommendation for teacher licensure is separate from awarding a degree. Consequently, the mere declaration of education as a major or minor does not guarantee a student admission to a teacher licensure program, or eventual recommendation for state licensure. Such admission and recommendation is part of the responsibility of the Education Department and the Committee on Teacher Education (CTE). Recommendation for licensure in other states is subject to the laws and requirements of that state. It is the responsibility of students to obtain information regarding licensure in other states.

Kansas State Department of Education (KSDE) has implemented new licensure standards that become effective July 2005. The licensure areas and levels described above represent the new standards. *Changes in KSDE licensure requirements preclude requirements established by Benedictine's Department of Education.*

Progressing Through the Teacher Education Program/Professional Portfolios

Progress through the Teacher Education Program is determined by whether or not candidates meet standards adopted by the Committee on Teacher Education at four benchmark points. These points are as follows:

1. Admission into the Teacher Education Program;
2. Admission to Student Teaching;
3. Completion of Student Teaching;
4. Completion of the Teacher Education Program.

At benchmark points 1, 2, and 4, candidates must complete and submit a professional portfolio. Detailed descriptions of the requirements for the professional portfolio are available in the *Teacher Education Handbook*, the *Professional Portfolio Guide*, and in other documents published periodically by the Education Department. It should be noted that program requirements are updated on a regular basis and that candidates in the Teacher Education Program are responsible for becoming aware of and meeting these requirements. Because of frequent modifications in regulations promulgated by the Kansas State Department of Education and the National Council for Accreditation of Teacher Education, the Education Department reserves the right, without notice, to change the requirements for student progression through the Teacher Education Program and the Master of Arts in School Leadership Program, and to change, without notice, the arrangement and contents of courses in said program.

Admission to Teacher Education and Student Teaching

Requirements for admission to Teacher Education and Student Teaching include, but are not limited to, the criteria below. Because of frequent modifications in regulations promulgated by the Kansas State Department of Education and the National Council for Accreditation of Teacher Education, the Education Department reserves the right, without notice, to change Teacher Education Program requirements.

Students must be formally accepted into the Teacher Education Program which is required for enrollment in education courses higher than Ed 222. This application process should be initiated in the sophomore year and includes the following for consideration:

1. Complete the "Application to the Department of Education" form.
2. Submit a typewritten autobiography which includes an introduction, an explanation of career choice, any experiences working with children, and a list of pertinent interests and accomplishments.
3. Satisfactory recommendations from three faculty members outside the Education Department indicating a belief that the applicant possesses the knowledge, skills and dispositions to do well as a member of the teaching profession. Transfer students may request two recommendations from faculty members at the institution from which they have transferred.
4. Satisfactory interview with a subcommittee of the Committee on Teacher Education.
5. Have a minimum cumulative GPA of 2.75.
6. Satisfactory performance on the Pre-Professional Skills Test (PPST) with a minimum total score of 519. (It should be noted, however, that minimum acceptable subtest scores of 169 in Reading, 170 in Mathematics and 168 in Writing must be achieved, yet only making the minimum subtest scores will **not** achieve the required total of 519.) The student is responsible for the cost of this test.

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.

Prior to March of the junior year, the student should make application for student teaching placement for the senior year. Application is made by completing an application form and submitting it to the director of student teaching. The Committee on Teacher Education will formally consider all student teacher applicants, based on the following:

1. Maintaining satisfactory performance on all Teacher Education Program requirements.
2. Meeting all criteria for student teaching as described in the *Professional Portfolio Guide, Teacher Education Handbook*, K.S.A. 72-5213 Certification of Health for School Personnel requirements, and other Education Department publications.

Students shall be admitted to student teaching only if the above requirements are met; and if, in the judgment of a majority of the members of the Committee on Teacher Education, the student has the knowledge, skills and dispositions necessary to be successful as a teacher. Following Committee on Teacher Education approval of a student's admittance into student teaching, the candidate must maintain satisfactory performance on all program requirements.

Application forms and materials may be obtained from the education advisor or the education department office. Students who do not fulfill the qualifications for admission to the Teacher Education Program, admission to student teaching or completion of the Teacher Education Program are extended the right of a due process hearing before the

Committee on Teacher Education. Following this, if necessary, an appeal may be made to the dean of the college. Additional due process rights and procedures for resolving student grievances are described in detail in the *Education Department Policies and Procedures*, the *Teacher Education Handbook*, and other department publications.

Successful completion of the professional education examinations approved by the Kansas State Department of Education is a requirement for licensure in Kansas. The student is responsible for the costs of these tests.

Students completing a licensure program at Benedictine College may request follow-up assistance from college personnel during their first year of teaching. Administrators may also request this assistance for first-year teachers from Benedictine. The assistance will be by phone or by mail for all students and may include on-site assistance for those graduates who teach within a fifty-mile radius of Atchison.

Area of Concentration

Elementary education majors must complete a minimum of fifteen hours in one of the following areas of concentration: fine arts, foreign language, English, mathematics, mass communications/computer studies, health/physical education, psychology, special education, science, social science, or religious studies.

Technology Proficiency

Education majors must demonstrate proficiency in educational technology. Performance standards for demonstrating proficiency are available from the Education Department and are generally met within education course requirements and through presentation of a professional portfolio or successful completion of an approved technology course. A department co-chair approves satisfactory demonstration of proficiency.

Diversity Proficiency and Diverse Field Experiences

Education majors must also demonstrate proficiency in understanding, accepting and supporting students from diverse backgrounds. Performance standards for demonstrating diversity proficiency are available from the Education Department and are met within education course requirements as well as through presentation of a professional portfolio. A department co-chair approves satisfactory demonstration of proficiency.

Dispositions

To complete the teacher education program at Benedictine College, all candidates must demonstrate appropriate “dispositions.” This term means the values and professional ethics that the college student brings to becoming a teacher. The dispositions we expect candidates to demonstrate may be summarized in the phrase, “Professionally Responsible Builder of Community.” (See the *Education Student Handbook* for a full description of these dispositions.)

Governance including Committee on Teacher Education

The co-chairs of the Education Department are members of the faculty appointed by the dean of the college to administer the affairs of the department. An important responsibility of the co-chairs is maintaining program and unit accreditation with the Kansas State Department of Education (KSDE) and the National Council for Accreditation of Teacher Education (NCATE). Primary responsibility for maintaining accreditation with KSDE and NCATE resides with the co-chairs; it may not be delegated to other faculty members.

The Department of Education is the governing unit that has primary responsibility for the Teacher Education Program (TEP) and the Master of Arts in School Leadership program (MASL) at Benedictine College. The department operates within the governance

structure of the college that includes the Board of Directors, Dean's Council (composed of Division Heads), Academic Policies Committee (undergraduate programs), and the Graduate Studies Committee (graduate program).

Educational Advisory Committee

The Department of Education solicits guidance for program improvement from its Education Advisory Committee, comprised of undergraduate and graduate candidates and graduates, and PK–12 partnership school administrators and teachers. Members of this advisory group are committed to the concept of preparing “Educators as Builders of Community” and know and understand goals and policies of both the TEP and MASL. The committee meets regularly each semester to review data and make recommendations for program improvement.

Waivers

Under exceptional circumstances, and after conferring with their advisor, students may request a waiver to Education Department policy. Students obtain a waiver request from the department office or their advisors. Waiver requests require the advisor's recommendation and approval of a committee of departmental faculty and signature of one 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. Enrollment in other academic courses is not permitted. Students preparing for special education enroll in a second semester block of courses which permits them to engage in student teaching for an additional semester. Placement for student teaching is ordinarily in partnership schools within a thirty-mile radius of Benedictine College. Partnership schools are established in the following ways: 1) formal partnership agreements between Benedictine

College and a school/school district are signed, 2) partnership agreements for the duration of student teaching are signed by the president of Benedictine College and the respective school district. Students are responsible for transportation to partnership schools.

Licensure Program

Students who have completed a bachelor's degree at an accredited institution and are seeking teacher licensure are eligible to apply for admission to the Teacher Education Program. Students pursuing this option must provide evidence of fulfilling state requirements for the licensure area, fulfill Education Department requirements, take the majority of their pre-student teaching education coursework at Benedictine College, be admitted into teacher education and student teaching, and successfully complete the teaching block. In exceptional cases where the student has had a full-time teaching contract in an accredited school, the student teaching experience may be modified.

Section 207 of Title II of the Higher Education Act (HEA) requires teacher preparation programs enrolling students who receive federal assistance under Title IV of the HEA to make available the following basic information about program performance. During the 2004–2005 academic year, 124 students were enrolled in the Benedictine College teacher preparation program; 83 of these students were formally accepted into the teacher education program, 23 of these students completed program graduation requirements in 2004–2005. One hundred percent of these teacher preparation program graduates passed all assessments required by the state for teacher licensure, including professional knowledge tests. In 2004–2005, the Kansas statewide aggregate pass rate on various professional knowledge examinations ranged from 97% to 100%. In 2004–2005, the ratio of the Benedictine College teacher preparation program's supervised student teachers to supervising faculty was 1.04. The total number of hours required of students participating

in supervised student teaching in these programs is 480. Questions regarding the teacher preparation program should be directed to the co-chairs of the Benedictine College Education Department.

Requirements for a B.A. Degree in Elementary Education:

Changes in Kansas State Department licensure requirements will *preclude* requirements established by Benedictine’s Education Department. Students will complete the college’s general education requirements in addition to the following courses:

General Education:

- Oral Communication 2–3 hours
- Scientific Methods^ 6 hours
- Quantitative Analysis^^ 7 hours
- American History* 3 hours
- Sociology (So 280, So 290 or So 354) . 3 hours
- General Psychology 3 hours
- Technology Proficiency credit
- Diversity Proficiency credit

An area of concentration:

Fine arts, foreign language, health and physical education, English, mathematics, natural and/or biological science, psychology, religious studies, social science or
 Special Education 15 hours

Teacher Education Program:**

Professional Education Core 20 hours

- Ed 200, Introduction to Education
- Ed 220, Psychoeducational Development
- Ed 222, Psychology of Exceptional Individuals
- Ed 312, School as Community
- Ed 451, Philosophy of Education***
- Ed 460, Personal and Social Well-being
- Ed 462, Classroom Management
- Ed 470, Student Teaching Seminar

Methods Core 17 hours

- Ed 214, Integrated Art, Music & Movement Methods
- Pe 302, Elementary Pe Methods
- Ed 301, Social Studies Methods

- Ed 303, Science and Health Methods
- Ed 314, Mathematics Methods and Assessment
- Ed 319, Integrated Language Arts Methods

Research and Field Experience

Core 14 hours

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

Requirements for English Language Arts Licensure, Grades 5–8

Eligibility for Kansas licensure in English Language Arts Grades 5–8 is available to candidates who complete all requirements for a B.A. degree in Elementary Education and the following courses:

- En 101, English Composition
- En 201, World Literature I
- En 202, World Literature II
- En 301, Old and Middle English Literature
- En 357, Young Adult Lit in Language Arts
- En 431, Introduction to Linguistics

Changes in Kansas State Department of Education licensure requirements will preclude requirements established by Benedictine’s Education Department.

^ One course in life science and one in physical science required.

^^ Education majors must take Ma 110 and Ma 111, Mathematics for Elementary Teachers and pass with a grade of ‘C’ or higher.

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

** A grade of ‘D’ will not be accepted in Education or content area courses for secondary or PK–12 majors.

*** One general education philosophy requirement may be met by Ed 451, Philosophy 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 Education Department.

Special Education majors fulfill all the general education and teacher education requirements for the elementary education major, plus

General Competencies for Teachers of Special Education 8 hours

Ed 222, Psychology of Individuals with Exceptionalities[^]

Ed 322, Counseling Families with Individuals with Exceptionalities

Ed 326, Assessment of Individuals with Exceptionalities

Special Competencies for Teachers:

Adaptive 19 hours

Ed 226, Characteristics of Individuals with Exceptionalities

Ed 320, Curriculum for Individuals with Exceptionalities

Ed 324, Methods and Materials for Individuals with Exceptionalities

Ed 491, Supervised Student Teaching of Individuals with Exceptionalities

Requirements for a B.A. Degree in Secondary Education:

Licensure Program Requirements

Students majoring in secondary education must also complete the licensure program requirements in any of the following content areas: biology, chemistry, English, French, mathematics, physics, psychology, Spanish, and world history and government. Students must provide documentation from the registrar's office that they have filed a formal declaration to pursue a double major in a content area and secondary education. (Refer to major or content area in this catalog for licensure requirements.)

Changes in Kansas State Department Licensure requirements will *preclude* requirements established by Benedictine's Education Department. Students will complete the

college's general education requirements in addition to the following courses:

General Education:

Science 7-8 hours

Applied Statistics 4 hours

American History* 3 hours

Sociology (So 280, So 290 or So 354) ... 3 hours

General Psychology 3 hours

Technology Proficiency credit

Diversity Proficiency credit

Teacher Education Program**:

Professional Education Core 20 hours

Ed 200, Introduction to Education

Ed 220, Psychoeducational Development

Ed 222, Psychology of Individuals with Exceptionalities

Ed 312, School as Community

Ed 451, Philosophy of Education***

Ed 460, Personal and Social Well-being

Ed 462, Classroom Management

Ed 470, Student Teaching Seminar

Methods Core 6 hours

Ed 257, General Secondary Methods and Media

Ed 332, Teaching Reading in the Content Areas

— 457, Content Area Methods (offered in major department)

Research and Field Experience

Core 13 hours

Ed 201, Introduction to Education Research & Field Experience

Ed 313, School as Community Research and Field Experience

Ed 258, Gen Secondary Methods Practicum

Ed 332, Teaching Reading in the Content Areas Field Experience

[^] Professional Education Core requirement.

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

** A grade of 'D' will not be accepted in Education courses.

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

__ 457, Content Area Methods Field Experience
Ed 496 and/or Ed 492, Supervised Student Teaching

Requirements for a Minor in Education:

An education minor is offered to students interested in working with children and youth, but does not lead to licensure. Students must declare education as a minor, develop a program plan for the 18 credit minor in collaboration with their major and minor advisors, and have approval from their education advisor to enroll in courses higher than Ed 222.

Required Core 9 hours
Ed 200, Introduction to Education
Ed 201, Introduction to Education Research and Field Experience
Ed 220, Psychoeducational Development
Ed 222, Psychology of Individuals with Exceptionalities

Electives 9 hours
Selected and approved in collaboration with education advisor and major advisor.

**Ed 200
Introduction to Education (2)**

This course provides an overview of elementary and secondary education for students interested in a teaching career. It introduces prospective education majors to the many aspects of schooling, including the role of teaching; student diversity in learning; historical, social, and philosophical foundations of education; and political, economic, and legal influences on school life. Students will be expected to actively inquire into these educational issues and to examine their own assumptions about the teaching profession.

**Ed 201
Introduction to Education Research and Field Experience (1)**

Students will be introduced to action-based research as they explore dimensions of schooling. Using discovery learning strategies, students will identify a problem of significance to research in their required twenty hours of field experience. Topic areas for investigation will relate to issues raised in Ed 200 including teaching and learning strategies, classroom interactions, school governance, and community involvement. Taken concurrently with Ed 200. Transportation to field sites is the responsibility of the student.

**Ed 214
Integrated Art, Music, and Movement Methods (3)**

Designed for the regular education classroom teacher, this course emphasizes ways in which art, music, and movement can be integrated within the core curriculum. Recognizing that students use multiple modalities for learning core concepts, this course provides strategies for nurturing the visual, musical, and kinesthetic modalities of all learners.

**Ed 220
Psychoeducational Development (3)**

Basic introduction to the psychological foundations of education with a focus on the major issues of child and adolescent development, learning theories including constructivism, and the importance of self-concept and mental health to the professional helper. Units on multicultural education, students of diversity, and assessment in K–12 schools are included.

Ed 222

Psychology of Individuals with Exceptionalities (3)

This course is an introduction to special education. An overview of the various groupings of individuals with exceptionalities under the Individuals with Disabilities Education Act will be examined in-depth, with emphasis on etiology, identification, incidence, prevalence, treatment, services available, and educational implications. Mental, physical, behavioral, and sensorial exceptionalities are discussed. National, state, and local laws and policies impacting individuals with exceptionalities will be examined. The principles of universal design, inclusion, collaboration, assistive technology, and multicultural responsiveness are imbedded and emphasized throughout this course. Historical foundations and future trends in special education are discussed with emphasis on current issues including life-long learning, multicultural and bilingual education, and the impact of technology on the field.

Ed 226

Characteristics of Individuals with Exceptionalities (3)

This course is an in-depth study of the classification, etiology, incidence, and prevalence of persons with severe disabilities across the life-span. Social, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in prevention, diagnosis, placement alternatives, education, and training of people with severe disabilities will be examined and discussed. Multicultural competence and responsiveness is examined in-depth, along with various laws and legislation affecting the lives of individuals with exceptionalities across all settings. The role of new technologies in the lives of people with severe disabilities will be reviewed. Societal reactions to persons with severe disabilities will be examined. Ten hours of supervised experience with individuals with severe disabilities is required. *Prerequisites: Ed 222 and acceptance into Teacher Education Program.*

Ed 257

General Secondary Methods and Media (2)

Principles and processes involved in planning and organizing for instruction and evaluation in the secondary school. Students will explore and use a variety of methods and media. It is recommended that this course precede special methods in content fields. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 258

Secondary Education Practicum (1)

Taken concurrently with Ed 257, this field experience is designed for secondary education majors to complete an intensive practicum that requires their design, delivery, and assessment of a week-long unit. Students will be expected to integrate technology, multiple intelligences, interdisciplinary connections, project-based, and performance-based assessment throughout the unit. Students will also be expected to participate in collaborative planning and evaluation with school faculty and community members and spend fifty hours in the school setting. Transportation for field experience is the responsibility of the student. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 301

Social Studies Methods and Media (2)

Frameworks for integrating student and community interests within curriculum will be examined and demonstrated through project-based approaches for teaching geography, history, civics, and economics. Strategies for infusing students' experiences, cultures, and community resources within curriculum and instruction will be modeled and applied concurrently in Ed 307. Emphasis will be placed on community building skills in multicultural settings and inquiry methods for action-based research in the local and global community. Ed 307 must accompany this course. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 303 **Science and Health Methods and Media (2)**

Discovery learning approaches will be studied and applied in the teaching of elementary science and health curriculum. Through the use of interactive, multimedia resources, emphasis will be placed on incorporating multiple learning styles in lesson design. Concurrent field experience in Ed 307 will require instructional application of science and health concepts and processes in a variety of educational settings. Ed 307 must accompany this course. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 307 **Building Community through Integrated Social Studies and Science (1)**

Supervised practicum in alternative settings requiring the planning, delivery, and assessment of interdisciplinary lesson plans. An outdoor education experience and project-based unit integrating science, health, and social studies will emphasize approaches for teaching community building and social responsibility in this 30-hour field experience requirement. During this field experience, all students complete a modified Teacher Work Sample (TWS). The TWS requires candidates to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of all students. Transportation for field experience is the responsibility of the student. Taken concurrently with Ed 301 and Ed 303. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 312 **School as Community (3)**

By examining the social, cultural, and political dimensions of schools and classrooms, this course will provide an historical and

multicultural perspective on American education. Students will investigate the history and rationale for the professional teaching standards, especially in the areas of diversity, professional development, technology and community connections. They will examine the role of school improvement processes and case studies for achieving performance-based outcomes. Students will demonstrate critical reflection as they apply the program's conceptual framework, "Educators as Builders of Community," to the study of schools and the role of teachers in building learning communities. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 313 **School as Community Research and Field Experience (1)**

The research and field experience component of the Ed 312 course is fifty hours and designed to expose students to diverse educational settings and to the wide range of community agencies that serve the holistic needs of children and their families. The experience will allow students to visit a variety of settings and collect data that enable critical reflection upon the issues addressed in Ed 312. Taken concurrently with Ed 312. Transportation for field experience is the responsibility of the student. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 314 **Mathematics Methods and Assessment (3)**

Research-based approaches for teaching the major concepts and processes of elementary mathematics will be studied and applied in field experience settings. Strategies for planning curriculum to achieve desired outcomes and sequential development of skills will include interactive tools and technologies and

an analysis of their role in learning. Formal and informal assessment strategies and their use in evaluating student learning processes and products will be examined as a means to meet the needs of all learners. Application of concepts in twenty hours of field experience is required. Taken concurrently or following Ma 110 and Ma 111. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 317

Integrated Language Arts Practicum (1–4)

Required supervised practicum in partnership schools taken concurrently with Ed 319 and Ed 314. Students will work directly with K–8 students in an integrated methods block. Responsibilities will include planning, teaching, and assessing a 5-day integrated language arts unit; constructing, facilitating, and assessing a math learning center; and adapting instructional units for special needs and developmental levels. Transportation for field experience is the responsibility of the student. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 319

Integrated Language Arts Methods (5)

This course combines the methods of reading, language arts, and children’s literature in an integrated approach to literacy development. The concepts, processes, and standards of each curriculum area will be addressed. Students will develop proficiency in a range of pedagogical strategies for teaching the language arts. Evaluation of the instructional approaches will require connections to be made with learning theory and the conceptual framework, educators as builders of community. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 320

Curriculum for Individuals with Exceptionalities (3)

This course is an in-depth examination of various curricula for people with disabilities.

Issues related to cognitive development, communication, basic living skills, social competencies, emotional adjustment, community living, independent living, and vocational preparation are explored through the context of functional, developmental, and ecological approaches to curriculum and curriculum development. Multicultural competency in teaching and meeting the needs of individuals with exceptionalities is examined. Assistive technologies are explored and implemented in the review of and implementation of curricula in the field. Ten hours of field work with people with disabilities is required. *Prerequisites: Ed 222, Ed 226 (or can be taken concurrently with Ed 226) and acceptance into Teacher Education Program.*

Ed 322

Counseling Families of Individuals with Exceptionalities (2)

Professional block. This course is a study of the basic principles and techniques of conferencing and counseling families of individuals with exceptionalities. Emphasis is placed on life-long planning and decision-making. Students role-play various educational counseling situations with peers. Interviews with parents of exceptional children are required. Internet and other techniques are used to develop information resources on family support groups. Ten hours of supervised experiences with families of individuals with exceptionalities is required. *Prerequisites: Ed 222, Ed 226, Ed 320 and acceptance into Teacher Education Program.*

Ed 324

Professional block. Methods and Materials for Individuals with Exceptionalities (3)

This course is a study of the methods and materials appropriate for teaching the learner with exceptionalities with consideration of the curricular objectives for various disabilities. Concepts such as differentiated instruction, tiered lessons, learning contracts, small group instruction, group dynamics, multiple

intelligences, and complex instruction are examined and implemented in field work. Ten hours of supervised experiences with individuals with disabilities is required. *Prerequisites: Ed 222, Ed 226, Ed 320 and acceptance into Teacher Education Program.*

Ed 326

Assessment of Individuals with Exceptionalities (3)

This course is an introduction to assessment and diagnosis of individuals with exceptionalities. Assessment for legal purposes of identifying exceptional individuals from birth through adulthood and assessment for educational/training decisions will be covered. Formal and informal assessment strategies across age groups, exceptionalities, and curricular areas will be studied. Students are required to administer a number of different assessments to school-age students with disabilities. A minimum of ten hours of supervised experiences in assessment is required. *Prerequisites: Ed 222, Ed 226, Ed 320 and acceptance into Teacher Education Program.*

Ed 330

Teaching Corrective Reading Practicum (2)

A study of reading problems, methods of diagnosis, and techniques for teaching corrective reading in the elementary schools. Practicum experiences included.

Ed 332

Teaching Reading in the Content Areas (2)

A study of the fundamental processes in reading and the procedures for teaching reading in middle and senior high school subject areas. Practicum experiences of twenty hours required.

Ed 398

Special Topics (1–4)

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

Ed 451

Philosophy of Education (3)

This intensive seminar will provide students an opportunity to gain an understanding of the 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, some of which were deliberately exclusive. Students learn how contemporary educational practices work to be inclusive of constituents from diverse backgrounds. The course seeks to advance the students' understanding of the nature of education, particularly the notion that educators are builders of community, and to assist students in framing their beliefs about teaching and learning in PK–12 schools. The relevance of philosophy to teacher decision-making will be made evident as students construct their own educational philosophy. This course requires numerous technological competencies and features an artifact that must be included in the student's TEP portfolio.

Ed 460

Personal and Social Well-being (3)

Professional Block. This course provides student teachers with background knowledge and simulated experiences to enable them to support children and youth toward healthy physical and emotional growth and development. Topics to be addressed include: self-concept development, relationship building, effective communication, conflict resolution, lifestyle choices, sexuality, abuse, violence, STDs, HIV, and AIDS. The topics will be addressed within a context of the school as a caring community devoted to the holistic development of children and youth. *Prerequisite: Admission to Student Teaching.*

Ed 462

Classroom Management (2)

Professional Block. An intense study of student behavior; discipline techniques; and time, resource, and space management. Particular focus is given to self-monitoring strategies, teaching social skills, and balancing extrinsic

and intrinsic rewards. The course is designed for regular and special education teachers. *Prerequisite: Admission to Student Teaching.*

Ed 470

Student Teaching Seminar (1)

Professional Block. The purpose of this seminar is to prepare students for the professional responsibilities of student teaching and to provide a weekly forum for collaborative problem solving of situations that arise during the student teaching experience. The seminar culminates in a two-day reflection experience where students present a critical analysis of their experience based upon the program's conceptual framework, educators as builders of community. *Prerequisite: Admission to Student Teaching.*

Ed 491

Supervised Student Teaching of Individuals with Exceptionalities (10)

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 by application only and approval of the Committee on Teacher Education.*

Ed 492

Supervised Student Teaching in Elementary School (5–10)

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. During student teaching, all candidates complete a Teacher Work Sample (TWS) using the Emporia State University rubric. The TWS requires candidates to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. *Admission is by application only and approval of Committee on Teacher Education.*

Ed 496

Supervised Student Teaching in Secondary School (5–10)

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. The student must have senior standing and an adequate background in the teaching field which normally will constitute the academic major. During student teaching, all candidates complete a Teacher Work Sample (TWS) using the Emporia State University rubric. The TWS requires candidates to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. *Admission is by application only and the approval of the Committee on Teacher Education.*

Ed 499

Independent Study (credit arranged)

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

Suggested sequence of courses for a bachelor's degree in Elementary Education

Freshman Year			
En 101, English Composition	3	En 102, Introduction to Literature (Aesthetic Foundation)	3
Th 101, Introduction to Theology	3	Ph 175, Logic and Nature	3
Foreign Language	4	Foreign Language	4
Py 100, General Psychology (Person and Community)	3	Ed 200, Introduction to Education	2
Oral Communication	2	Ed 201, Intro to Ed Research/Field Exp	1
Gs 150, BC Experience	cr	Fine Arts (Aesthetic Foundation)	3
		Pe Activity course (Health)	1
	15		17
Sophomore Year			
Ed 214, Integr. Art, Music, Movement	3	Quantitative Analysis	4
Hi 105, World Civilization (Historical Foundation)	3	Area of Concentration	3
Ed 220, Psychoed. Development	3	Philosophical Inquiry Foundation	3
Physical Science (Natural World)	4	Hi 212, American History (Historical Foundation)	3
Ed 222, Psychology of Individuals with Exceptionalities	3	Area of Concentration	3
Pe 302, Physical Education Curriculum	2	Pe 115, Wellness for Life (Health)	1
	18		17
Junior Year			
Ma 110, Math for Elem Teachers I*	4	Ed 319, Integrated Arts Methods	5
Ed 301, Social Studies Methods	2	Ed 317, Integ. Language Arts Practicum	1
Ed 303, Sci & Health Methods/Media	2	Ed 314, Math Methods & Assessment	3
Ed 307, Building Community through Integrated Social Studies & Sciences	1	Ed 451, Philosophy of Education	3
So 354, Sociology Race/Ethnicity	3	Ma 111, Math for Elem Teachers II*	3
Life Science (Natural World)	4	Area of Concentration	3
Area of Concentration	3		
	19		18
Senior Year			
Area of Concentration	3	Ed 460, Personal and Social Well-being	3
Faith Foundation	3	Ed 462, Classroom Management	2
Ed 312, School as Community	3	Ed 470, Seminar for Student Teaching	1
Ed 313, School as Community Research and Field Experience	1	Ed 492, Supervised Student Teaching	10
Area of Concentration	3	Ed 488, Senior Comp	cr
Faith Foundation	3	Ed 487, Core Content Area Test	cr
		Ed 335, Tech Proficiency	cr
		Ed 334, Diversity Proficiency	cr
	16		16

*Ma 110 or Ma 111 may be waived for students entering Benedictine College with previously acquired college math credits.

Suggested sequence of courses for a bachelor's degree in Elementary Education and Special Education

Freshman Year

En 101, English Composition	3	En 102, Introduction to Literature (Aesthetic Foundation)	3
Th 101, Introduction to Theology	3	Ph 175, Logic and Nature	3
Foreign Language	4	Foreign Language	4
Py 100, Gen. Psych (Person and Comm)	3	Ma 110, Math for Elem. Teachers I	4
Ed 200, Introduction to Education	2	Faith Foundation	3
Ed 201, Intro to Ed Research/Field Exp	1		
Gs 150, BC Experience	cr		
Pe Activity course (Health)	1		
	<hr/>		<hr/>
	17		17

Sophomore Year

Ed 220, Psychoed. Development	3	Faith Foundation	3
Ed 222, Psychology of Indiv with Excep	3	Oral Communication	2
Hi 105, World Civilization (Historical Foundation)	3	Fine Arts (Aesthetic Foundation)	3
Philosophical Inquiry Foundation	3	Physical Science (Natural World)	4
Ed 214, Integ. Art, Music, Movement	3	Hi 212, Ameri Hist (Historical Foundation)	3
Ed 226, Characteristics of Indiv with Excep	3	So 280, Cultural Anthropology or So 354, Soc. of Race & Ethnicity	3
	<hr/>		<hr/>
	18		18

Junior Year

Ed 320, Curriculum for Indiv with Excep	3	Ma 111, Math for Elem. Teachers II (Quantitative Analysis)	3
Ed 301, Social Studies Methods	2	Ed 319, Integrated Arts Methods	5
Ed 303, Sci & Health Methods/Media	2	Ed 317, Integrated Language Arts Practicum	1
Ed 307, Building Community through Integrated Social Studies & Sciences	1	Ed 451, Philosophy of Education	3
Ed 312, School as Community	3	Ed 314, Math Methods & Assessment	3
Ed 313, School as Community Research and Field Experience	1	Pe 115, Wellness for Life	1
Life Science (Natural World)	4		
Pe 302, Elem Physical Ed Curriculum	2		
	<hr/>		<hr/>
	18		16

Senior Year

Ed 460, Personal & Social Well-being	3	Ed 322, Couns Fam of Indiv with Excep	2
Ed 462, Classroom Management	2	Ed 324, Methods/Materials Special Ed	3
Ed 470, Seminar for Student Teaching	1	Ed 326, Assessment of Indiv with Excep	3
Ed 492, Supervised Student Teaching	10	Ed 491, Supervised Student Teaching of Individuals with Exceptionalities	5
		Ed 488, Senior Comp	cr
		Ed 487, Core Content, Elementary	cr
		Ed 487, Core Content, Knowledge	cr
		Ed 487, Core Content, Excep Students	cr
		Ed 335, Technology Proficiency	cr
		Ed 334, Diversity Proficiency	cr
	<hr/>		<hr/>
	16		13

Suggested sequence of courses for a bachelor's degree in Secondary Education

Freshman Year

En 101, English Composition	3	En 102, Introduction to Literature (Aesthetic Foundation)	3
Th 101, Introduction to Theology	3	Ph 175, Logic and Nature	3
Foreign Language	4	Foreign Language	4
Py 100, Gen. Psychology (Person and Community)	3	Ed 200, Introduction to Education	2
Oral Communication	2	Ed 201, Intro to Ed Research/Field Experience	1
Gs 150, BC Experience	cr	Fine Arts (Aesthetic Foundation)	3
		Pe Activity course (Health)	1
	<hr/>		<hr/>
	15		17

Sophomore Year

Major/Licensure Program Requirement	6	Major/Licensure Prog Requirement	9
Hi 105, World Civilization (Historical Foundation)	3	Philosophical Inquiry Foundation	3
Ed 220, Psychoed. Development	3	Hi 212, American History (Historical Foundation)	3
Ed 222, Psychology of Individuals with Exceptionalities	3	Pe 115, Wellness for Life (Health)	1
Natural World Foundation	3–4		
	<hr/>		<hr/>
	18–19		16

Junior Year

Major/Licensure Prog Requirement	6	Major/Licensure Prog Requirement	6
Ma 211, Applied Statistics (Quantitative Analysis)	4	Ed 451, Philosophy of Education	3
Ed 257, Gen Sec. Methods and Media	2	Faith Foundation	3
Ed 258, Secondary Education Pract.	1	___ 457, Content Area Methods	2
Natural World with lab	4	Ed 332, Teaching Reading in the Content Areas	2
	<hr/>		<hr/>
	17		16

Senior Year

Major/Licensure Prog Requirement	6	Ed 462, Classroom Management	2
Faith Foundation	3	Ed 470, Seminar for Student Teaching	1
So 354, Sociology Race/Ethnicity	3	Ed 460, Personal and Social Well-being	3
Ed 312, School as Community	3	Ed 496, Supervised Student Teaching	10
Ed 313, School ad Community Research and Field Experience	1	Ed 488, Senior Comp	cr
		Ed 487, Core Content Area	cr
		Ed 335, Technology Proficiency	cr
		Ed 334, Diversity Proficiency	cr
	<hr/>		<hr/>
	16		16

Master of Arts in School Leadership

All Education Department programs at Benedictine College are built upon the framework of educators as builders of community. In preparing educational administrators, 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 leaders who build their respective schools into unified learning communities;
3. Graduates will actively involve members of the community outside their school (families, business, outside agencies, etc.).

Outcomes:

- A) Ensure successful communication with teachers and parents to help nurture the whole child;
- B) Demonstrate leadership by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development;
- C) Promote the success of all students by acting with integrity, fairness, and in an ethical manner that demonstrates respect for all cultures;
- D) Create a community of caring relationships that unify all educational participants (students, teachers, families, community members, etc.) in the education process;
- E) Incorporate sound research and information (including action research generated by the school community) into the perpetual process of educational improvement;
- F) Promote the success of all students by understanding and influencing the larger political, social, economic, and legal institutions which impact education.

These goals and outcomes of the program foster professional competence in educational leadership by requiring students to complete a curriculum of study, a comprehensive examination over the core curriculum, and a practicum in educational leadership. Graduates of the M.A. program are expected to master educational leadership and administration knowledge and skills, to apply educational administration methods, and to be prepared to make an original contribution to the field of educational leadership.

Cohort Structure

The notion of “Educators as Builders of Community” is embodied in the cohort structure of the program. Students are admitted to a group (i.e., Cohort I, Cohort II, etc.) which progresses through the program as a community rather than as individuals. The sense of community—with peers, professors, and college personnel—intensifies as students move forward in the program. By the time the degree is completed, students have developed powerful relationships which become a support network as they move into their initial years of educational administration.

Accreditation and Approval

Accreditation from the North Central Association has been granted for the awarding of the Master of Arts in School Leadership. Approval for a graduate program leading to endorsement as a building administrator has been granted by the Kansas State Board of Education. The state-approved program is included within the degree program.

Governance

The Graduate Studies Committee is the policy-making body for the M.A. in School Leadership program. Management and oversight of the program resides within the Education Department.

Educational Administration Advisory Committee

The Educational Administration Advisory Committee is composed of:

1. adjunct faculty;
2. graduates of the program;
3. practicing school administrators; and
4. graduate student members representing each active cohort.

Members of the committee are appointed by the co-chairs of the program. The purpose of the committee is to participate in the on-going 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 each semester.

School Leadership Practicum

The program includes a 200-hour practicum in educational leadership and administration during the last year of the course work. Practicum experiences are designed in collaboration between the director of the program, the student, and the supervisor at the proposed practicum location.

Transfer Credit

Nine hours of transfer credit are allowed subject to the approval of the Graduate Studies Committee.

Admission Requirements

The admission policy for the M.A. degree program at Benedictine College is designed to select students who have demonstrated the ability to be successful in academic and teaching vocations. The Education Department carefully considers each application during department meetings and makes one of the following decisions:

1. regular admission;
2. probational admission; or
3. denial of admission.

The decisions of the department with regard to admission are subsequently brought to the Graduate Studies Committee for confirmation. The director of the degree program will

notify the applicant of the admission decision in writing. The student may appeal any adverse decision by submitting a written petition to the director of the M.A. degree program. Upon receipt of such a petition, the procedure described above shall be repeated. Unless formal approval is received from the director of Graduate Studies, a maximum of one course taken as a special graduate student may be applied to degree requirements.

The requirements for formal admission are as follows:

Regular Admission

Applicants must have a minimum 3.0 grade point average in their last two years (60 hours) of college course work from accredited institutions and a score of 480 or above on any two of the three General Tests of the GRE, or a score of 410 or above on the Miller Analogies Test. In cases where the applicant already has a Master's degree in education with at least a 3.0 cumulative grade point average, the graduate entrance test is waived. In addition, 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 accredited experience;
3. At least three letters of recommendation from supervisors and/or professional peers of which at least one must be from a supervisor that attests to the applicant's potential as a building administrator;
4. A résumé or curriculum vitae of educational and professional experience;
5. A completed application form including a written statement of professional goals related to completion of the master's degree and certification as a public/private school administrator.
6. A written essay on the applicant's K-12 school experiences related to MASL program outcomes.

Probationary Admission

Applicants with less than the required GPA or scores on nationally recognized GRE or MAT examinations may be admitted on a probationary status. The status of students under this provision will be re-evaluated after the completion of the first six hours of graduate work at Benedictine College in the prescribed curriculum of the program as follows:

1. Those students who achieve a minimum GPA of 3.0 in the first six hours of the prescribed curricula will be granted regular admission status;
2. Those students who do not achieve a minimum GPA of 3.0 in the first six hours of the prescribed curricula will be dismissed from the program.

Program of Study

Ed 512, Introduction to Educational Research (3 credits)

Ed 515, Models and Strategies in Instructional Leadership (3 credits)

Ed 522, Advanced Foundations of Education (3 credits)

Ed 532, Foundations of Curriculum Development (3 credits)

Ed 606, School Leadership, Management, and Finance (4 credits)

Ed 612, Supervision in Education (3 credits)

Ed 622, Educational Law (3 credits)

Ed 625, Instructional Technology and Applications (2 credits)

Ed 642, Educational Leadership (3 credits)

Ed 652, Issues and Strategies in School Leadership (3 credits)

Ed 680, Practicum in School Administration (6 credits)

Degree Requirements

1. All course work must be completed within six calendar years from the date of initial enrollment.
2. A cumulative GPA of 3.25 must be attained in all graduate work.
3. A maximum of six semester hours of 'C' credit will be accepted. If a student

receives a grade of 'C' in more than six semester hours, he or she will be excluded from further study.

4. Any grade below 'C' will not be accepted and will result in exclusion from further study.
5. Degree candidates must pass a written comprehensive examination.
6. Degree candidates must complete the "Intent to Graduate" form from the Office of the Registrar.

School Leadership Licensure

Conditional License

To receive institutional recommendation for K-12 Building Administrator conditional licensure, the student must:

1. Have completed a master's degree;
2. Have completed the thirty-six hour state-approved school leadership program with no less than twenty-seven hours taken at Benedictine College.
3. Maintain a cumulative GPA of 3.25 in all graduate work. A maximum of six semester hours of 'C' credit will be accepted. If a student receives a grade of 'C' in more than six semester hours, he or she will be excluded from further study. Any grade below 'C' will not be accepted and will result in exclusion from further study;
4. Have three years of full-time experience as a licensed educational professional in a school accredited or approved by the state board or a comparable agency in another state at the level for which endorsement is sought.
5. Completion of the School Leadership Licensure Assessment (SLLA) with a minimum passing score established by the state of Kansas.

Professional License

To receive institutional recommendation for professional licensure, the graduate must successfully complete a one-year internship (Ed 682, School Leadership Performance Assessment) during the first year of employment as a building administrator.

Ed 502**Theory and Practice in Teaching (3)**

An advanced study of developmental psychology focusing on human developmental patterns and their behavioral implications from birth through adolescence. Emphasis is placed on learning and instructional theories and the application of such theory to the improvement of teaching, supervision, and building level administration. 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 activities and groups working together to produce collective research projects are employed as means for achieving this objective.

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

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. Course requirements include: 1) designing and implementing a study evaluating the effectiveness of an actual K–12 school in achieving one of its goals (i.e., action research), and 2) interviewing working school administrators to learn about the research they do in assessing the effectiveness of their schools in achieving desired outcomes.

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

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; and the needs of all students in planning and developing instruction. The role of principal in leading teachers to implementing student-centered instructional strategies is emphasized.

Ed 522**Advanced Foundations of Education (3)**

An advanced study of the major historical and social foundations of American education. Particular attention is given to historical trends in the education of students from minority cultures and with exceptionalities. Includes an analysis of contemporary educational philosophies with special emphasis given to constructivist views and the relationship between social constructivism and the notion of educators as builders of community. Develops and traces schools of educational thought in an effort to assist students to clarify their own educational philosophy. The relationship between educational philosophy and the practice of school administrators will be emphasized.

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

An examination of social and psychological influences upon curricular design and implementation. Emphasis is placed upon study of the societal forces which affect school curricula, prominent instructional models and their supporting theoretical rationale, barriers of effective implementation of innovative curricula, and systematic evaluation of educational curricula and programs. Students learn the process of curriculum planning, modification, implementation, and evaluation from the perspective of the building principal working collaboratively with students, teachers, parents and members of the outside community to develop the best possible curriculum for his or her school.

Ed 552

Effective Instructional Strategies (3)

An examination of effective classroom instruction strategies that includes: pre-assessment and assessment tools to determine the adequacy of instructional approach; the components of alternative instructional models and the appropriateness of their applications; and the needs of all students in the planning and development of instruction. Emphasis is placed on the role of the building principal in leading teachers to implement student-centered instructional strategies. A unit on the use and contribution of instructional technology in the teaching learning role is also presented.

Ed 606

Educational Management & Finance (4)

The role and responsibility of the principal in organizing, administering, and budgeting funds in a school district. As part of this course, students will develop district-wide and building budget models based on existing educational finance laws. Specific topics in this course include equity in educational financing, funding sources for school system operations, budgeting educational funds for program needs at the building level, implementing pupil services, and managing the budget.

Ed 612

Supervision in Education (3)

The role and responsibility of the principal in selecting and supervising personnel at the building level. Major topics include staff selection, staff orientation, staff evaluation and conferencing, and staff development. Theories and models of evaluation and development programs are examined and analyzed. Legal concepts related to the selection and evaluation of personnel are also introduced.

Ed 622

Educational Law (3)

The legal rights, duties, and responsibilities of building administrators. Specific topics in this course include basic constitutional issues

related to students and school personnel and identifying and applying legal concepts as they relate to special education, student disciplines, student rights, personnel practices, professional negotiations, and other powers, duties and liability concerns of the principal and the school system. The course features an in-depth examination of court cases establishing legal requirements regarding the equitable treatment of minority students (*Brown v. Topeka*, etc.) and students with exceptionalities (*Honig v. Doe*, *Mills v. DC*, etc).

Ed 625

Instructional Technology and Applications (2)

This course is designed to assist candidates with the use of current technology-based management systems and to use a variety of media and formats, including information and web-based technology to manage, communicate, interact and collaborate with colleagues, parents and other education stakeholders. Emphasis will be placed on the school leader's promotion of effective practices in technology use.

Ed 642

Educational Leadership (3)

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

Ed 680

Practicum in School Administration (5)

A series of structured, field-based experiences in an elementary, middle or secondary school. This practicum requires a minimum of 200

clock hours spread over two semesters so that students can realize the full administrative cycle of a school year. Students are required to acquire experience and proficiency in ten professional competency areas while simultaneously demonstrating seven qualities of administrative effectiveness related to their ability to build community as building principals. Practicum requirements include a 20-hour visitation at a school of a different cultural setting than the “home school” with a subsequent reflection paper based on this experience. The evaluation of performance in the practicum serves as one of the criteria for institutional recommendation for endorsement as a building administrator.

Ed 682

School Leadership Performance Assessment (4)

The internship in School Leadership provides each MASL graduate with a support structure during their first year as a building principal, fostering professional development through a performance assessment. The purpose of this practicum is to ensure that each MASL

graduate holding a **conditional school leadership license** demonstrates that he or she has met the standards prescribed by KSBE for a **professional school leadership license (91-41-1 through 91-41-4)**. **The current Performance Assessment plan for building leadership is as follows: The building level administrator must complete an internship supervised by the recommending institution as part of the performance assessment for this license.** The candidate must enroll in 2–3 hours a semester during the first year under the conditional license as a full-time employee. If the employee is working only half time, the internship can be spread out over two years. A mentor should be provided by the employing district from the same endorsement field and under conditions described in 91-41-4 through 91-41-4. The university must supply a supervisor who makes a minimum of two visits per semester with additional communications between visits. The university will then make the recommendation for licensure after the internship has been completed successfully.

Engineering [Division of Health, Science, and Mathematics]

Engineering students at Benedictine College have several options to pursue their engineering career. All these paths begin by taking advantage of Benedictine’s small classes, personal attention and supportive atmosphere. Benedictine offers introductory courses in engineering as well as essential supporting courses in mathematics, computer science, science and the humanities.

Although there are some engineering fields that would necessitate transfer to an engineering program before the junior year, most of the larger engineering fields, such as civil, electrical and mechanical engineering, can be effectively combined with a liberal arts degree from Benedictine College in a *dual degree program*. In this program the student would complete three years at Benedictine

College, taking most of the liberal arts core and general education requirements as well as most courses for their bachelor’s degree in science, mathematics or computer science, then transfer to an accredited engineering program to complete the remaining two years, during which they complete course work for both a liberal arts BS or BA and a bachelor’s degree in engineering. This is often called a “3–2 program”.

The average time for students completing a bachelor’s degree in engineering starting directly in an engineering department is 5.3 years, making this dual-degree program a very efficient option, and one which will provide both an engineering degree and a liberal arts degree within that time frame. This combination of a broad and more theoretical liberal

arts degree with the more applied engineering degree provides the graduate with a stronger background and an educational advantage compared to receiving an engineering degree only.

Once at Benedictine, many students decide to continue the full four years to complete their degree work here, then enter engineering at the graduate level. Receiving a master's degree in engineering takes two to two and a half years past the bachelor's degree from Benedictine. This advanced degree in engineering is clearly advantageous. Virtually all our students who have gone this route have received assistantships or fellowships while in graduate school which pay for their education.

For more information contact the head of the Division of Health, Science and Mathematics.

Eg 110

Engineering Graphics (2)

This course provides the student with a basic understanding of technical illustration, drafting and design utilizing hand sketching, computer drafting hardware and software, basic use and application of each. In depth exploration of drawing, editing and coordinate input are developed.

Eg 230

Statics (3)

This course uses Newtonian mechanics to study statically determinate solutions of bodies and systems of bodies acted upon by external forces. Topics discussed include static equilibrium, centroids, analysis of structures, frictional forces, moments of inertia and virtual work. *Prerequisites: Pc 210 and Pc 211. Co-requisite: Ma 310.*

Eg 100

Introduction to Engineering (1)

A brief introduction to engineering occupations, the use of engineering methods, and key responsibilities of an engineer including project management.

English [Division of Humanities]

Byond the important goals of 1) helping students achieve proficiency in reading and writing, 2) acquainting students with their rich cultural and literary heritage, and 3) providing a solid foundation for the future graduate student or English teacher, the department seeks through literature to vitalize lives with the wisdom, spirit, and voices of great men and women; to move both students and teachers toward wiser and more humane relationships with themselves and others, with life's tragedy and comedy, sordidness and grandeur.

Requirements for a major in English

1. Required Courses (15 hours)
 - a. World Literature sequence (both courses are required):
 - i. En 201, World Literature I: Ancient to Renaissance (3)
 - ii. En 202, World Literature II: Enlightenment to the Present (3)
 - b. En 302, Shakespeare (3)
 - c. American Literature sequence (both courses required):
 - i. En 403, American Literature to the Civil War (3)
 - ii. En 404, American Literature from the Civil War to 1945 (3)

2. Nineteen to twenty-one hours of upper-division coursework, including:
 - a. Two courses from:
 - i. En 301, Old and Middle English Literature (3)
 - ii. En 303, Renaissance Literature (3)
 - iii. En 304, Restoration and Eighteenth Century Literature (3)
 - b. One course from:
 - i. En 401, Romantic Literature (3)
 - ii. En 402, Victorian Literature (3)
 - c. One course from:
 - i. En 405, Twentieth Century British Literature (3)
 - ii. En 406, American Literature from 1945 to the Present (3)
 - d. One course from:
 - i. En 411, Literary Criticism (3)
 - ii. En 431, Linguistics (3)

Four to six additional hours of coursework from the courses above or from any other upper-division English Department offerings.

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. Students who plan to attend graduate school in English are encouraged to take En 431, En 411, and En 491.

Requirements for a major in English—Education:

Besides completing the English requirements listed above, English majors seeking teaching certification will complete at least one additional course in writing (En 325, En 326, or En 327), En 357, En 431, and En 457. There is one notable exception to the above requirements—English education majors are not required to take En 202. Students must also complete the requirements for secondary teacher certification outlined under education and have their schedules approved by one advisor from the English department as well as one advisor from the education department.

Requirements for a Minor in English Literature:

Eighteen hours of coursework in English beyond En 101; at least twelve hours must be in literature courses, and at least six hours must be from courses numbered 300 or above.

Requirements for a Minor in Writing and Journalism:

Eighteen hours of writing courses beyond En 101. The minor shall consist of En 325 (3); En 326 (3); En 327 (3); Mc 341 (3); in addition, either Mc 310 or En 425, and three hours to be drawn from Mc 216 or Mc 316.

En 101 English Composition (3)

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.

En 102 Introduction to Literature (3)

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.

En 105 Writing English as a Second Language (3)

A course for international students which focuses on composition skills in analysis, classification, illustration, cause and effect,

contrast and comparison, chronological process, narrative writing, and descriptive writing. Some attention is given to business letters, objective and subjective reports, levels of diction, précis and summary writing, and research skills. The course will offer whatever grammatical and oral/aural exercises are needed.

En 198

Special Topics (1–4)

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

En 201

World Literature I: Ancient to Renaissance (3)

Primarily an exploration of literary masterpieces of Western Civilization from Homer to Shakespeare. It may, however, include work from outside western culture.

En 202

World Literature II: Enlightenment to the Present (3)

Literary masterpieces of Western Civilization from Moliere and Swift to the present. It may include works from outside the western culture.

En 220, 221, 320, 321

Loomings Practicum (1)

Laboratory work on *Loomings*, campus literary magazine. Students engage in the practical tasks of producing a magazine from campus-wide submissions. Includes editorial tasks in selection, layout and design, copyediting, art and photography. Students meet regularly with advisor to resolve organizational and production issues and to receive professional critique. *Prerequisite: Permission of instructor.*

En 301

Old and Middle English Literature (3)

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 En 102, En 201, En 202, or permission of instructor.*

En 302

Shakespeare (3)

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. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor. Dual-listed with Ta 302.*

En 303

Renaissance Literature (3)

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 En 102, En 201, En 202, or permission of instructor.*

En 304

Restoration and Eighteenth Century Literature (3)

A study of the major writers of 1660–1790. Includes 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 En 102, En 201, En 202, or permission of instructor.*

En 311

The Novel (3)

Studies 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 En 102, En 201, En 202, or permission of instructor.*

En 312

Short Story (1–3)

A study of the theories and techniques of the short story. This course is offered in two independent sections, each of which is worth one credit. The first quarter covers the history and development of the short story form; the second quarter concentrates on the short story form as it developed during the twentieth century. Students may earn one additional credit by completing an independent research project. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 313

Spirituality in Literature (2)

Primarily designed to analyze and interpret the spiritual dimensions of various genres of literature, this course includes the study of essays, plays, fiction, and poetry worldwide and throughout history. When available, various speakers will be asked to give presentations that focus on the spiritual dimensions of various faiths and connections to the churches of the area, as well as to literature. The speakers and their topics vary with each semester. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 325

Creative Writing (2–3)

The writing of poetry and imaginative essays. Opportunity to submit creations to *Loomings*, to other magazines, to regional and national contests; opportunities to promote and

participate in a visiting writer series, poetry readings, and workshops. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 326

Advanced Composition (2–3)

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: One from En 102, En 201, En 202, or permission of instructor.*

En 327

Writing Fiction (1–3)

The art and practice of fiction from the narrative sketch to the short story. Some attention to novel writing. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 357

Young Adult Literature in Language Arts (1–2)

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 En 102, En 201, En 202, or permission of instructor.*

En 381

Theatre History and Literature to 1750 (3)

A study of plays and productions from earliest times through the English restoration. *Prerequisites: One from En 102, En 201, En 202; Ta 102 or permission of instructor. Dual-listed with Ta 381.*

En 382

Theatre History and Literature from 1750 Through 1918 (3)

A study of plays and productions from 1751 through the end of World War I. *Prerequisites: One from En 102, En 201, En 202; Ta 102 or permission of instructor. Dual-listed with Ta 382.*

En 383**Modern and Contemporary Theatre (3)**

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, and theorists. *Prerequisites: One from En 102, En 201, En 202; Ta 102 or permission of instructor. Dual-listed with Ta 383.*

En 398**Special Topics (1–4)**

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 401**Romantic Literature (3)**

Emphasis 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 En 102, En 201, En 202, or permission of instructor.*

En 402**Victorian Literature (3)**

Emphasis on poems by Tennyson, Browning, Arnold, and Hopkins, on novels by Dickens, Eliot, and Hardy, and essays by Newman, Ruskin, and Carlyle. Attention to the minor poets as time permits. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 403**American Literature to the Civil War (3)**

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. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 404**American Literature from the Civil War to 1945 (3)**

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. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 405**Twentieth Century British Literature (3)**

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 En 102, En 201, En 202, or permission of instructor.*

En 406**American Literature from 1945 to the Present (3)**

Covers the post-World War II authors of fiction, poetry, and drama. The fiction of such authors as Ellison, Bellow, Nabokov, Tyler, and Irving is studied. The poetry of Stevens, Williams, Ashbery, Wilber, and Ginsberg is included, as is the poetry of the Beat Movement and the Black Mountain poets. *Prerequisite: One from En 102, En 201, En 202, or permission of instructor.*

En 411**Literary Criticism (3)**

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 En 102, En 201, En 202, or permission of instructor.*

En 414**The Vikings: History and Literature (3)**

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: En 201 or En 202.*

En 420**Legends of King Arthur (3)**

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: En 201 or En 202.*

En 425**Creative Writing II (2-3)**

Writing poetry and imaginative essays; writing for *Loomings* and other publications. Students will give a poetry presentation and present a completed portfolio. *Prerequisite: En 325 or permission of instructor.*

En 431**Introduction to Linguistics (3)**

A beginning course in the scientific study of language. Studies the background of modern linguistics as well as contemporary descriptions of English. Useful also for foreign language and education majors.

En 457**Methods of Teaching Language Arts (2)**

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. *Prerequisite:*

En 491**Language and Literature Seminar (2)**

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 or permission of instructor.*

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

An independent study course will be clearly innovative, experimental, exploratory or involved with advanced research. The design of the course will call for student initiative as well as faculty direction.

Suggested sequence of courses for a bachelor's degree in English

Freshman Year

En 101, English Composition	3	En 102, Introduction to Literature	3
Th 101, Introduction to Theology	3	Foreign Language	4
Foreign Language	4	Ph 175, Logic and Nature	3
Natural World Foundation	4	Pe 115, Wellness for Life	1
Gs 150, BC Experience	cr	Electives	6
Elective	3		
	<hr/>		<hr/>
	17		17

Sophomore Year

En 201, World Literature I	3	En 202, World Literature II	3
English course	3	English course	3
Historical Foundation	3	Historical Foundation	3
Philosophical Inquiry Foundation	3	Natural World Foundation (with lab)	4
Faith Foundation	3	Elective	3
Pe Activity course	1		
	<hr/>		<hr/>
	16		16

Junior Year

English courses	6	English courses	6
Philosophical Inquiry Foundation	3	Person and Community Foundation	3
Faith Foundation	3	Electives	6–9
Elective (Linguistics)	3		
	<hr/>		<hr/>
	15		15–18

Senior Year

English courses	6	English courses	6
En 411, Literary Criticism	3	Elective (Seminar)	3
Electives	6–9	Electives	6–9
	<hr/>		<hr/>
	15–18		15–18

English as a Second Language

The English as a Second Language program is available to assist English as a Second Language learners in achieving a level of language proficiency sufficient to succeed in an academic program in which English is the language of instruction. It is required that all students submit a TOEFL score or the equivalent of another secured assessment of English language proficiency in order to complete the application and admission process. Minimum English proficiency for the acceptance of international students to full-time regular student status normally requires a score of 72 on the Internet-Based Test of English as a Foreign Language (TOEFL iBT), 200 on the Computer-Based TOEFL (TOEFL CBT), 533 on the Paper-Based TOEFL (TOEFL PBT) or 6.0 on the International English language Testing System (IELTS). Upon arrival on campus, students who have received a score below these levels will be administered the Institutional TOEFL test and will participate in an oral interview and written test in order to better assess their language proficiency before being registered in the appropriate courses. Only classes numbered 100 and above count toward graduation. Completion of the ESL program will satisfy the general education foreign language requirement. Students will receive only the number of credits in parentheses next to the course titles below. They are not eligible to receive any additional credits for completing the ESL courses.

Es 050

Tutoring (non-credit)

Individualized and small group tutoring sessions are arranged for international students enrolled in ESL and regular academic courses to assist them with challenges related to English language skills. Students who take regular classes before completing the ESL program are required to take one credit hour of Es 050 each semester only until they complete the program.

Es 101

Writing with Grammar I (4)

This course will develop composition skills and the use of grammatical structures at the sentence and paragraph level. Students will learn to write simple, compound and complex sentences and to develop descriptive and narrative paragraphs using the process approach. Grammar points will be addressed and practiced through informal and formal written assignments.

Es 102

Writing with Grammar II (4)

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. *Prerequisite: 75% or above on a writing assessment.*

Es 105

Integrated Skills (3)

This course is designed to improve the four English language skills areas of listening, speaking, reading, and writing. Emphasis will be placed on developing critical thinking skills through interpretation, analysis, and synthesis of information. Written and oral assignments will be based on the text and other materials presented in class. Activities will include discussion, pair and group work, academic listening and note-taking, oral presentations, and library research.

Es 110

Introduction to American Culture (1)

This course presents an informal introduction to U.S. culture for international students newly arrived in the country. Discussion of selected readings and materials presented online, local

excursions, and guest speakers will help students adjust to their new environment. Topics will include information on health and safety, aspects of cultural adjustment, expectations of the U.S. academic classroom, and the Benedictine Heritage.

Es 173

Reading with Vocabulary (4)

This course will develop the reading skills necessary for non-native English speaking students to function effectively in the college academic classroom. Textbook and authentic reading material will be used to improve students' basic and critical reading skills. Strategies for vocabulary-building and increasing reading speed will be developed

through learning effective dictionary usage and word attack skills.

Es 193

Listening/Speaking English as a Second Language (4)

This course will develop the oral and aural skills necessary for non-native English speaking students to function effectively in the college academic classroom and in the American environment. Discussions, interviews, debates, and oral presentations provide listening and speaking opportunities while authentic language is presented in a variety of formats to enhance listening and note-taking skills.

Environmental Science

[Division of Health, Science, and Mathematics]

The area of environmental science has undergone considerable growth over the past thirty years. This has been a result of an increased awareness of how human activities and use of available resources affects the environment. Some effects such as acid rain and water pollution are regional, while others, like CFC and CO₂ emissions, are global.

Benedictine College offers a bachelor of arts degree in chemistry with an environmental science concentration to meet the demand for science personnel who have acquired additional training in areas concerning the environment. This program has been developed in consultation with the Division of Health, Science and Mathematics at Benedictine College, representatives from the environmental industry, and both state and federal government agencies. As such, graduates from this program are well-trained to enter careers in both industrial and governmental environmental positions as well as to seek further training in environmental graduate programs. For further information, contact the chair of the Chemistry and Biochemistry Department.

Requirements for a B.A. degree in Chemistry with an Environmental Science concentration:

Chemistry Core

- Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
- Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
- Ch 105, General Chemistry Laboratory I
- Ch 106, General Chemistry Laboratory II
- Ch 231/232, Organic Chemistry I and Laboratory
- Ch 233/234, Organic Chemistry II and Laboratory
- Ch 371/372, Quantitative Analysis and Laboratory
- Ch 390/391, Junior Seminar I/II

Science/Math Core

- Bi 121, General Biology I
- Bi 122, General Biology II
- Ma 131, Calculus I
- Ma 211, Applied Statistics
- Pc 210, Classical Physics I
- Pc 211, Classical Physics II

Environmental Science Concentration

Ch 321/322, Environmental Chemistry and Laboratory

Ch 421, Chemical Fate and Transport in the Environment

Bi 311, Biology IV – Research Design and Analysis

Bi 355, Ecology

Ps 275, Public Policy Analysis

Ch 480/481, Environmental Science Research (2 credit hours)

Ch 490/491, Senior Seminar I/II

[For course descriptions, please see the respective department offerings in this catalog.]

Fine Arts [Division of Arts and Communication]

Benedictine College offers courses in the fine arts through the art, music, and theatre arts departments. The college's general education requirement in the fine arts is intended to provide an opportunity for students to formulate a basis for appreciating and evaluating artistic expression. Students are expected to study at least one major art form, and to become aware of the contribution of the various arts to different periods of history. *Fa 201, Fa 149 and Fa 150 satisfy the college's general education requirement for the Aesthetic Foundation.*

Fine Arts Courses

Fa 149

Introduction to Cinema (3)

Through experiencing and discussing a series of significant motion pictures from both a popular and critical perspective, the class examines themes, impacts, and techniques. A broad variety of films are used, including subtitled foreign works.

Fa 150

Survey of Motion Picture History (3)

Through experiencing and discussing a series of films chosen out of historical perspective, the class examines the development of cinematic techniques. Besides concern with changing patterns in the ways film communicates, the course will

explore the impact of technology and social conditions, as well as such theoretical concepts as the auteur theory, film genres, and semiotics.

Fa 198

Special Topics (1–4)

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

Fa 201

Introduction to Fine Arts (3)

An interdisciplinary course which explores what is meaningful in the plastic and visual arts, music, and theatre arts. Lectures are supplemented by audio-visual presentations and field trips to the Nelson Gallery, plays, ballet, and concerts, as well as on-campus performing arts events.

Fa 273

New York (or London) Arts

Field Trip (1–2)

Study built around a field trip to either New York or London which will include attending performing arts events such as ballet, opera, and theatre, and guided visits to major art museums. The course involves both preparatory study and concluding evaluation.

Fa 398**Special Topics (1–4)**

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

Fa 499**Fine Arts Independent Study (credit arranged)**

Independent study in cinema or in interdisciplinary arts subjects. Subject and approach to be worked out between faculty and student. A maximum of eight hours may be earned in Independent Study.

General Studies

General studies courses are designed to assist students at all levels of academic ability. Each course is structured to enhance learning skills and for the academic enrichment of Benedictine students.

Gs 109**Academic Readiness (2)**

This course is designed for students who have academic limitations and desire to strengthen basic learning skills to help insure their success in college studies. The content of the course recognizes that these students have the potential for success in college but may need assistance in overcoming one or more learning deficiencies.

Gs 150**The BC Experience (cr)**

This course, which is required of students during their first semester of enrollment, is designed to give them an

understanding and appreciation of the value of a Catholic, Benedictine, liberal arts education in a residential, Discovery College setting. It will explore major themes which extend throughout all of a liberal arts education to prepare students to make the best possible use of their Benedictine College social, intellectual, and personal endeavors.

Gs 190**Information Literacy (2)**

This course is designed to teach students how to use the library with its many services and resources in their quest for information. They will learn how to recognize when information is needed, how to select appropriate resources, how to search various resources, how to critically evaluate information and to synthesize the information into an answer to their research question.



Great Books Sequences

When the opportunity arises, faculty members may assemble two or more inter-disciplinary 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.

Health, Physical Education and Recreation

[Division of Health, Science, and Mathematics]

The objectives of the Department of Health, Physical Education and Recreation are to provide the following; 1) The professional preparation of skilled teachers of physical education and health, as well as qualified persons in the allied areas of coaching, athletic training, and the fields of leisure and sport management; 2) Preparation for the student to pursue graduate studies; 3) The opportunity for the student to experience both the learning of theory and the discovery of application through practical extracurricular experiences; 4) The opportunity for certification in first aid, CPR, lifeguard training and water safety instruction; 5) Wholesome health and fitness attitudes and knowledge for all students so that they may have the opportunity to discover and to choose healthy life styles.

Prospective elementary and secondary teachers of health and physical education must student teach at both levels for state

certification. Education courses offered through the Education Department for teacher certification are required. Consultation may be secured through the Education Department.

A student may receive a B.A. in physical education without teacher certification.

As a general school requirement, all students are required to take Pe 115, Wellness for Life and one fitness activity course.

A maximum of one hour of activity credit may be acquired through varsity sport participation. This applies both to majors and to non-majors.

Physical Education Major

Core Curriculum (21)

Pe 150, Foundations of Human Movement

Pe 209, Personal and Community Health

Pe 210, First Aid and Personal Safety

Pe 220, Techniques of Team Sport

Pe 222, Techniques of Lifetime Sport

Pe 357, Tests and Measurements in Health and Physical Education

Pe 366, Physiology of Exercise

Pe 380, Kinesiology and Biomechanical Analysis

Pe 402, Organization and Administration of Physical Education and Sports

plus one swimming course or swim proficiency test, dance course and gymnastics course (each one credit)

A major will choose one area of concentration.

Areas of Concentration

1. Teaching Physical Education and Health: Pe 100 or Pe 101, Pe 302, Pe 350, Pe 365, Pe 457, Pe 303, So 353, Pe 263, auxiliary requirement, Bi 107 and Bi 242. For teacher licensing, students must also complete the appropriate K–12 teacher licensure program courses.
2. Coaching: two courses from Theory of Coaching, Pe 211, Pe 263, Pe 350, Pe 303.
3. Leisure Management: Pe 100 or Pe 101, Pe 365, Pe 401, Pe 205, Pe 404.

Sports Management Program:

Pe core curriculum, Pe 100 or Pe 101, minor in business administration, and Pe 411.

Athletic Training Program

The HPER Department also offers a major in Athletic Training for students who wish to become a certified Athletic Trainer. The following list of courses are required for this major: Pe 107, Pe 209, Pe 210, Pe 212, Pe 213, Pe 263, Pe 303, Pe 312, Pe 313, Pe 350, Pe 357, Pe 361, Pe 362, Pe 364, Pe 366, Pe 380, Pe 406, Pe 412, Pe 413, auxiliary requirements Bi 242, Bi 243. In addition, the student must complete the courses necessary for general education requirements including Pe 115, Wellness for Life, which are described previously in this catalog.

Athletic Training majors must also complete an appropriate swimming course, or pass the proficiency test.

Students must be formally accepted into the Athletic Training Education Program (ATEP), receive a Hepatitis B immunization, and purchase their own student malpractice liability insurance to enroll in any of the clinical practicum courses. Applications and other supporting documents may be obtained by contacting the program director of Athletic Training. Acceptance into the ATEP is competitive, and only those applicants who meet the requirements listed below will be considered. Applicants must satisfy the following entrance requirements before the deadline (April 1 every spring) to be accepted into the ATEP. Only those students who have been accepted are allowed to enroll in any of the Athletic Training clinical practicum courses (Pe 212, Pe 213, Pe 312, Pe 313, Pe 412, Pe 413). The ATEP only accepts a limited number of applicants each year, so special consideration will be given to previous athletic training related experience and to student GPA. Applicants who are not accepted are encouraged to officially declare a different major, or re-apply the following year.

Entrance Requirements:

1. Formal acceptance to Benedictine College.
2. Successful completion of Pe 210*.
3. Current CPR and First Aid certificate.
4. Good academic standing as defined in the catalog.
5. Completion of at least 30 hours of athletic training experience at one of the BC athletic training rooms under the direct supervision of a current BC certified/licensed athletic trainer.
6. Written recommendation for admission to the ATEP from one of the current BC certified/licensed athletic trainers.

*Transfer students may satisfy these requirements from another institution. Approval from the BC Program Director is required for this substitution. In addition to the above-mentioned requirements for admission, students must meet requirements for continued enrollment.

Activity Courses

7. Completed application for the student Athletic Training program.
8. Declare Athletic Training as academic major.
9. A completed health history and physical exam must be on file with the school nurse. This health history must include a current MMR, tuberculosis screening, and hepatitis B immunization.
10. Purchase your own student malpractice liability insurance policy. You may obtain information about these policies from the program director.
11. Acceptance of the technical standards which are explained in the Athletic Training Student Handbook or by contacting the program director. Students with disabilities or those who do not meet these standards can request reasonable accommodations to these technical standards.
12. Approval of applicant by the majority of BC certified/licensed athletic trainers.

Minor in Physical Education:

Pe 150, Pe 209, Pe 210, Pe 220, Pe 222, Pe 350, Pe 357, Pe 366 or Pe 380, Pe 402, Pe 404.

Teaching Minor in Physical Education:

Pe 150, Pe 220, Pe 222, Pe 350, Pe 209, Pe 210, Pe 357, Pe 366 or Pe 380, Pe 402, Pe 302, Pe 365, Pe 457.

General Education Approved Fitness

Activity Courses:

Pe 100, Physical Fitness
Pe 101, Aerobics
Pe 107, Beginning Weight and Circuit Training
Pe 108, Intermediate Swimming
Pe 110, Lifeguard Training
Pe 111, Varsity Sport
Pe 125, Lifetime Activities for Fitness
Pe 128, Fitness Swimming

Pe 100

Physical Fitness (1)

This course is designed to develop an interest in, and an understanding of, the components of physical fitness. Endurance, flexibility, and strength will be improved through a variety of activities. *This course will satisfy the physical education general education activity requirement.*

Pe 101

Aerobics (1)

This course is designed to enhance body tone, strengthen muscles, and improve cardiovascular development through rhythmic activities. *This course will satisfy the physical education general education activity requirement.*

Pe 104

Beginning Racquetball and Tennis (1)

Skills and techniques in racquetball and tennis.

Pe 105

Beginning Gymnastics and Body Mechanics (1)

This is a basic course in tumbling and in the use of gymnastic apparatus.

Pe 107

Beginning Weight and Circuit Training (1)

This course is designed to teach techniques and safety in basic weight training. Circuit training will also be included for all around fitness development. *This course will satisfy the physical education general education activity requirement.*

Pe 108**Intermediate Swimming (1)**

Four basic swimming strokes and water safety. Intermediate Red Cross swimming tests. Open to entire student body. *This course will satisfy the physical education general education activity requirement.*

Pe 110**Lifeguard Training (1)**

This is a Red Cross certification course. It is for the advanced swimmer who will gain proficiency in life saving techniques and prevention. *This course will satisfy the physical education general education activity requirement.*

Pe 111**Varsity Sport Activity (1)**

This may be used only one time in one's college career. *Participation in a varsity sport will count one credit and will satisfy the physical education general education activity requirement.*

Pe 112**Water Safety Instructor (1)**

This is a Red Cross certification course which qualifies the student as a WSI. Emphasis is on teaching techniques and allows one to teach basic swim courses. *Prerequisite: Pe 108.*

Pe 113**Lifeguard Training Instructor (1)**

This is a Red Cross certification course which qualifies the student as an LGI. This certification allows one to teach Lifeguard Training. *Prerequisite: Pe 110.*

Pe 115**Wellness for Life (1)**

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 life styles. This is the physical education general education requirement for all students.

Pe 117**Bowling and Golf (1)**

Learning skills and techniques in bowling and golf. Fee. Classes held at bowling lanes and golf course.

Pe 123**Country and Social Dancing (1)**

Introduction to a variety of country, ballroom and folk dances. Basic dance steps and fundamentals of dance etiquette.

Pe 125**Lifetime Activities for Fitness (1)**

This course will emphasize various lifetime activities, such as tennis, dance, swimming, and use of fitness machines for the purpose of promoting all of the components of fitness. *This course will satisfy the physical education general education activity requirement.*

Pe 128**Fitness Swimming (1)**

This course is designed to assist students in a swimming program which develops overall muscular strength and muscular endurance, flexibility and cardiovascular fitness. *Prerequisites: At least intermediate swim level. This course will satisfy the physical education general education activity requirement.*

Theory Courses

Pe 150**Foundations of Human Movement (2)**

A study of the historical developments, philosophy, principles and career opportunities. An orientation to health, physical education and recreation.

Pe 198**Special Topics (1-4)**

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

Pe 205**Introduction to Recreation and Leisure (2)**

A study of the everyday operation of both public and private recreational services. Special emphasis will be placed on management techniques and program development. Services to various age groups and special populations will be explored.

Pe 209**Personal and Community Health (2)**

Presents information concerning personal, family and community health. The course is vitally essential to the individual in meeting the needs of daily living, professional, parent and community responsibilities.

Pe 210**First Aid and Personal Safety (2)**

This course is designed to prepare the student with first aid knowledge and skills necessary to assist victims of most injuries and emergency situations. Red Cross certification is awarded for successful completion of Red Cross Standard First Aid and CPR (adult, child, infant).

Pe 211**Officiating (1)**

The techniques of officiating team sports. Emphasis on baseball, basketball, football, and volleyball.

Pe 212**Beginning Athletic Training Clinical Practicum I (1)**

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 210 and Pe 263.*

Pe 213**Beginning Athletic Training Clinical Practicum II (1)**

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 210 and Pe 263.*

Pe 220**Techniques of Team Sport (2)**

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.

Pe 221**Techniques of Individual Sport (2)**

This course is designed to provide the student with the skills and the knowledge in three individual activities: gymnastics, dance, and swimming.

Pe 222**Techniques of Lifetime Sport (2)**

This course is designed to provide the student with the skills and knowledge in a wide range of recreational individual and dual sport activities. This may include: tennis, bowling, golf, racquetball, and badminton.

Pe 263**Care and Prevention of Athletic Injuries (3)**

This course deals with treatment of injuries within the scope of the physical education instructor, coach, and certified athletic trainer. It will serve as the foundation course in the certification process within the National Athletic Trainer's Association Board of Certification (NATABOC). Emphasis will be placed

on prevention, evaluation, management, and rehabilitation of athletic injuries. Laboratory experience will include taping techniques and using modalities in a training room setting.

Pe 302

Elementary Physical Education Curriculum (2)

Theory and practice in methods, planning, and administering the activity program of games, skills, rhythms and gymnastics for the elementary pupil.

Pe 303

Basic Nutrition (3)

A study of nutrient needs, food habits, food fads and fallacies, and global food needs. Application of nutritional requirements during infancy, childhood, adolescence, and adulthood.

Pe 304

Methods and Theory of Teaching Gymnastics and Rhythms (3)

Techniques and teaching methods in movement education, gymnastics and dance. *Prerequisite: One gymnastics course and one dance course.*

Pe 312

Intermediate Athletic Training Clinical Practicum I (1)

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 209, Pe 210, Pe 263, and Bi 242. In addition to these course prerequisites, students must also possess a current CPR for the Professional Rescuer certificate.*

Pe 313

Intermediate Athletic Training Clinical Practicum II (1)

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 107, Pe 108, Pe 209, Pe 210, Pe 263, Pe 312, Pe 364, Bi 242, and Bi 243. In addition to these courses prerequisites students must also possess a current CPR for the Professional Rescuer certificate.*

Pe 350

Psychology of Sport and Methods of Coaching (2)

This will be an introduction to sports psychology and coaching methods as related to sports and athletics. Emphasis will be on personality, attention, anxiety, arousal, intervention strategies, motivation as they relate to individual and team athletics.

Pe 351

Theory of Coaching Football (1)

Study of rules, theory and practice; methods of coaching football.

Pe 352

Theory of Coaching Basketball (1)

Study of rules, theory and practice; methods of coaching basketball.

Pe 353

Theory of Coaching Baseball and Softball (1)

Study of rules, theory and practice; methods of coaching baseball and softball.

Pe 354**Theory of Coaching Track and Field (1)**

Study of rules, theory and practice; methods of coaching track and field.

Pe 355**Theory of Coaching Soccer (1)**

Study of rules, theory and practice; methods of coaching soccer.

Pe 357**Tests and Measurements in Health and Physical Education (3)**

Introduction to statistics, study of various tests, the practical application of tests in the field of Health, Physical Education, and Exercise Science.

Pe 361**Therapeutic Exercise and Rehabilitation (3)**

This course is designed to provide the athletic training, pre-physical therapy and pre-professional student with a broad theoretical knowledge base from which specific techniques of rehabilitation may be selected and practically applied in the care and treatment of athletic injuries. *Prerequisites: Pe 210 and Pe 263.*

Pe 362**Therapeutic Modalities (4)**

This course will examine the principles and properties associated with therapeutic modalities and pharmacology. Emphasis will be placed on how and why these modalities and medications are used in the treatment of injuries. Appropriate psychomotor skills will be instructed in a laboratory setting. *Prerequisites: Pe 210 and Pe 263.*

Pe 364**Evaluation and Recognition of Athletic Injuries (4)**

This course is designed to provide the student with the cognitive and psychomotor skills necessary for injury assessment of the physically active. Appropriate psychomotor skills

necessary for athletic injury assessment will be conducted in a laboratory setting. *Prerequisites: Pe 263 and Bi 242.*

Pe 365**Special Physical Education and Recreation (2)**

This course deals with special physical education, characteristics of different handicapping conditions, and how to adapt activities to the special population.

Pe 366**Physiology of Exercise (3)**

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.

Pe 369**Theory of Coaching Volleyball (1)**

The rules, theory, strategies, and methods of coaching volleyball.

Pe 380**Kinesiology and Biomechanical Analysis (3)**

This course develops a basic understanding of the anatomical and mechanical principles of human movement. It is beneficial for those in pre-professional tract (allied health professions), athletic training and teaching physical education/coaching.

Pe 398**Special Topics (1-4)**

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

Pe 401**Recreation Practicum (2)**

Opportunity to gain experience by working within a community program or in a project approved by the department. *Prerequisites: Pe 205, Pe 403, and Pe 404, or special permission by department chair.*

Pe 402

Organization and Administration of Physical Education and Sport (2)

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.

Pe 404

Outdoor Leadership (2)

This course provides knowledge and practical experience in outdoor recreational activities, cooking and camping skills. Leadership skills and responsibilities will be addressed for different types of camps and programs.

Pe 406

Administration of Athletic Training (2)

This is a junior/senior level course that will examine the administrative competencies and proficiencies associated with the profession of athletic training. This includes health care administration, professional development and responsibilities. *Prerequisites: Pe 212, Pe 213 and Pe 263.*

Pe 411

Sports Management Practicum (2-4)

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 Program.*

Pe 412

Advanced Athletic Training Clinical Practicum I (1)

This course is designed to give the student the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA

Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 107, Pe 108, Pe 209, Pe 210, Pe 212, Pe 213, Pe 263, Pe 312, Pe 313, Pe 361, Pe 362, Pe 364, Pe 406, Bi 242 and Bi 243. In addition to these course prerequisites, students must also possess a current CPR for the Professional Rescuer certificate.*

Pe 413

Advanced Athletic Training Clinical Practicum II (1)

This course is designed to give the students the practical experience necessary for athletic training. Students will be expected to demonstrate successful completion of specific clinical proficiencies and psychomotor competencies as identified by the NATA Educational Council. Students are encouraged to practice these proficiencies and competencies during their assigned clinical rotations. *Prerequisites: Pe 107, Pe 108, Pe 209, Pe 210, Pe 212, Pe 213, Pe 263, Pe 303, Pe 312, Pe 313, Pe 357, Pe 362, Pe 364, Pe 366, Pe 406, Pe 412, Bi 242, and Bi 243. In addition to these course, prerequisites students must also possess a current CPR for the Professional Rescuer certificate.*

Pe 457

Methods and Techniques of Teaching Physical Activities and Health (3)

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.

Pe 499

Independent Study (credit arranged)

Projects arranged with one or two student majors. Research, experience, and readings in the field of health, physical education, coaching or recreation. Meetings arranged at the discretion of the instructor. *Prerequisite: Permission of department chair.*

Suggested sequence of courses for a bachelor's degree in Physical Education

Freshman Year

Gs 150, BC Experience	cr	Pe 209, Personal & Community Health	2
Pe 115, Wellness for Life	1	Pe Activity course	1
Pe 150, Foundations Human Movement	2	Pe 210, First Aid	2
Bi 107, Principles of Biology	4	Th 101, Introduction to Theology	3
En 101, English Composition	3	Ph 175, Logic and Nature	3
Gymnastics course	1	Aesthetic Foundation	3
Electives	5	Dance course	1
		Swimming course	1
		Elective	1
	<hr style="width: 100%;"/>		<hr style="width: 100%;"/>
	16		17

Sophomore Year

Pe 220, Techniques of Team Sport	2	Pe Concentration	4
Bi 247, Anatomy & Physiology	4	Foreign Language	4
Pe Concentration	3	Faith Foundation	3
Foreign Language	4	Historical Foundation	3
Aesthetic Foundation	3	Electives	2
	<hr style="width: 100%;"/>		<hr style="width: 100%;"/>
	16		16

Junior Year

Pe 357, Tests and Measurements	3	Pe 366, Physiology of Exercise	3
Pe Concentration	3	Pe Concentration	6
Historical Foundation	3	Philosophical Inquiry Foundation	3
Faith Foundation	3	Person and Community Foundation	3
Philosophical Inquiry Foundation	3		
	<hr style="width: 100%;"/>		<hr style="width: 100%;"/>
	15		15

Senior Year

Pe 222, Techniques of Lifetime Sport	2	Pe 402, Organization & Admin of	2
Pe 380, Kinesiology	3	Physical Ed. And Sport	
Pe Concentration	3	Pe Concentration	2
Electives	8	Electives	12
	<hr style="width: 100%;"/>		<hr style="width: 100%;"/>
	16		16

Suggested sequence of courses for a major in Athletic Training

Freshman Year

Gs 150, BC Experience	cr	Pe 263, Care & Prev. of Athletic Injuries	3
Pe 107, Beginning Weight and Circuit Training	1	Appropriate Swimming Course	1
Pe 210, First Aid & Personal Safety	2	Foreign Language	4
En 101, English Composition	3	Faith Foundation	3
Th 101, Introduction to Theology	3	Ph 175, Logic and Nature	3
Electives	6	Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	15		15

Sophomore Year

Bi 242, Human Anatomy	3	Bi 243, Human Physiology	3
Bi 364, Recog & Eval of Athletic Injuries	4	Aesthetic Foundation	3
Pe 209, Personal & Community Health	2	Person and Community Foundation	3
Foreign Language	4	Electives	3
Written Communication Skill	3	Pe 213, Beginning A.T. Clinical Prac. I	1
Pe 212, Beginning A.T. Clinical Prac. I	1	Faith Foundation	3
	<hr/>		<hr/>
	17		16

Junior Year

Pe 357, Tests & Measurements in HPER	3	Pe 361, Therapeutic Exercise	3
Bi 380, Kinesiology & Biomech Analysis	3	Pe 350, Psych & Methods of Coaching	2
Pe 362, Therapeutic Modalities	4	Pe 366, Physiology of Exercise	3
Faith Foundation	3	Pe 303, Basic Nutrition	3
Pe 312, Beginning A.T. Clinical Prac. I	1	Pe 313, Intermediate A.T. Clinical Prac. II	1
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
		Elective	1
	<hr/>		<hr/>
	17		16

Senior Year

Pe 406, Admin of Athletic Training	2	Historical Foundation	3
Philosophical Inquiry Foundation	3	Written Communication Skill	3
Historical Foundation	3	Visual Communication	3
Pe 412, Advanced A.T. Clinical Practicum I	1	Pe 413, Advanced A.T. Clinical Practicum II	1
Elective	3	Electives	6
Oral Communication	3		
	<hr/>		<hr/>
	15		16

History [Division of Humanities]

The aims of the Department of History are to assist and enable the student: 1) to understand world history from the point of view of their own western, Christian cultural tradition; 2) to understand and appreciate the contributions of non-western peoples to world history and civilization; 3) to make mature judgments about contemporary public questions based upon an understanding of history; 4) to acquire habits of intellectual honesty and clarity; 5) to develop critical, analytical thinking abilities essential to professional work in government, business, law, journalism and teaching; 6) to do research using the tools and skills of the professional historian.

In addition to preparing students specifically desirous of professional work as historians, the department serves the professional requirements of the other departments.

Requirements for a major in History:

Hi 105, World Civilization to 1648
Hi 106, World Civilization Since 1648
Hi 212, United States History to 1865
Hi 213, United States History Since 1865
Hi 493, Seminar in History

and one non-western course

plus elective courses in history to make up a major of thirty-six hours, thirty hours beyond the general education requirement of the college. 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.

The requirements for a minor in History:

Believing that a history minor is the ideal complement for many majors, the department tailors a program of eighteen hours of study to the individual student. The World Civilization requirement may or may not be included in the eighteen hours.

Requirements for a History Major certifying to teach:

Students wishing to certify to teach History at the junior or senior high level must minor in Political Science and will need Ge 101, Ss 457, plus Hi 105, Hi 106, Hi 212, Hi 213, and six upper-level courses distributed as follows: one course of non-western; two courses from Hi 321, Hi 353, Hi 363, Hi 371, Hi 394, Hi 395, Hi 396, Hi 398, Hi 493 (European); two courses from Hi 341, Hi 417, Hi 422 (United States); one additional history elective.

Hi 105

World Civilization to 1648 (3)

A survey of the major civilizations from Paleolithic times through the fifteenth century, this course emphasizes the development of Western Civilization, while providing a systematic consideration of all the major civilizations in Asia, Africa and the Americas. Students may apply for admission to a one-hour honors section.

Hi 106

World Civilization Since 1648 (3)

A survey of the political, intellectual, social, religious and economic history of the world from the sixteenth through the twentieth centuries, this course attempts to trace and understand the growing inter-relatedness of the major geo-political regions of the world as they move towards global interdependence. Students may apply for admission to a one-hour honors section.

Hi 212

United States History to 1865 (3)

This course surveys the history of the peoples who came to make up the United States from the early discoveries of the New World to the end of the Civil War in 1865. Special

attention is devoted to the development of national institutions, political history, ideological currents, and economic change.

Hi 213

United States History Since 1865 (3)

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 303

Modern Asian Survey (3)

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.

Hi 308

Native American Spirituality (3)

This course examines various Native American traditions to develop an appreciation for a generalized perspective of history, the environment, and an Indian 'world view.' Unique historical accounts and literature provide an understanding of the modern Indian dilemma of reconciling traditional values in the face of encroaching European civilization. By attempting to 'see with a native eye,' we are enabled to discover the common thread of a deeply spiritual lifestyle which characterizes the various cultures.

Hi 311

Russian History (3)

A survey of the course of Russian History from 1812 through the Czarist period ending with contemporary Russia.

Hi 321

History of Latin America (3)

A survey of Latin American history from 1492 to the present with emphasis on comparative social and institutional development of Latin American nations.

Hi 322

Historical Research Practicum (1)

The classification and interpretation of original records: on-site training in local government offices (Atchison city and county records), in museum documents and college archives. This course may be taken more than once.

Hi 331

Internship in State and Community History (3)

A cooperative program between the Kansas State Historical Society and History Department of Benedictine College. Techniques of archival, archeological and museological research at the Kansas State Historical Society in Topeka. Historical Society staff approve nominees for the internship program. Selected nominees intern in the Society's headquarters in Topeka. The Society does not remunerate students in this program. Benedictine College juniors and seniors are eligible. Students interested in pursuing a career in historical studies, especially those planning graduate training or employment in positions other than teaching, are encouraged to apply to the chairman, Department of History, for nomination for an internship.

Hi 341

Selected Themes in Early American History (3)

This course will study in depth certain topics in the pre- and post-revolutionary era of American history, including special emphasis upon the Revolution and the Founding.

Hi 353

Greek and Roman History (3)

A survey of Greek and Roman civilization from the Mycenaean period to the last years of the united Roman empire (A.D. 395).

Hi 363

Medieval History (3)

Considers the cultural, political and religious history of Western Europe from the decline of

the Roman Empire to the Renaissance. Special emphasis upon social and cultural interactions of Christianity, classical and Germanic elements.

Hi 366

Byzantine History (3)

A survey of the history of the Byzantine or Eastern Roman empire from the fourth century to the fall of Constantinople to the Ottoman Turks in 1453, this course includes emphases on relations of the empire with foreign powers, the development of the Slavic nations, and Byzantine Christianity.

Hi 372

The Renaissance (3)

A consideration of the major developments in Europe in the fourteenth and fifteenth centuries, the course will include emphases on the nature of Renaissance humanism from Petrarch to Machiavelli, as well as the economic, political, and religious life of the Italian city-states and the emerging nations of western and central Europe.

Hi 373

The Reformation Era (3)

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.

Hi 383

Early Modern Europe, 1648–1848 (3)

A survey of dynastic politics and diplomacy, and of economic, social and intellectual developments in the principal European states from the Peace of Westphalia through the French Revolution and the Napoleonic era. Special attention is given to the effect of the Enlightenment and Revolution on the institutions and conditions of Europe.

Hi 394

Europe Since 1945 (3)

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 395

Europe, 1848-1914 (3)

The course will examine either one aspect of nineteenth century history and/or culture or it will survey the entire period of European history, 1848–1914.

Hi 396

Europe, 1914 to 1945 (3)

Beginning with the events that led to World War I, the story of European political, social, economic, and cultural history in the twentieth century will be examined in this course.

Hi 398

Special Topics (1–3)

Topics not included in the regular catalog but taught on an interest or need basis will be offered from time to time. These courses will usually be treated in lecture/discussion format. This course may be taken more than once and the topic will be specified in the course title.

Hi 417

United States Diplomatic History (3)

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 422

The United States Since 1945 (3)

This course studies in depth the political, cultural, economic, and social history of the country since the end of World War II. The course emphasizes political, economic, and social change in the era; special attention is devoted to the interplay between foreign affairs and domestic developments.

Hi 493

Seminar in History (3)

This senior seminar in history reviews developments in historiography, seeks to enhance

research skills, and encourages the student to write at an advanced level. Each student writes a research paper at a level suitable for professional presentation.

Hi 499

Independent Study (3)

Aims to develop methodological, analytical, organizational and writing skills through close instructor-student collaboration in an agreed-upon course of study.

Geography

Ge 101

World Geography (3)

A beginning course in geography, focusing on concepts and relationships of physical and cultural geography, emphasizing relationships between developed and underdeveloped regions and countries.

Suggested sequence of courses for a bachelor's degree in History

Freshman Year

Hi 105, World Civilization I	3	Foreign Language	4
En 101, English Composition	3	Hi 106, World Civilization II	3
Foreign Language	4	Ps 100, American Govt	3
Gs 150, BC Experience	cr	Philosophical Inquiry Foundation	3
Pe 115, Wellness for Life	1	Th 101, Introduction to Theology	3
Ph 175, Logic and Nature	3		
	<hr/>		<hr/>
	14		16

Sophomore Year

Natural World Foundation	4	Natural World Foundation	3
Hi 212, American History to 1865	3	Hi 213, Am History 1865–Present	3
Hi 2**, Historical Methodology	3	Philosophical Inquiry Foundation	3
Hi 3(76-99), American History	3	Faith Foundation	3
Aesthetic Foundation	3	Pe Activity course	1
		Hi 3(00–35), Ancient/Medieval History**	3
	<hr/>		<hr/>
	16		16

Junior Year

Hi 3(36–50), Modern World	3	Faith Foundation	3
Hi 3(51–75), Modern World	3	Hi 3(76–99), American History	3
Hi 3(76–99), American History	3	Hi 3(11–35), Ancient History	3
Elective	3	Hi 3(51–75), Modern World	3
Aesthetic Foundation	3	Hi 308, Native American Spirituality	3
	<hr/>		<hr/>
	15		15

Senior Year

Hi 3(36–50), Modern World	3	Hi 488, Senior Comps	cr
Hi 3(11–35), Medieval History	3	Hi 331, Internship	3
Hi 488, Senior Seminar	3	Electives/Minor	12
Electives/Minor	3–6	Hi 499, Independent Study	1–3
	<hr/>		<hr/>
	12–15		16–18

** One of the 300 level HI courses must also fulfill departmental requirements for Women's History and Non-Western History; also, one must be HI 372, Renaissance for Visual S&P requirements.

International Studies [Division of Humanities]

The interdisciplinary International Studies major allows students to combine in-depth study of, and proficiency in, a second language to complement an interdisciplinary core of courses, and study of another discipline that has an international focus such as history, economics, political science, or sociology. Students choosing to major in international studies are strongly encouraged to complete an additional major. The major requires students to study abroad for a semester or summer.

Requirements for a major in International Studies:

Required core courses:

Hi 106, World Civilization Since 1648
Ps 201, Comparative World Government and Politics
Ec 209, Principles of Macroeconomics
So 280, Cultural Anthropology
Th 365, Introduction to World Religions
Proficiency in a foreign language to include three courses beyond 204.

A concentration (four approved courses) in one of the disciplines below:

Concentration in History:

Hi 311, Russian History
Hi 321, History of Latin America
Hi 383, Early Modern Europe 1648–1848
Hi 394, Europe Since 1945
Hi 395, Europe, 1848–1914
Hi 396, Europe, 1914–1945
Hi 417, US Diplomatic History
or another approved history course with an international focus.

Concentration in Economics:

Ec 210, Principles of Microeconomics
Ec 309, Macroeconomic Activity
Ec 310, Price Theory and Income Distribution
Ec 315, International Economics (required for the economics track)

Ec 401, Seminar in Economic Development of the Third World (required for the economics track)

Concentration in Political Science:

Ps 322, European Politics
Ps 360, International Relations
Ps 421, Comparative Political Systems
Ps 432, International Law

Concentration in Sociology:

So 290, World Regional Geography
So 351, World Population and Environment
So 354, Sociology of Race and Ethnic Relations
So 450, Global Cultures and Societies
So 451, Religion in Culture and Society

International Studies Elective:

The student must choose an additional elective course in the major from the following list; the student may also seek approval from his or her international studies advisor for approval of a special topics course with an international focus as an elective for the major.
Ph 475, Islamic Philosophy
Ph 485, Political Philosophy
Th 410, To the East and Back

Minor in International Studies:

The minor in international studies is accomplished through an integrated program of courses selected from the disciplines of foreign language, history, economics, sociology, political science, geography, anthropology, and business administration.

The program gives participants a broadened perspective of the modern world in order to prepare them for diplomatic or international careers in this country or abroad.

Students in this program are encouraged to consider study abroad. Information on study abroad is available through the Modern Foreign and Classical Languages Department.

The requirements for a minor in International Studies include:

1. Competency in a second language through the level of advanced conversation.
2. Two courses which fulfill the ‘Global Perspectives’ skill of the general education requirement.
3. Nine additional hours from courses that have an international focus, including those which satisfy the general education requirements.

The international studies minor is sponsored by the Modern Foreign and Classical Languages Department. The chair of the department assists the student in planning for the minor and approves the selected schedule of courses.

Is 490

Seminar in International Studies (3)

A seminar for International Studies minors dealing with major current events of international importance in political, historical, linguistic, economic, and other cultural areas.

Is/Fr/Sa 379

International Service Learning (credit arranged)

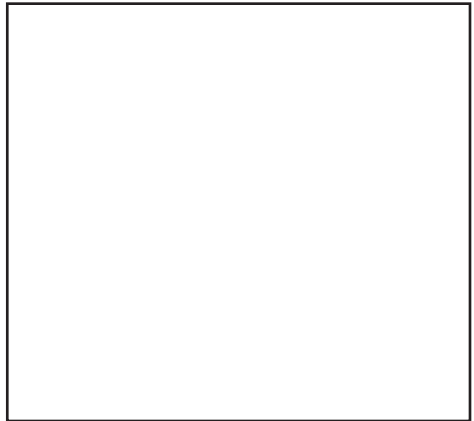
Participation in a volunteer work-program or mission work abroad. Must be coordinated through the Department of Modern Foreign and Classical Languages.

Liberal Studies

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. 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 the 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 dean of the college and the curriculum

committee by the end of the second semester of the student’s junior year. In all events no proposal will be accepted after the deadline for application for graduation.



Mass Communications [Division of Arts and Communication]

The major in Mass Communications is designed to prepare students for entry-level positions in writing, newspaper, magazine, public relations, video production, photography, web design, sales, publicity, media production and advertising. The major is an excellent preparation for entry-level employment in media, or for graduate study in communications or journalism.

The student will gain expertise and proficiency in researching documents, interviewing, writing, photography, video production, and web design.

Students will become active decision-makers in producing the student-run publications *The Circuit* (the campus newspaper), *eCircuit* (the online newspaper), and *Raven* (the campus yearbook), as part of their practicum experiences over three semesters. Internships are strongly encouraged but not required.

Two majors are offered: Journalism, for students who plan to pursue a career in journalism, and Mass Communications, for students interested in areas outside journalism. These majors allow for an emphasis in writing or visual communications (photography, video production, or web design).

The major is a total of 38 hours: 20 hours of core courses; 15 hours of electives and three hours of practicum. Both the Mass Communications and Journalism major require the same 20-hour core and practicum. Upper-division electives are chosen for the major desired. A 'C' or better must be earned in each Mass Communications Department course.

Core courses (20 hours):

Mc 115, Introduction to Mass Media
Ar 116, Basic Photography
Mc 128, Layout and Design
Mc 216, Writing for Mass Media
Mc 307, Basic Broadcasting
Mc 380, Web Design
Mc 485, Senior Seminar

Plus three hours of practicum, chosen from:

Mc 222, Mc 223, Mc 322, Mc 323, Newspaper Practicum*
Mc 220, Mc 221, Mc 320, Mc 321, Yearbook Practicum*
Mc 230, Mc 231, Mc 330, Mc 331, Online Newspaper Practicum*

Electives—Fifteen hours (a minimum of twelve hours from this list):

Ar 216, Graphic Design I
Mc 302, Advertising Principles
Mc 303, Public Relations Principles
Mc 310, News Editing
Mc 316, Advanced Reporting/Print
Mc 318, Advanced Broadcast Productions
Mc 341, Feature Writing
Ar 384, Advanced Photography
Mc 475, Mass Media Law and Ethics

or

Communication-related electives (a maximum of three hours):

En 325, Creative Writing
En 326, Advanced Composition
En 327, Writing Fiction
En 431, Introduction to Linguistics
Ba 345, New Venture Creation
Ba 350, Organizational Behavior
Ba 383, Principles of Marketing
Ba 450, Human Resource Management

Minor in Mass Communications or Journalism

A minor consists of 18 hours: Ar 116, Mc 128, Mc 115, Mc 216, plus six additional upper-division hours in mass communications. A 'C' or better must be earned in each Mass Communication Department course.

*Course is one credit hour. One practicum must be taken during senior year. A student may take a combination of yearbook and newspaper practicums.

Ar 116**Basic Photography (3)**

Introduces black/white photography, including optics theory, camera operation and darkroom techniques. Emphasis will be placed on learning use of equipment, materials and techniques. Develops sensitivity to the language of visual communication, including elements of design. Students must provide their own manual 35mm camera with normal lens (45–55 mm). Lab fee covers some supplies. Open to non-majors. Student must also enroll in Ar 117, Basic Photography Laboratory.

Ar 117**Basic Photography Laboratory (1)**

Laboratory for Ar 116. Students will learn to develop black and white 35mm film and make black and white prints.

Mc 115**Introduction to Mass Media (3)**

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 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.

Mc 128**Layout and Design**

Examines the principles and theory of aesthetics applied to the design of newspapers, magazines, brochures, advertising and web pages. Presents the fundamental concepts of desktop publishing and preparing content for publishing in both paper and electronic format.

Mc 216**Writing for Mass Media (3)**

This course introduces students to mass media writing in the form of news, public relations, online writing and advertising copywriting. Students will learn news gathering techniques and the fundamentals of news writing which emphasizes accuracy and precision following the Associated Press Stylebook. Through public relations writing students will learn to communicate strategic message to a variety of publics. Students will also be introduced to the concepts of advertising copywriting and how to create concise, powerful and persuasive messages. Finally, students will explore how to prepare material and write for an online environment.

Mc 218**Video Production I (3)**

Examines the techniques of video production based on applied media aesthetics and the use of digital and non-linear editing equipment. Major emphasis placed on applying theory of media aesthetics in the viewing and production of videos. Students will create a minimum of one video production.

Mc 220, 221, 320, 321**Yearbook Practicum (1)**

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.**

Mc 222, 223, 322, 323

Newspaper Practicum (1)

Laboratory work on *The Circuit* campus newspaper. Students engage in the practical tasks of producing a newspaper from story concept and reporting to editing, desktop publishing and photography. Students meet regularly with advisor to resolve organizational and production issues and to receive professional critique. **At least one practicum must be completed as a senior.**

Mc 230, 231, 330, 331

Online Newspaper Practicum (1)

Laboratory work on the *eCircuit*, the on-line campus newspaper. Students engage in the practical tasks of producing a web publication from story concept and reporting to editing, web design, photography and motion graphics. 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.**

Mc 302

Advertising Principles (3)

Examines the role of advertising to marketing. Outlines the principles underlying advertising decisions for newspapers, magazines, radio, television, outdoor advertising, and direct mail. Examines concepts of a media campaign. Students engage in an advertising project. Discusses legal and ethical issues relating to advertising. *Prerequisites: Mc 115 and Mc 216, or permission of instructor.*

Mc 303

Public Relations Principles (3)

Presents history and practice of public relations in business, educational institutions, social welfare organizations, government and military. Emphasis on industry ethics, responsibilities and careers. *Prerequisites: Mc 115 and Mc 216, or permission of instructor.*

Mc 307

Basic Broadcasting (3)

Students will be introduced to the basics of video and audio production. For both areas, this course examines history, theory, and production of video and audio programming. Students will learn video production concepts including lighting, shooting and editing. Audio production skills will include recording and production techniques. Students will also be introduced to voice recording skills. *Prerequisites and/or corequisites: Mc 115 and Mc 216, or permission of instructor.*

Mc 310

News Editing (3)

Presents a management philosophy to newsroom organization and an approach to dealing with writers. Examines theory and technical skills necessary for editing stories, photos and the writing of headlines and cutlines. Briefly reviews layout and design concepts as applied to news editing issues. Examines in detail legal issues of libel and right to privacy. *Prerequisite: Ar 116, Mc 216, or permission of instructor.*

Mc 316

Advanced Reporting/Print (3)

Examines techniques for in-depth investigations and analysis, such as use of documents, multiple sources, surveys, content analysis, participant observation. The entire class collaborates on an extensive in-depth project which is published in the campus newspaper. *Prerequisites: Mc 115 and Mc 216.*

Mc 318

Advanced Broadcast Production (3)

Continues the examination of video production based on applied media aesthetics and the use of industrial level production equipment. Expands on theories and skills learned in Video Production I. The student will produce several short videos. *Prerequisite: Mc 218.*

Mc 341

Feature Writing (3)

Examines storytelling methods often used in fiction writing as applied to longer, more detailed stories for newspapers and magazines. Stories made available to campus publications. *Prerequisite: Mc 216.*

Mc 379/479

Media Internship (up to 4 credit hours)

On-the-job experience in a professional media setting. Work with media sources is monitored for educational objectives. Highly recommended for all journalism majors before graduation. Prior approval of work must be obtained. *Prerequisites: Junior standing and minimum GPA of 2.0.*

Mc 380

Web Design (3)

Beginning instruction in web design. Students will learn about setting up a site, building basic and advanced web pages, establishing efficient site organization, navigation techniques, and the use of visual elements like animated gifs and flash movies. Students will be using Dreamweaver, Photoshop and Flash.

Mc 384

Advanced Photography (3)

Presents intermediate and advanced techniques in photography, digital, and darkroom techniques. Explores a variety of photographic styles and types. Presents some history, identifying major contributors to the discipline. Continues to emphasize design as an element of visual communication. Students must provide their own manual 35mm camera with normal lens (45–55mm). Automatic cameras must have manual overrides. Lab fee covers some supplies. *Prerequisite: Ar 116 or permission of instructor.*

Mc 398

Special Topics (3)

Available only in those rare instances between published revisions to the catalog and is experimental in the launching of a new course.

Mc 475

Mass Media Law and Ethics (3)

This course examines the legal and ethical principles that guide modern mass media producers and organizations. This course introduces students to the major areas of media law. Case studies are used to examine the application of media law in situations that students might face in the workforce. Media ethics is studied from the philosophical foundation of major ethical systems. In both media law and ethics, the major emphasis of the course is on the application of applied principles and decision making.

Mc 485

Senior Seminar (1)

Seminar on contemporary mass communications topics for graduating seniors. Students will complete readings and research in their concentration area (e.g., community journalism, graphic design, advertising, photography). Presentations and papers will be submitted weekly and will be the basis of class discussion. Students will also prepare paper and electronic versions of a portfolio exhibiting proficiency on the department's core areas of writing and visual communications. *Prerequisite: Senior standing.*

Mc 499

Independent Study (Credit arranged)

Independent study courses include tutorials and directed readings. Allows student to explore other areas and issues of the media. Meetings arranged at discretion of instructor. Requires prior approval of department chair and pre-approved contract of educational goals.

Suggested sequence of courses for a bachelor's degree in Mass Communications/Journalism

Freshman Year

En 101, English Composition	3	Mc 216, Writing for Mass Media	3
Th 101, Introduction to Theology	3	So 101, General Sociology	3
Foreign Language	4	Foreign Language	4
Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
Mc 115, Intro to Mass Media	3	Ar 116, Basic Photography	4
Mc 128, Layout and Design	3		
	<hr/>		<hr/>
	16		17

Sophomore Year

Elective	3	Bi 121, General Biology	4
Hi 106, World Civilization since 1648	3	Philosophical Inquiry Foundation	3
Ec 101 (398 for Mc) Intro. Economics	3	Mc 226, Graphic Design	3
Mass Communications Elective*	3	Hi 213, US History since 1865	3
Mc 220, Mc 222, or Mc 230 Practicum	1	Elective	3
Mc 307, Basic Broadcasting	3		
	<hr/>		<hr/>
	16		16

Junior Year

Elective*	3	Philosophy Inquiry Foundation	3
Mc 380, Web Design	3	Mass Communications electives*	6
Mass Communications elective*	6	Faith Foundation	3
Ch 101, Chemistry of Biosphere	4	Elective*	3
Mc 221, Mc 223 or Mc 231 Practicum	1	Pe 115, Wellness for Life	1
	<hr/>		<hr/>
	17		16

Senior Year

Mass Communications elective*	3	Mass Communications elective*	3
Faith Foundation	3	Py 100, General Psychology	3
Electives*	6	Electives*	6
Mc 320, Mc 322 or Mc 330 Practicum	1	Pe Activity course	3
Elective	3	Mc 485, Senior Seminar	1
		Mc 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	16		16

*These are to be upper-division courses.

Mathematics and Computer Science

[Division of Health, Science, and Mathematics]

The goals of the department are to provide the basic skills, intellectual discipline and general knowledge which are part of a liberal arts education and also provide useful approaches to solving societal problems. 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 accountant, actuary, banker, bio-mathematician, computer programmer, computer scientist, economist, engineer, industrial researcher, lawyer, management consultant, market research analyst, mathematician, mathematics teacher, operations researcher, quality control specialist, statistician, or systems analyst.

Computer science is an area of study that is important in the technological age in which we live. The computer science major at Benedictine College provides a balanced approach to the discipline, treating computing both as an art and as a tool for varied use. The major prepares students for graduate study in the field of computer science or for employment in an ever-expanding spectrum of occupations dependent upon computing. The minor provides a useful addition to many areas of study, including mathematics, science, business, and mass communications.

Requirements for a major in Mathematics:

Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Ma 250, Linear Algebra
Ma 255, Discrete Mathematical Structures I
Ma 290, History of Mathematics (if planning to teach)
Ma 315, Probability and Statistics
Ma 356, Modern Algebra I
Ma 360, Modern Algebra II or

Ma 480, Introduction to Real Analysis
Ma 493, Directed Research
six hours of upper-division math electives
and Cs 114, Introduction to Computer Science I

Requirements for a major in Computer Science:

Cs 114, Introduction to Computer Science I
Cs 115, Introduction to Computer Science II
Cs 255, Discrete Mathematical Structures I
Cs 256, Discrete Mathematical Structures II
Cs 300, Information & Knowledge Management
Cs 351, Algorithm Design and Data Analysis
Cs 421, Computer Architecture
Cs 440, Operating Systems and Networking
Cs 492, Software Development and Professional Practice
Cs 493, Senior Capstone
And one course in mathematics selected from Ma 131 or Ma 211.

The requirements for a minor in Mathematics:

Ma 131, Calculus I
Ma 132, Calculus II
Ma 250, Linear Algebra or
Ma 255, Discrete Mathematical Structures I
and six additional hours of mathematics, three of which must be upper-division.

The requirements for a minor in Computer Science:

Cs 114, Introduction to Computer Science I
Cs 115, Introduction to Computer Science II
Cs 255, Discrete Mathematical Structures I
Cs 256, Discrete Mathematical Structures II
and one course selected from Cs 300, Cs 351, Cs 421, or Cs 440

For each of the above curricula, the student's upper-division program is to be planned with an advisor from the department and approved by the chair of the department.

Prospective Mathematics Teachers:

Those preparing to teach mathematics in elementary schools should choose Ma 211, Ma 110 and Ma 111. In addition, those who choose mathematics as an area of concentration should take Ma 131, Ma 255 and Cs 114.

Those preparing to teach mathematics in secondary schools must complete requirements for a major in mathematics which includes Ma 360 and Ma 465. In addition, they must take Ma 457. The secondary teacher is required to take education courses for a B.A. in Secondary Education to receive certification and should consult with the chair of the Department of Education.

Recommendations: A student should not attempt a mathematics or computer science course unless he or she received at least a 'C' in its prerequisite. For a natural world foundation, Pc 210 is recommended for mathematics majors.

Those students planning to enroll in graduate school in mathematics should include both Ma 360 and Ma 480 in their course of study.

Placement Procedure Information:

The Department of Mathematics and Computer Science has set up placement procedures to help students enroll in mathematics courses in which they will more likely be successful.

For further information on placement procedures, contact the chair of the Department of Mathematics and Computer Science.

Ma 104

College Algebra (3)

This course covers analytical geometry and elementary functions, namely polynomial, rational, logarithmic and exponential functions. *Prerequisite: Approval through placement.*

Ma 107

Introduction to Quantitative Analysis for Business (3)

This course investigates analytical geometry and elementary functions, including polynomial, logarithmic, and exponential functions

necessary for business majors. The mathematics of finance, matrix algebra, and linear programming are covered. Additional topics are presented as appropriate. Note: Credit will be given for either Ma 107 or Ma 104 (College Algebra) but not for both. *Prerequisite: Have never passed College Algebra (Ma 104) with a B or higher or taken a course above College Algebra.*

Ma 110

Mathematics for Elementary Teachers I (4)

The course examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Emphasis is placed on acquiring an understanding of basic mathematical concepts including numeration, the fundamental operations of arithmetic, fractions, proportional reasoning, and functions. *Prerequisite: Intend to major in Elementary Education.*

Ma 111

Mathematics for Elementary Teachers II (3)

This course, a continuation of Ma 110, examines the structures and properties of mathematics while focusing on the development of problem-solving skills. Emphasis is placed on acquiring an understanding of basic mathematical concepts including probability and statistics, geometry, and measurement. *Prerequisite: Intend to major in Elementary Education.*

Ma 124

Pre-Calculus (4)

This course is designed for the student with good algebra skills but lacking adequate preparation to enter calculus. The course focus is on functions modeling change. Stress is placed on conceptual understanding and multiple ways of representing mathematical ideas. The goal is to provide the students with a clear understanding of the function concept and the use of functional notation. Exponential, logarithmic, trigonometric, polynomial and rational functions are covered. *Prerequisite: Intend to take Ma 131, but lack necessary skills.*

Ma 131**Calculus I (4)**

This course covers functions, analytical geometry, limits and continuity, differential and integral calculus of algebraic and transcendental functions. *Prerequisites: Ma 124 or its equivalent.*

Ma 132**Calculus II (4)**

This course covers further integration techniques and applications, limits and approximations, differential equations, sequences, series and improper integrals, and parametric equations. *Prerequisite: Ma 131.*

Ma 198**Special Topics (1–4)**

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

Ma 203**Mathematics Appreciation (3)**

This course with a liberal arts flavor provides an appreciation of the significant role that mathematics plays in society, an understanding of some exciting parts of mathematics, and a knowledge of some topics of mathematics that require little mathematical background. *Prerequisite: Sophomore standing.*

Ma 211**Applied Statistics (4)**

This course is designed primarily for students in disciplines other than mathematics and the physical sciences. After a short discussion of descriptive statistics and elementary probability, the course emphasizes inferential statistics. Topics include measures of central tendency and dispersion; random variables and probability distributions; statistical inference from large and small samples, linear regression and correlation. *Prerequisite: Ma 104 or its equivalent.*

Ma 233**Calculus III (4)**

This course covers geometry of n-space, functions of several variables, limits and continuity, differential and integral calculus of functions of several variables, and vector analysis. *Prerequisite: Ma 132.*

Ma 250**Linear Algebra (3)**

This course covers linear equations and matrices, vector spaces, determinants, linear transformations and matrices, characteristic equations, eigen vectors and eigen values, and related topics. *Prerequisite: Ma 131.*

Ma 255**Discrete Mathematical Structures I (3)**

This course introduces students to non-continuous models which are important in the application of mathematics to various disciplines. The principal topics treated are mathematical logic and set language, relations and functions, Boolean expressions and combinatorial 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. Dual-listed as Cs 255.*

Ma 256**Discrete Mathematical Structures II (3)**

This course continues the discussion of discrete mathematical structures introduced in Ma 255 focusing particularly on topics that contribute to further study of computer science as a discipline. Topics include recurrence relations, matrices, computational complexity, elementary computability, discrete probability, and a continuation of the study of digital logic and graph theory begun in the previous course. *Prerequisites: Ma 255/Cs 255, Cs 114. Dual-listed as Cs 256.*

Ma 290

History of Mathematics (2)

This course is an introduction to the history of mathematics designed for mathematics and mathematics education majors. Emphasis is placed on the historical development of those topics in mathematics that appear in the high school and undergraduate curriculum. *Prerequisites: Sophomore standing and Ma 131 (Calculus I).*

Ma 310

Differential Equations (3)

This course covers first- and second-order differential equations, including linear and non-linear equations, Laplace transforms, series solutions, and numerical techniques. *Prerequisite: Ma 233.*

Ma 315

Probability and Statistics (3)

This course covers probability and statistical inference, discrete and continuous random variables, distributions, hypothesis testing, correlation and regression, testing for goodness of fit. *Prerequisite: Ma 233.*

Ma 331

Numerical Computation (3)

This course covers finite differences, numerical differentiation and integration, linear systems and matrices, difference equations, error analysis and related topics. *Prerequisites: Ma 250 and Cs 114 or permission of the instructor.*

Ma 345

Introduction to Cryptography (3)

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 Advance Encryption Standard (AES), public-key cryptography, and methods of cryptanalysis. The course will touch on multiple areas

of mathematics as needed, including matrix algebra, modular arithmetic, finite fields, and elementary probability theory. *Prerequisite: Ma/Cs 255 or permission of instructor.*

Ma 356, 360

Modern Algebra I and II (3, 3)

This two-semester sequence of courses provides an in-depth introduction to some of the structures and techniques of modern algebra. The principal subjects are the theory of groups, rings, and fields. Specific examples of these will be discussed. For each structure we will discuss the appropriate substructure, quotient structure, and other topics such as homomorphisms. Current applications of algebra are also discussed. *Prerequisites: Ma 250 and Ma 255.*

Ma 398

Special Topics (1–4)

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

Ma 457

Secondary School Mathematics Curriculum and Methodology (2)

This course is designed to acquaint the student teacher with the history and evolution of mathematics education. Emphasis is given to curricular developments and the analysis of teaching in an effort to generate a spirit of continual evaluation and self-education in mathematics. Available resources are examined in an effort to generate an enthusiastic and creative approach to teaching. *Prerequisite: Enrollment in Secondary Mathematics Education.*

Ma 465

Modern Geometries (3)

This course covers foundations and axiomatics, Euclidean and non-Euclidean geometries, transformation geometry, projective geometry, and the geometry of inversion. *Prerequisites: Ma 250 and Ma 255.*

Ma 480

Introduction to Real Analysis (3)

This course covers the real number system, metric spaces, continuity, sequences and series, differentiation, integration, sequences and series of functions. *Prerequisites: Ma 233, Ma 250 and Ma 255.*

Ma 488

Senior Comprehensive (cr)

Ma 493

Directed Research (2)

Prerequisites: Junior or senior mathematics major and permission of the department chair.

Ma 499

Independent Study (credit arranged)

Prerequisite: Permission of the department chair.

Cs 101

Computer Science Fundamentals (3)

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, formatted input/output, looping and functions. There is an integral laboratory component.

Cs 114

Introduction to Computer Science I (4)

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 relational 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.*

Cs 115

Introduction to Computer Science II (4)

This course continues the introduction of object-oriented programming begun in Cs 114, with an emphasis on algorithms, data structures, software engineering, and the social context of computing. A closed lab is an integral part of the course. *Prerequisite: Cs 114.*

Cs 198

Special Topics (1–4)

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

Cs 200

Programming Short Course (2)

This course is designed to provide the student with a working knowledge of a particular programming language. Students write programs of moderate complexity in the given language. May be taken more than once if the programming language is different. *Prerequisite: Permission of instructor.*

Cs 255

Discrete Mathematical Structures I (3)

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, relations and functions, Boolean expressions and combinatorial 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. Dual-listed as Ma 255.*

Cs 256

Discrete Mathematical Structures II (3)

This course continues the discussion of discrete mathematical structures introduced in Cs 255 focusing particularly on topics

that contribute to further study of computer science as a discipline. Topics include recurrence relations, matrices, computational complexity, elementary computability, discrete probability, and a continuation of the study of digital logic and graph theory begun in the previous course. *Prerequisites: Ma 255/Cs 255, Cs 114. Dual-listed as Ma 256.*

Cs 300

Information and Knowledge Management (4)

This course uses the idea of information as a unifying theme to investigate a range of issues focusing on database systems design and management. A closed lab is an integral part of the course. *Prerequisites: Cs 115 and Cs 255.*

Cs 351

Algorithm Design and Data Analysis (4)

This course introduces formal techniques to support the design and analysis of algorithms, focusing on both the underlying mathematics theory and practical considerations of efficiency. Topics include asymptotic complexity bounds, techniques of analysis, and algorithmic strategies. A closed lab is an integral part of the course. *Prerequisites: Cs 115 and Cs 256.*

Cs 398

Special Topics (1–4)

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. *Prerequisite: Permission of instructor.*

Cs 421

Computer Architecture (4)

This course introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts. Topics include digital logic, data representations, as well as multiprocessors and alternate and contemporary architectures. A closed lab is an integral part of the course. *Prerequisites: Cs 115 and Cs 255.*

Cs 440

Operating Systems and Networking (4)

This course introduces the fundamentals of operating systems together with the basics of networking and communications. The main topics include basic operating systems principles, concurrency, scheduling, memory management, security, and basics of networking and communications including World Wide Web technologies. A closed lab is an integral part of the course. *Prerequisites: Cs 115 and Cs 255.*

Cs 488 (cr)

Senior Comprehensive

Cs 492

Software Development and Professional Practice (3)

This course combines a range of topics integral to the design, implementation, and testing of a medium-scale software system with the practical experience of implementing such a project as a member of a programming team. This course also treats material on professionalism and ethical responsibilities in software development and human-computer interaction. *Prerequisites: Senior computer science major and two upper-division computer science courses.*

Cs 493

Senior Capstone (2)

This course, a continuation of Cs 492, provides a structured opportunity for the students to complete the software project they designed and began implementing in Cs 492. Formal presentations, both oral and written, of the students' work are integral components. *Prerequisite: Cs 492.*

Cs 499

Independent Study (credit arranged)

Prerequisite: Permission of the department chair.

Suggested sequence of courses for a bachelor's degree in Mathematics

Freshman Year

En 101, English Composition	3	Ma 132, Calculus II	4
Ma 131, Calculus I	4	Foreign Language	4
Foreign Language	4	Historical Foundation	3
Th 101, Introduction to Theology	3	Natural World Foundation (with lab)	4
Pe 115, Wellness for Life	1	Pe Activity course	1
Gs 150, BC Experience	cr		
	<hr/>		<hr/>
	15		16

Sophomore Year

Ma 233, Calculus III	4	Ma 250, Linear Algebra	3
Ma 255, Discrete Math. Structures I	3	Aesthetic Foundation	3
Cs 114, Intro to Computer Science I	4	Faith Foundation	3
Ph 175, Logic and Nature	3	Historical Foundation	3
Person and Community Foundation	3	Natural World Foundation	4
	<hr/>		<hr/>
	17		16

Junior Year

Ma 356, Modern Algebra I	3	Ma 360, Modern Algebra II or	3
Ma 315, Probability and Statistics or	3	Ma 480, Intro to Real Analysis	
Mathematics elective		Mathematics elective	3
Electives	4	Electives	4
Aesthetic Foundation	3	Faith Foundation	3
Philosophical Inquiry Foundation	3	Philosophical Inquiry Foundation	3
	<hr/>		<hr/>
	16		16

Senior Year

Mathematics elective or	3	Ma 480, Intro to Real Analysis or	3
Ma 315, Probability and Statistics		Ma 360, Modern Algebra II	
Ma 493, Directed Research	2	Mathematics elective	3
Electives	11	Electives	10
		Ma 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	16		16

Suggested sequence of courses for a bachelor's degree in Mathematics with secondary school teaching certification

Freshman Year			
En 101, English Composition	3	Ma 132, Calculus II	4
Ma 131, Calculus I	4	Foreign Language	4
Foreign Language	4	Ph 175, Logic and Nature	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
Py 100, General Psychology	3	Ed 200, Introduction to Education	2
Gs 150, BC Experience	cr	Ed 201, Intro to Educ Rsch & Field Exp	1
		Hi 105 or Hi 106, World Civilization	3
	17		18
Sophomore Year			
Ma 233, Calculus III	4	Ma 250, Linear Algebra	3
Ma 255, Discrete Math. Structures I	3	Ed 222, Psych of Indv with Excep or Mathematics elective	3
Cs 114, Intro to Computer Science I	4	Aesthetic Foundation	3
Ed 257, Gen Secondary Methods/Media	2	Faith Foundation	3
Ed 258, Gen Secondary Methods Prac	1	So 290, World Geography	3
Hi 212 or Hi 213, U.S. History	3	Philosophical Inquiry Foundation	3
	17		18
Junior Year			
Ma 356, Modern Algebra I	3	Ma 360, Modern Algebra II	3
Ed 220, Psychoeducational Development	3	Mathematics elective (or Ed 222)	3
Ma 315, Probability and Statistics or or Ma 465, Modern Geometries	3	So 354, Soc. of Race & Ethnic Relations	3
Ma 290, Math History or Ma 457, Secondary Math Curriculum	2	Ed 332, Teaching Reading in the Content Areas	2
Natural World Foundation (with lab)	4	Ed 451, Philosophy of Education	3
Aesthetic Foundation	3	Faith Foundation	3
		Pe Activity course	1
	18		18
Senior Year			
Ma 493, Directed Research	2	Ed 460, Personal and Social Well Being	3
Ma 465, Modern Geometries or Ma 315, Probability and Statistics	3	Ed 462, Classroom Management	2
Ma 457, Secondary Math Curriculum or Ma 290, Math History	2	Ed 470, Student Teaching Seminar	1
Ed 312, School as Community	3	Ed 496, Supervised Student Teaching in Secondary Schools	10
Ed 313, School as Community Research and Field Experience	1	Ed 488, Senior Comp/PLT	cr
Electives	6		
Ma 488, Senior Comprehensive	cr		
	17		16

Suggested sequence of courses for a bachelor's degree in Computer Science

Freshman Year

Cs 114, Intro to Computer Science I	4	Cs 115, Intro to Computer Science II	4
Ma 131, Calculus I (optional)	4	Th 101, Introduction to Theology	3
or Natural World Foundation (with lab)		Foreign Language	4
Foreign Language	4	Person and Community Foundation	3
En 101, English Composition	3	Pe 115, Wellness for Life	1
Gs 150, BC Experience	cr	Pe Activity course	1
	<hr/>		<hr/>
	15		16

Sophomore Year

Cs 255, Discrete Math. Structures I	3	Cs 256, Discrete Math. Structures II	3
Ph 175, Logic and Nature	3	Ma 211, Applied Statistics (optional)	4
Historical Foundation	3	or Natural World Foundation (with lab)	
Philosophical Inquiry Foundation	3	Aesthetic Foundation	3
Natural World Foundation	4	Faith Foundation	3
		Historical Foundation	3
	<hr/>		<hr/>
	16		16

Junior Year

Cs 300, Information & Knowledge Mgt	4	Cs 351, Algorithm Design & Analysis	4
or Cs 421, Computer Architecture		or Cs 440, Operating Sys. & Network	
Elective	3	Electives	12
Aesthetic Foundation	3		
Faith Foundation	3		
Philosophical Inquiry Foundation	3		
	<hr/>		<hr/>
	16		16

Senior Year

Cs 421, Computer Architecture or	4	Cs 440, Op. Systems & Network	4
Cs 300, Info. & Knowledge Mgt.		or Cs 351, Algorithm Design & Anal.	
Cs 492, Software Dev. & Prof. Practice	3	Cs 493, Senior Capstone	2
Electives	10	Cs 488, Senior Comprehensives	cr
		Electives	10
	<hr/>		<hr/>
	17		16

Medical Technology

[Division of Health, Science, and Mathematics]

Benedictine College students have access to programs at schools of medical technology through two means. They may complete a biology or other science major, graduate from Benedictine College and enroll as a 4+1 student. They may complete the appropriate course work for the biology major, enroll as a 3+1 student with a temporary letter of affiliation between the institutions, and

graduate in four years with a degree in biology and certification as a medical technologist. This follows the National Accrediting Agency for Clinical Laboratory Science's (NAACLS) essentials and guidelines.

Students should consult early in their college careers with the head of the Division of Health, Science, and Mathematics.

Medicine [Division of Health, Science, and Mathematics]

Benedictine College students have access to programs at schools of medical technology through two means. They may complete a biology or other science major, graduate from Benedictine College and enroll as a 4+1 student. They may complete the appropriate course work for the biology major, enroll as a 3+1 student with a temporary letter of affiliation between the institutions, and

graduate in four years with a degree in biology and certification as a medical technologist. This follows the National Accrediting Agency for Clinical Laboratory Science's (NAACLS) essentials and guidelines.

Students should consult early in their college careers with the head of the Division of Health, Science, and Mathematics.

Military Science (Army Reserve Officers Training Corps)

College-graduate junior executive managers for the US Army are provided by the Army Reserve Officers' Training Corps (ROTC) program administered by the Department of Military Science. Traditional four-year baccalaureate degree aspirants may qualify for a commission as an officer by completing military science courses. These courses may count as elective courses or as a supplement, amounting to 10 to 15 percent of the normal college studies. With the exception of a five-week paid summer experience, all instruction is presented on campus. Various field trips are conducted to further enrich the student's appreciation of national defense in its broadest sense and to develop leadership and managerial skills.

The United States Army commissions 2nd Lieutenant rank to the individual who completes either the two-year or four-year ROTC program and obtains a baccalaureate degree from Benedictine College. Currently, a college graduate who is commissioned through ROTC is placed on active or reserve duty, depending on his or her desires and on the needs of the service at the time of graduation.

ROTC PROGRAMS

Four-Year ROTC Program

This leadership program consists of 26 credit hours of military science offerings on campus: 6 credit hours from the basic ROTC program Ms 100- and 200-level courses, and 20 credit hours from the advanced ROTC program Ms

300– and 400–level courses. First semester sophomores who did not take military science during the freshman year may compress the basic program during their sophomore year by taking a 100–level and a 200–level course (for three credit hours total) each semester.

Two-Year ROTC Program

This program option is designed for junior and sophomore level students who were unable to enroll in ROTC during their first two academic years. The two-year program substitutes a five-week Army leadership intern program at Fort Knox, Kentucky, for the Ms 100– and 200–level courses. This leadership orientation is designed for sophomores with no prior military training. Students should attend the Leadership Training Course (LTC) between their sophomore and junior years.

ARMY COMMISSION

In addition to military science courses, students desiring to obtain an Army commission must take at least one course in military history. Additionally, students must demonstrate a basic swimming ability and complete the Cadet Command Enhanced Skills Training Program (ESTP).

All students seeking a commission must attend a five-week advanced training and assessment experience normally the summer between the junior and senior years. Attendance may be deferred until after the senior year at the discretion of the Chairperson of Military Science. The Leadership Development and Assessment Course (LDAC) is at Fort Lewis, Washington. Additionally, students may compete for selection to attend additional training after LDAC at the Army’s Airborne or Air Assault schools or to participate in a three-week summer internship with Army field units in either the continental United States or overseas.

ADVANCED PLACEMENT

Prior active duty service members, Army Reservists and National Guardsmen who have

completed basic training, high school junior ROTC graduates, and nursing students are eligible for placement directly into the advanced ROTC program (last two years of military science) with the consent of the Chairperson of Military Science. Eligible students request permission from the Chairperson of Military Science to enter the advanced course.

Semester Designation

- F – the course is offered in the fall semester
 - Sp – the course is offered in the spring semester
 - Su – the course is offered in the summer semester
 - DD – the course is offered at the discretion of the department
-

Ms 102

Leadership Practicum (1) (F)

Examines leadership in basic tactical and patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students practice leadership according to the sixteen principles and learn basic individual soldier skills.

Ms 105

Rappelling and Military Rifle

Marksmanship (1) (F, Sp)

Course teaches techniques and methods of rappelling, rope management, knot tying, small bore rifle marksmanship and range safety.

Ms 112

Leadership Practicum (1) (Sp)

Continuation of Ms 102. Examines advanced squad and platoon tactical operations with emphasis on patrolling operations. Topics include: leadership techniques, basic first aid, and problem-solving exercises. A tactical field application exercise and physical fitness conditioning program are included as course requirements. Students perform duties as leaders of small units.

Ms 116

Foundations of Officership (1) (F, Sp)

The course introduces the student to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses "life skills" including fitness and time management. This course is designed to give the student an accurate insight into the Army profession and the officer's role in the Army.

Ms 126

Basic Leadership (1) (F, Sp)

This course builds upon the fundamentals introduced in Ms 116, Foundations of Officership, by focusing on leadership theory and decision making. "Life skills" lessons in this semester include: problem solving, critical thinking, leadership theory, followership, group interaction, goal setting, and feedback mechanisms. Upon completion of this semester, students are prepared to advance to more complex leadership instruction concerning the dynamics of organization. Additionally, students will be increasingly required to demonstrate knowledge of leadership fundamentals and communications (written and oral). *Prerequisite: Ms 116 or the consent of the department chairperson.*

Ms 202

Leadership Practicum (1) (F)

Course examines squad and platoon offensive and defensive operations and leadership procedures in patrolling operations. Includes tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform various leadership roles and present classroom instruction.

Ms 212

Leadership Practicum (1) (Sp)

Continuation of Ms 202 to examine advanced squad and platoon offensive and defensive

operations, reaction to obstacles, and leadership procedures in patrolling operations. Includes a tactical application exercise and participation in physical fitness conditioning as a course requirement. Students will perform in various leadership roles and present classroom instruction.

Ms 216

Individual Leadership Studies (2) (F, Sp)

This semester is designed to develop within the student a knowledge of self, self-confidence and individual skills. Through experiential learning activities, students will develop problem-solving and critical-thinking skills, and apply communication, feedback and conflict-resolution skills. Building upon the fundamentals introduced in Ms 116/Ms 126, this course delves into several aspects of communication and leadership theory. The focus of the semester is on critical "life skills" which enable the student's future success. The course concludes with a major leadership and problem-solving case study which draws upon previous instruction. *Prerequisites: Ms 116 and Ms 126 or the consent of the department chairperson.*

Ms 226

Leadership and Teamwork (2) (F, Sp)

This course focuses on self-development guided by knowledge of self and group processes. Experiential learning activities are designed to challenge students' current beliefs, knowledge and skills. This semester takes the approach of placing students in a wide variety of group exercises designed to emphasize various leadership competencies and insights. The instructor, acting as facilitator, helps guide student processing of the events to derive the leadership, group dynamics and problem-solving lessons that the exercises offer. Practical "life skills" are emphasized throughout. *Prerequisites: Ms 116, Ms 126, Ms 216 or the consent of the department chairperson.*

Ms 302

Leadership Practicum (1) (F)

Examines squad and platoon offensive and defensive operations, the patrol leader in patrolling operations, and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 316.*

Ms 312

Leadership Practicum (1) (Sp)

Familiarization with military firearms; includes assembly and disassembly; tactical communications; and the field artillery request and a tactical application exercise. Participation in physical fitness conditioning and a tactical application exercise is required. Students will perform in various leadership roles and present classroom instruction. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 326.*

Ms 316

Leadership and Problem Solving (3) (F)

Provides the student with no prior military or cadet experience the ability to quickly learn essential cadet knowledge and skills necessary for successful performance of cadet tasks. Following an introduction to the principles of physical fitness and healthy lifestyles, lessons will cover: the Leader Development Program, planning and conducting individual and small unit training, basic tactical principles, reasoning skills and the military-specific application of these skills in the form of the Army's troop-leading procedures. The course concludes with a detailed examination of officership, which culminates in a five-hour officership case study. *Prerequisites: Six credits in Military Science, department chairperson approval, and concurrent enrollment in Ms 302.*

Ms 326

Leadership and Ethics (3) (Sp)

Continues the focus from Ms 316 on doctrinal leadership and tactical operations at the small unit level. Instructional modules include: Army branches, Army leadership philosophy, dynamics of a group environment, oral and written presentation skills, culminating in instruction in national and Army values and ethics. This critical semester synthesizes the various components of training, leadership and team building. *Prerequisites: Ms 316 and concurrent enrollment in Ms 312.*

Ms 402

Leadership Practicum (1) (F)

Practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management. Participation in physical fitness conditioning and tactical application exercise is required. Students will perform in various leadership positions and present classroom instruction. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 416.*

Ms 412

Leadership Practicum (1) (Sp)

Practical applications in problem analysis, decision making, planning and organization, delegation and control, and development of interpersonal skills required for effective management, includes a tactical application exercise. Participation in physical fitness conditioning is required. Students will perform various leadership roles and conduct classroom instruction. *Prerequisite: Advanced-course status, to be taken concurrently, and required for students enrolled in Ms 426.*

Ms 416

Leadership and Management (3) (F)

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, which support the final transition from cadet/student to Lieutenant/leader. Subjects include: The Army Training Management System, coordinating activities with staffs, and counseling skills. At the end of this semester, students should possess the fundamental skills, attributes and abilities to operate as a competent leader in the cadet battalion. *Prerequisite: Advanced-course status and concurrent enrollment in Ms 402.*

Ms 426

Officership (3) (Sp)

A series of lessons that provide a review of the ethical dimensions of leadership, law in

leadership, organizing for military operations to include historical case studies, personnel, supply and maintenance administration and management, personal financial planning and entering the service. The semester concludes with a 12-lesson experiential exercise simulating assignment as a new Lieutenant in a unit. *Prerequisites: Ms 416, Advanced-course status, and concurrent enrollment in Ms 412.*

Ms 450

Independent Study in Military Science (1–5)

Investigates selected problems or topics on an individual or conference basis. *Prerequisite: Consent of department chair.*

Modern Foreign and Classical Languages [Division of Humanities]

Objectives

One of the immediate objectives of the Department of Modern Foreign and Classical Languages is to teach the fundamental skills of listening, speaking, writing, and reading of another language. This objective is focused on students developing the ability to communicate on various levels in the target language and to gain an appreciation of the literature written in that language.

Another objective of the department is to convey to students a knowledge and understanding of a different language, people and culture, and to give them a method of viewing the world with a broader perspective.

The department seeks to assist students preparing for careers in education, business, government or the professions.

Foreign Language Placement

Any entering student who has studied either French or Spanish for at least three years* in high school is required to take the Foreign Language Placement test administered by the department before enrolling in any course in a language he or she has already studied.

Study Abroad

The department sponsors study abroad programs to provide students with an opportunity for immersion in Spanish or French. Students majoring in Spanish or French will be required to successfully complete one semester (16 to 17 credits) or one summer (12 credits) of study abroad with grades of 'C' or above.

This requirement may be waived by the chair of the department for students who already demonstrate advanced proficiency in the language or who have substantial immersion experience in the target language. The department-sponsored study abroad affiliations in Spanish are in Cuernavaca, Mexico Seville, Spain, and Puerto Rico. The programs in France are located in Angers and Paris.

*Students who have taken at least three years of French in high school with grades of 'B' or better are required to take the placement test before being allowed to enroll in 100-level French courses. Any student who enrolls in Fr 100 or Fr 101 who has studied French for at least three years with grades of 'B' or better and who has not taken the placement test may be dropped from the course.

Students also have the option of participating in an exchange program through the college's affiliation with ISEP.

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 the department chair when declaring their major so as to follow the recommended schedule of classes.

French

Requirements for a major in French:

Fr 100, Beginning French or

Fr 101, Elementary French

Fr 102, Second Semester French

Fr 203, Intermediate French I

Fr 204, Intermediate French II

Fr 304, Introduction to French Literature

Fr 361, French Civilization

and one additional French literature course or Fr 365, Introduction to Francophone Literature and Cultures; *plus* twelve additional upper-division hours in French.

Prospective teachers in French:

The student will complete the French major which will normally include courses numbered: Fr 101, Fr 102, Fr 203, Fr 204, Fr 304, Fr 351, Fr 361, Fr 362, Fr 363, Fr 364, Fr 365. In addition, the student will complete Fl 457. The student will also complete the requirements for teacher certification outlined under Education.

The requirements for a minor in French:

Fr 101, Elementary French or

Fr 100, Beginning French

Fr 102, Second Semester French

Fr 203, Intermediate French I

Fr 204, Intermediate French II

and nine additional upper-division hours in French.

Fr 100

Beginning French (4)

Intended for students with little or no previous learning of French. 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. *Not available to any student who has previously completed two years of study of French in high school with grades of 'B' or better.*

Fr 101

Elementary French (3)

Intended for students who have had some study in French, but who did not retain enough knowledge to place into second-semester. Course description is the same as that for Fr 100, but the course moves at a faster pace. *Prerequisite: Two years of high school French with a grade of 'B' or better. Students who have taken at least three years of French in high school with grades of 'B' or better are required to take the placement test before being allowed to enroll in 100-level French courses. Any student who enrolls in Fr 100 or Fr 101 who has studied French for at least three years with grades of 'B' or better and who has not taken the placement exam may be dropped from the course.*

Fr 102

Second Semester French (4)

Continuation and completion of the program described for Fr 100/101.

Fr 198

Special Topics (1-4)

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

Fr 203

Intermediate French I (3)

Designed to provide the student with an intensive review of basic grammatical structures and to improve on the four skills of reading,

writing, speaking and comprehending French, with particular emphasis on building vocabulary and reading skills.

Fr 204

Intermediate French II (3)

A continuation of Fr 203. Students continue with review of grammar, and building on the four skills, with particular emphasis on more complex grammatical structures and attention to building writing skills. *This course is a prerequisite for all upper-level French courses.*

Fr 301

French Phonetics (3)

Students gain knowledge of the basic patterns of standard French pronunciation in order to improve their own pronunciation. The course includes study of phonemes (individual sounds) as well as rhythmic patterns of standard French pronunciation. Students work with laboratory and in-class pronunciation activities to improve their pronunciation of standard French.

Fr 304

Introduction to French Literature (3)

An introduction to critical reading and appreciation of literature using texts from French poetry, prose, and drama. Continued development of basic skills with emphasis on reading skills. *Prerequisite: Fr 203.*

Fr 350

Study Abroad: Immersion in French Language and Culture (1–12)

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.

Fr 351

Advanced French Grammar and Conversation (3)

Advanced level courses which provide the student with a greater proficiency in the language; 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; the use of French in contemporary communications media, journalism, business, economics, commercial and technical terminology. To be taken in two semesters (3 credits each).

Fr 361

French Civilization (3)

An historical approach to the accomplishments of the French people. A study of French institutions and society from the Middle Ages through the twentieth century.

Fr 362

A Survey of French Literature From Its Origin to Classicism (3)

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. Taught in French.

Fr 363

A Survey of French Literature from the Classical Period to Symbolism (3)

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. Taught in French.

Fr 364

A Survey of French Literature From Symbolism to Contemporary Period (3)

Readings and discussions of the major works in all the genres through textual analysis and translations. Taught in French.

Fr 365

Introduction to Francophone Literature and Cultures (3)

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.

Fr 398

Special Topics (1–4)

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. Courses may be offered in English. Courses offered in English may not count toward a French major or minor.

Fl 457

Methods of Teaching Foreign Languages (2)

This course acquaints the student with techniques, methodologies and technologies for instruction and assessment of foreign language, and provides the student with knowledge of theories of second-language acquisition, experience in lesson planning, and assessment preparation and administration. Field experiences at the primary and secondary levels are required.

Fr 460

Seminar in Twentieth Century Literature (3)

An in-depth study of major literary works and movements of the period, including poetry, prose and drama. Authors and movements represented include: Claudel, Proust, Surrealism, Existentialism and the New Novel.

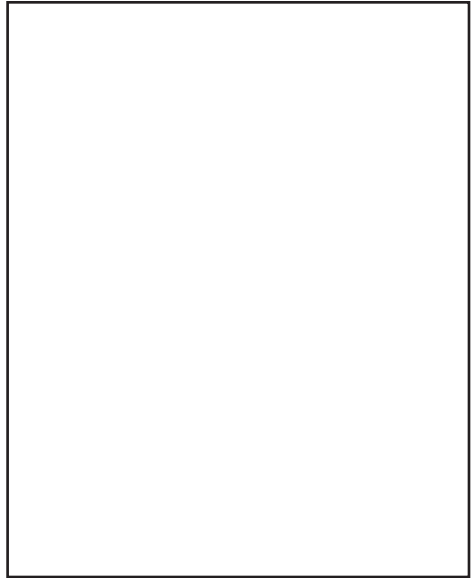
Fr 471, 472

Directed Readings (1, 2, 3)

A course in independent study designed to broaden and integrate the particular student's comprehension of French literature and culture and make up for the deficiencies of a student's background. *Prerequisite: Department approval.*

Fr 499

Independent Study (credit arranged)



Suggested sequence of courses for a bachelor's degree in French*

Freshman Year

En 101, English Composition	3	Fr 102, Second Semester French	4
Fr 101, Elementary French	3	Ph 175, Logic and Nature	3
Gs 150, BC Experience	cr	Two Foundations courses (see below)	6
Th 101, Introduction to Theology	3	Elective	3
Two Foundations courses (see below)	6–7		
	15–16		16

Student should select courses to fulfill the following Foundations during the freshman year:

Historical Perspectives (1 course)	Natural World (1 course with or without lab)
Person and Community (1 course)	Faith (1 course)

Sophomore Year

Fr 203, Intermediate French	3	Fr 204, Intermediate French II	3
Natural World Foundation	3–4	Faith Foundation	3
Philosophical Inquiry Foundation	3	Electives	8
Electives	6	Pe 115, Wellness for Life	1
		Pe Activity course	1
	15–16		16

Junior Year

Study Abroad (to include Fr 361, French Civilization)	17	Fr 365, Francophone Lit & Civilization	3
		Philosophical Inquiry Foundation	3
		Electives	9
	17		15

Senior Year

French Literature Course	3	Fr 488, Senior Comprehensive	cr
Quantitative Course	3	Electives	17
Electives	9		
	15		17

*Please note that students majoring in French are strongly encouraged to double major; thus courses indicated as electives would ideally fulfill another major.

Spanish

Requirements for a major in Spanish:

Sa 100, Beginning Spanish or
Sa 101, Elementary Spanish
Sa 102, Second Semester Spanish
Sa 203, Intermediate Spanish I
Sa 204, Intermediate Spanish II
Sa 304, Introduction to Hispanic Literature
and Literary Analysis
Sa 365, Survey of Latin American Literature
and fifteen additional hours of upper-division
Spanish courses.

Requirements for Prospective Teachers of Spanish:

The student will complete the Spanish major which will normally include courses numbered: Sa 100/101, Sa 102, Sa 203, Sa 204, Sa 304, Sa 351, Sa 365, Sa 366, Sa 371, Sa 372, and at least one of the following: Sa 462, Sa 464, Sa 468 or Sa 469. In addition the student will complete Fl 457 (course description under French). The student will also complete the requirements for secondary teacher certification outlined under Education.

The requirements for a minor in Spanish:

Sa 100, Beginning Spanish or
Sa 101, Elementary Spanish
Sa 102, Second Semester Spanish
Sa 203, Intermediate Spanish I
Sa 204, Intermediate Spanish II
Sa 304, Introduction to Hispanic Literature
and Literary Analysis
and two upper-division courses in Spanish.

Sa 100

Beginning Spanish (4)

In line with recent advances in language teaching, Sa 100, the first semester course of the beginning Spanish sequence teaches the four skills—understanding, listening, speaking and writing within a communicative approach. *This course is intended for students with little or no previous study of Spanish. This class is not available for students who have completed two years of high school Spanish with a grade of 'B' or better.*

Sa 101

Elementary Spanish (3)

In line with recent advances in language teaching, Sa 101, the first semester course of the beginning Spanish sequence teaches the four skills—understanding, listening, speaking and writing within a communicative approach. This course covers the same material as Sa 100, but at a faster pace. *Prerequisite: Two years of high school Spanish with a 'B' or higher. Students who have taken three years of Spanish in high school with grades of 'B' or better are required to take the placement test before being allowed to enroll in 100-level Spanish courses. Any student who enrolls in Sa 100 or Sa 101 who has studied Spanish for at least three years with grades of 'B' or better and has not taken the placement exam may be dropped from the course.*

Sa 102

Second Semester Spanish (4)

In line with recent advances in language teaching, Sa 102, the second semester course of the beginning Spanish sequence teaches the four skills—understanding, listening, speaking and writing within a communicative approach. *Prerequisite: Sa 100 or Sa 101, or placement exam.*

Sa 198

Special Topics (1–4)

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

Sa 203

Intermediate Spanish I (3)

This is a course designed to sharpen skills in reading, writing, speaking and comprehending Spanish, and to heighten awareness and understanding of Hispanic cultures. The course reviews and puts into practice the knowledge gained in Sa 101 and Sa 102. While all four skills are to be developed, particular emphasis is placed on reading and grammar.

Sa 204

Intermediate Spanish II (3)

Sa 204 is the continuation of Sa 203. This course will deepen the student's knowledge of grammatical structures as well as provide them with opportunities for further communicative practice in real life situations. *Prerequisite: Sa 203.*

Sa 304

Introduction to Hispanic Literature and Literary Analysis (3)

A chronological introduction to the literature of Spain emphasizing the major periods beginning with the Middle Ages to the present. It emphasizes the major authors of each period and provides the basic literary concepts and terminology for literature in general and Spanish literature in particular. *Prerequisites: Sa 204; available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 350

Study Abroad: Immersion in Spanish (1–12)

Students enroll in one of our approved study abroad programs where they are placed in the appropriate level of intensive language courses (normally 20–23 hours of contact per week), which include the study of grammar, pronunciation, vocabulary, conversation, and contemporary civilization in Spain or Mexico. This experience allows students to increase their proficiency in Spanish and gain insight into the culture. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 351

Spanish Composition and Conversation (3)

This course will provide students opportunity for extensive practice in writing. Students will practice writing in progress, building from brainstorming to outlines to short papers and a research paper. Students will be offered many

writing strategies in Spanish to help begin and sustain the writing process while also practicing on building vocabulary and conversational skills. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 365

Survey of Latin American Literature (3)

This survey will touch upon the most important literary works of Latin American literature of all periods. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 366

Survey of Spanish Literature (3)

This survey will touch upon the most important literary works of Spanish literature of all periods. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 371

Spanish Civilization and Culture (3)

This course familiarizes students with the most salient characteristics of the history, art, politics and civilization of Spain from the first invasions of the Iberian Peninsula to the present. Therefore, students should integrate history with Spain's multi-cultural evolution. Another objective is to define what constitutes Spanish culture through a variety of audiovisual material such as CDs, movies, documentaries, slides and photography. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 372

Latin American Civilization and Culture (3)

This course familiarizes students with the history, art and politics of the civilizations of Latin America from colonial times to the present through multiple perspectives with particular attention to class, race, ethnicity

and age and how these factors impact the production of high and popular culture. Students will consider what constitutes Latin American culture through a variety of audiovisual material such as CDs, film, documentaries, slides and photography. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 398

Special Topics (1–4)

Topics not included in the regular catalog, usually treated in a lecture/discussion format. May be taken more than once if subject matter varies sufficiently. May be offered in English. Courses offered in English may not count toward a Spanish major or minor.

Fl 457

Methods of Teaching Foreign Languages (2)

(See description of the course under the French Program.)

Sa 462

Spanish Literature I: Medieval and Golden Age Literature (3)

This class will provide students with an historically anchored, yet panoramic view of the literary and cultural production of Spain from the fourteenth through the seventeenth century. All literary genres will be included as well as representatives of both canonical and non-canonical literature. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 464

Spanish Literature II: Modern and Contemporary Spanish Literature (3)

This course will provide students with an historically anchored, yet panoramic view of the literary and cultural production of Spain from the eighteenth through the twentieth century. All literary genres will be included as well as representatives of both canonical and

non-canonical literature. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 468

Latin American Literature I: From Colonial to 1824 (3)

This course is an introduction to the literature of colonial Spanish America from Pre-Columbian times to Independence. It emphasizes the major historical periods (Discovery, Conquest, Colonization and Independence of Spanish America), and cultural and literary movements in light of artistic, social and historical contexts. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 469

Latin American Literature II: From 1824 to 1940 (3)

This course will familiarize students with the major Latin American periods and movements in light of cultural, artistic, social and historical contexts during the period lasting from Independence through the 1940s. All genres will be included as well as representatives of both canonical and non-canonical literature. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 471, 472

Directed Readings (1, 2, 3)

Independent study designed to broaden and integrate the particular student's comprehension of Hispanic literature and culture and make up for any deficiencies of a student's background in the area. Only for majors in the discipline. *Prerequisite: Available only to Spanish majors or minors, International Studies minors or with permission of the department.*

Sa 499

Independent Study (credit arranged)

Suggested sequence of courses for a bachelor's degree in Spanish*

Freshman Year

En 101, English Composition	3	Ph 175, Logic and Nature	3
Sa 101, Elementary Spanish	3	Sa 102, Second Semester Spanish	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
Two Foundations courses (see below)	6–7	Pe Activity course	1
Gs 150, BC Experience	cr	Two Foundations courses (see below)	6
		Elective	3
	<hr/>		<hr/>
	15–16		17

Student should select courses from the following Foundations during the freshman year:

Historical Perspectives (1 course)	Natural World (1 course with or without lab)
Person and Community (1 course)	Faith (1 course)

Sophomore Year

Sa 203, Intermediate Spanish	3	Sa 204, Intermediate Spanish II	3
Natural World Foundation	3–4	Faith Foundation	3
Philosophical Inquiry Foundation	3	Electives	9
Electives	6		
	<hr/>		<hr/>
	15–16		15

Junior Year

Sa 304, Intro to Literature	3	Study Abroad (to include Sa 371,	17
Philosophical Inquiry Foundation	3	Spanish Civilization and Culture or	
Electives	9	Sa 372, Latin Amer Civ and Culture)	
	<hr/>		<hr/>
	15		17

Senior Year

Sa 365, Survey of Spanish Am Lit	3	Sa 488, Senior Comprehensive	cr
Quantitative Course	3	400-level Spanish Literature	3
Electives	9	Electives	14
	<hr/>		<hr/>
	15		17

*Please note that students majoring in Spanish are strongly encouraged to double major; thus courses indicated as electives would ideally fulfill another major.

Major in Foreign Languages

The Foreign Language major allows students to acquire proficiency in two or three languages. Students pursue study in a primary language currently offered as a major (Spanish or French) and may opt to choose one or two secondary languages from the following: Spanish, French, German, Latin, Greek or Italian. (Italian is currently offered only through Benedictine's semester-abroad program in Florence.) Foreign language majors are required to study abroad for a semester or summer.

There are two options for pursuing a major in foreign language. They are as follows:

Option 1: One primary language and one secondary language.

Primary language: Spanish.

The student is required to complete 24 credit hours beyond Spanish 102; Sa 203, Sa 204, Sa 304, Sa 365, or Sa 366; Sa 371 or Sa 372 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 24 credit hours beyond French 102; Fr 203, Fr 204, Fr 304, Fr 361 and four upper-level courses that can be taken at Benedictine or through a study abroad program.

Secondary language: German

18 credit hours beyond Gn 102, to include Gn 203, Gn 204, twelve additional hours to be completed through a study abroad program.

Secondary language: French

18 credit hours beyond Fr 102, to include Fr 203, Fr 204, Fr 304, and nine additional hours to be completed at Benedictine or through a study abroad program.

Secondary language: Spanish

18 credit hours beyond Sa 102, to include Sa 203, Sa 204, Sa 304 and nine additional hours to be completed at Benedictine or through a study abroad program.

Option 2: One primary language and two secondary languages.

The requirements for the primary language are the same as Option 1 above. The requirements for the secondary languages is a combination of two languages: completing 12 hours of one language beyond the level of 102, and a full year of an additional language. Example: Fr 203, Fr 204 and two additional courses, Italian 100 and Italian 102. Or Latin 103, Latin 104, two intermediate Latin courses and Beginning Greek I and II.

Classics

Benedictine College also offers a minor in Latin and an introductory course in Greek. Instruction in the language, literature and history of the ancient Romans are studied. The principal objectives of the courses are as follows: 1) to give students sufficient grasp of the languages to enable them to read literature with some degree of appreciation; 2) to introduce the students to Roman life, philosophy and political institutions, and to assist them in evaluating the Classical contribution to the development of Western Civilization; and 3) to improve students' powers of thought and expression by accurate translations.

The requirements for a minor in Latin:

La 103, Beginning Latin I

La 104, Beginning Latin II

La 311, Latin Prose Authors

La 312, Latin Prose Authors

La 411, Latin Poets

La 412, Latin Poets

Latin 459, 460 and/or 499 may be substituted for one or more of the above courses with permission of the chair of the department.

Greek

Gk 103, 104

Beginning Greek I & II (4, 4)

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.

Gk 198

Special Topics (1–4)

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

Gk 212

Greek Literature in Translation (3)

Works studied in this course may range in time from the classics of antiquity through Byzantine and modern Greek.

Gk 311, 312

Greek Prose Authors (3, 3)

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include rhetoric, philosophy, and history.

Gk 398

Special Topics (1–4)

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

Latin

La 103, 104

Beginning Latin I, II (4, 4)

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.

La 198

Special Topics (1–4)

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

La 212

Latin Literature in Translation (3)

Works studied in this course range in time from the classics of antiquity to the “modern” Latin of the Renaissance.

La 311, 312

Latin Prose Authors (3, 3)

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include: rhetoric, philosophy, and history.

La 398

Special Topics (1–4)

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

La 411, 412

Latin Poets (3, 3)

The works read are determined by the needs and interests of the members of the class according to literary genres. These genres normally include: epic, satire, and drama. (Latin 411, as epic poetry, is offered under the title La 111/411 “Greek and Roman Mythology.” As La 111 it may be taken by non-Latin reading students as a two-hour audio-visual survey of mythology. As La 411 it is taken by Latin students who earn an additional credit hour by doing readings in Latin.)

La 459, 460

Directed Readings (3, 3)

A program of independent study open only to advanced students under the supervision of the instructor.

La 499

Independent Study (1–3)

Notes: Students who enter college with three or four years of high school Latin training and who score high enough on the placement examination may begin upper-division work as freshmen, with the approval of the department chair.

Music [Division of Arts and Communication]

As an institutional member of the National Association of Schools of Music, Benedictine College offers two degrees in music: a bachelor of arts with a major in music and a bachelor of music education. Two additional concentrations within the Bachelor of Arts in Music program include Music Marketing and Music Composition. The department also strives to serve the entire student body with its offerings in applied music, choral and instrumental ensembles and with many performance opportunities.

The music department is designed to meet the artistic and scholarly demands of those students who intend to pursue graduate study in the music field, embrace a teaching career, work in a professional capacity or enhance their lives through the study of music.

There are many concerts and recitals presented on campus by students, faculty and guest artists. These are presented for the enrichment of the whole community and there is an attendance requirement for all music majors and minors.

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.

Piano proficiency examinations are administered at the end of every semester by the music faculty. After completion of Mu 111, music students must enroll in Mu 402 every semester until proficiency is achieved. This proficiency will be determined by examination. A senior comprehensive and piano proficiency must be passed by all students majoring in music prior to graduation.

Degree Requirements:

Bachelor of Arts degree with a major in Music (49 credit hours in music):

1. Music Theory:
 - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
 - Mu 101, Music Theory and Aural Skills I (3)

- Mu 103, Music Theory and Aural Skills II (3)
 - Mu 110, Functional Keyboard I (1)
 - Mu 111, Functional Keyboard II (1)
 - Mu 200, Music Theory & Aural Skills III (3)
 - Mu 300, Music Theory & Aural Skills IV (3)
 - Mu 304, Introduction to Conducting (1)
2. Music History:
 - Mu 190, World Music Literature: Repertoire and Analysis (3)
 - Mu 400, Music History and Literature I (3)
 - Mu 401, Music History and Literature II (3)
 - Mu 402, Piano Proficiency (cr)
 - Mu 487, Senior Recital (1)
 - Mu 488, Senior Comprehensive (cr)
 3. Applied Music:
 - Eight semesters (1 credit each of a major instrument resulting in a senior recital).
 4. Ensembles:
 - Eight semesters (1 credit each) of the major ensemble.
 5. General Education Requirements.
 6. Six hours of upper-division music electives.
 7. Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329).
 8. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

Bachelor of Arts with emphasis in Music Marketing (68 credit hours in music and business):

1. Music Theory:
 - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
 - Mu 101, Music Theory & Aural Skills I (3)
 - Mu 103, Music Theory & Aural Skills II (3)
 - Mu 110, Functional Keyboard I (1)
 - Mu 111, Functional Keyboard II (1)
 - Mu 200, Music Theory & Aural Skills III (3)
 - Mu 300, Music Theory & Aural Skills IV (3)
 - Mu 304, Introduction to Conducting (1)

2. Music History:
 - Mu 190, World Music Literature: Repertoire and Analysis (3)
 - Mu 400, Music History and Literature I (3)
 - Mu 401, Music History and Literature II (3)
 - Mu 402, Piano Proficiency (cr)
 - Mu 487, Senior Recital (1)
 - Mu 488, Senior Comprehensive (cr)
3. Applied Music:
 - Eight semesters (1 credit each of a major instrument resulting in a senior recital)
4. Ensembles:
 - Eight semesters (1 credit each) of the major ensemble
5. Business Courses
 - Ma 211, Applied Statistics (4)
 - or another Statistics course
 - Ec 209 or Ec 210, Princ of Economics (3)
 - Ac 209, Principles of Accounting I (3)
 - Ba 340, Small Business Management (3)
 - Ba 343, Principles of Entrepreneurship (3)
 - Ba 371, Legal Environment of Business (3)
 - Ba 481, Consumer Behavior (3)
 - Ba 383, Principles of Marketing (3)
 - Note: Internship recommended but not required.
6. General Education Requirements.
7. Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)
8. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

Bachelor of Arts in Music with emphasis in Music Composition (57 credits in music)

1. Music Theory:
 - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
 - Mu 101, Music Theory & Aural Skills I (3)
 - Mu 103, Music Theory & Aural Skills II (3)
 - Mu 110, Functional Keyboard I (1)
 - Mu 111, Functional Keyboard II (1)
 - Mu 200, Music Theory & Aural Skills III (3)
 - Mu 300, Music Theory & Aural Skills IV (3)
 - Mu 302, Orchestration/Arranging (2)
 - Mu 304, Introduction to Conducting (1)

- Mu 313, Counterpoint (2)
 - Mu 402, Piano Proficiency (cr)
 - Mu 410, Composition in Electronic Media (2)
 - Mu 290, Mu 291, Mu 390, Mu 391, Mu 490, Mu 491 Music Composition (2 credits each)
 - Students will enroll in six consecutive semesters of private composition study beginning in the sophomore year, resulting in the senior recital project.
2. Music History:
 - Mu 190, World Music Literature: Repertoire and Analysis (3)
 - Mu 400, Music History and Literature I (3)
 - Mu 401, Music History and Literature II (3)
 3. Mu 487, Senior Recital (1)
 - Composition recital requirement:
 - The Senior Composition Recital requirement for this degree can be met in any of the four following ways:
 - a. A recital of original work with the option of a lecture/recital format.
 - b. A recital consisting of two-thirds original composition and one-third performance on the primary instrument/voice.
 - c. Five composition premiere performances on major concerts or recitals during the sophomore through senior years of study documented by score, program, and recording.
 - d. One composition for orchestra or concert band and three composition premiere performances documented by score, program, and recording.
 4. Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)
 5. Mu 488, Senior Comprehensive (cr)
 6. Applied Music:
 - Four semesters in area of specialization (1 credit each)
 7. Ensembles:
 - Eight semesters (1 credit each) of the major ensemble
 8. General Education Requirements.
 9. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

Bachelor of Music Education degree:

(105 required credit hours in music and professional education)

1. Music Theory:
 - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
 - Mu 101, Music Theory & Aural Skills I (3)
 - Mu 103, Music Theory & Aural Skills II (3)
 - Mu 110, Functional Keyboard I (1)
 - Mu 111, Functional Keyboard II (1)
 - Mu 200, Music Theory & Aural Skills III (3)
 - Mu 300, Music Theory & Aural Skills IV (3)
 - Mu 304, Introduction to Conducting (1)
 2. Music History:
 - Mu 190, World Music Literature: Repertoire and Analysis (3)
 - Mu 400, Music History and Literature I (3)
 - Mu 401, Music History and Literature II (3)
 - Mu 402, Piano Proficiency (cr)
 - Mu 487, Senior Recital (1)
 - Mu 488, Senior Comprehensive (cr)
 3. Applied Music:

Seven semesters (2 credits each of a major instrument resulting in a senior recital).
 4. Ensembles:
 - a. Seven semesters (1 credit each) of the major ensemble (must include at least 3 credits in choral and 3 credits in instrumental).
 - b. Two semesters (1 credit each) of chamber ensemble.
 - Mu 114, Opera Workshop (1 credit)
 5. Music Education
 - Mu 106, Class Voice (2)
 - Mu 117, Stringed Instruments (2)
 - Mu 118, Woodwind Instruments (2)
 - Mu 119, Brass & Percussion Instruments (2)
 - Mu 224, Vocal Communication and Technique (2)
 - Mu 302, Orchestration/Arranging (2)
 - Mu 309, Music Methods K–12 (3)
 - Mu 404, Instrumental Conducting (1)
 - Mu 424, Choral Conducting (1)
 6. Concert Attendance

Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)
 7. Teacher Education
 - Professional Education Core:
 - Ed 200, Introduction to Education (2)
 - Ed 220, Psychoed Development (3)
 - Ed 222, Psych of Indiv with Excep (3)
 - Ed 312, School as Community (3)
 - Ed 451, Philosophy of Education (3)
 - Ed 460, Personal and Social Well-being (3)
 - Ed 462, Classroom Management (2)
 - Ed 470, Student Teaching Seminar (1)
 8. Methods
 - Ed 257, General Secondary Methods and Media (2)
 - Ed 332, Teaching Reading in the Content Area (2)
 9. Research and Field Experience
 - Ed 201, Introduction to Ed Research and Field Experience (1)
 - Ed 313, School as Community Research and Field Experience (1)
 - Ed 492, Supervised Student Teaching in Elementary School (5)
 - Ed 496, Supervised Student Teaching in Secondary School (5)
 10. Test and Proficiencies
 - Ed 334, Diversity Proficiency (cr)
 - Ed 335, Technology Proficiency (cr)
 - Ed 487, Core Content Test (cr)
 - Ed 488, Senior Comprehensive (cr)
 - Ed 489, Licensure Requirement Test (cr)
 11. General Education Requirements:
 - English Composition (3)
 - Science (7–8: one course in physical and one course in life science. One course must include a lab.)
 - Mathematics (4) (Ma 211)
 - U.S. History (3) (Hi 212 or Hi 213)
 - Sociology (3) (So 280, So 290 or So 354)
 - General Psychology (3)
 - Faith (6)
 - Logic and Nature (3)
 - Religious Studies 101 (3)
 - Wellness for Life (1)
 - Philosophical Inquiry (3)
 - 1 Physical Education Activity course
 - BC Experience (cr)
- Students receiving certification and the degree of Bachelor of Music Education are certified to teach instrumental and vocal K–12 music in Kansas.

Music Minor (22 credit hours):

1. Music Theory:
 - Mu 100, Fundamentals of Music Theory and Aural Skills (2)
 - Mu 101, Music Theory and Aural Skills I (3)
 - Mu 110, Keyboard Fundamentals (1)
2. Music History:
 - Mu 190, Music Literature (3)
3. Applied Music:
 - Two semesters of major instrument.
4. Ensembles:
 - Two semesters of major ensemble.
5. Nine credit hours of any additional music courses.
6. Two semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129).

Music Theory Courses

Mu 100

Fundamentals of Music Theory and Aural Skills (2)

A study of music notation, rhythm, elementary acoustics, scales, keys, intervals, triads and inversions. Laboratory experience in the skill of sight singing, ear training, and diction is included. Must be enrolled in Mu 110.

Mu 101

Music Theory and Aural Skills I (3)

A study of harmony from diatonic triads through the dominant seventh chord, harmonic cadences, nonharmonic tones, principles of melodic and rhythmic organization, principles of part-writing and harmonic analysis of diatonic music. Laboratory experience in the skill of sight singing, ear training, and diction is included. *Prerequisite: Mu 100.*

Mu 103

Music Theory and Aural Skills II (3)

A study of diatonic and elementary chromatic harmony including leading-tone seventh chords, nondominant seventh chords and secondary dominant and leading-tone chords with an introduction to Neapolitan

and augmented sixth chords. Principles of modulation, investigation of binary & ternary forms, harmonic analysis and four-part chorale writing. Laboratory experience in the skill of sight singing, ear training, and diction is included. *Prerequisite: Mu 101.*

Mu 110

Functional Keyboard (1)

Introductory course in elementary keyboard skills to develop functional skills in keyboard reading as it relates to the study of music harmony and theory. Must be enrolled in Mu 100.

Mu 111

Functional Keyboard II (1)

Continuation of Mu 110 and preparation for the piano proficiency examination. Must be enrolled in Mu 101. *Prerequisite: Mu 110.*

Mu 200

Music Theory and Aural Skills III (3)

A study of chromatic harmony including secondary dominant and leading-tone chords, borrowed chords, Neapolitan and augmented sixth chords, with an introduction to extended harmony, altered dominants and chromatic mediants. Elementary investigation of sixteenth and eighteenth century counterpoint, fugue, sonata and rondo forms, and variation technique. Harmonic analysis and four-part chorale writing. Laboratory experience in the skill of sight singing, ear training, and diction. *Prerequisite: Mu 103.*

Mu 290, 291, 390, 391, 490, 491

Music Composition (2 each)

Applied composition study for composition majors. Taught in a private lesson, the student will explore individual creativity within the context of twentieth-century art music. A weekly group seminar will introduce and explore contemporary compositions as models of current techniques and examples of an ever-evolving, living art form. *Prerequisite: Mu 101.*

Mu 300**Music Theory and Aural Skills IV (3)**

A study of advanced chromatic harmony including extended and altered chords, enharmonicism, advanced modulation techniques, tonal regions, and nonfunctional harmony. 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. Laboratory experience in the skill of sight singing, ear training, and diction. *Prerequisite: Mu 200.*

Mu 302**Orchestration/Arranging (2)**

An in-depth investigation of the instruments in the orchestra and band including all topics of their instrumentation and orchestration. The course will culminate with score study and scoring projects for band, orchestra and chamber ensembles. *Prerequisite: Mu 300.*

Mu 303**Seminar in Composition (3)**

An exploration of individual creativity within the context of twentieth-century art music. Student works will be composed and performed while studying contemporary models and current trends in the art. *Prerequisite: Mu 300.*

Mu 313**Counterpoint (2)**

Eighteenth century contrapuntal style approached through analysis and composition of the music of this period, including a study of its development from the sixteenth century style and an introduction to contrapuntal techniques in contemporary composition. *Prerequisite: Mu 300.*

Mu 410**Music Composition in Electronic Media (2)**

Composition in Electronic Media affords the composition major the opportunity to experience electro-acoustic media made possible by current technology: computers, digital synthesis, and recent software developments. The student will compose works which are solely electro-acoustic on magnetic tape, or in combination with traditional instruments and voices, and/or utilizing current software applications. *Prerequisite: Mu 303.*

History of Music Courses

Mu 190**World Music Literature: Repertoire and Analysis (3)**

A study of music literature from Antiquity to the present. The course involves listening to and analyzing recorded examples and live music in light of their historical and cultural place, discussion of and writing about composers, musical trends, genres, and instruments.

Mu 198**Special Topics (1–4)**

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

Mu 398**Special Topics (1–4)**

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

Mu 400**Music History and Literature I (3)**

A concentrated investigation of the development of the art of music from the Medieval period, through the Renaissance, and to the close of the Baroque Era. The course will focus on the actual music (in score and recording) composed by the major figures during each time period. *Prerequisite: Mu 190.*

Mu 401**Music History and Literature II (3)**

A concentrated investigation of the development of the art of music from the Classic era, through the Romantic era of the nineteenth century, and into the twentieth century up to the present day. The course will focus on the actual music (in score and recording) composed by the major figures during each style period. *Prerequisite: Mu 190.*

Mu 499**Independent Study**

Music Education Courses

Mu 117**String Instruments (2)**

Basic instruction in performance techniques for violin, viola, cello and bass, with emphasis on methods of pedagogy, including the Suzuki approach. *Prerequisite: Mu 100.*

Mu 118**Woodwind Instruments (2)**

Basic instruction in tone production, techniques, pedagogy, and care of the instruments, including the methods used to accomplish these goals. *Prerequisite: Mu 100.*

Mu 119**Brass and Percussion Instruments (2)**

Basic instruction in tone production, techniques, pedagogy, and care of the instruments, including the methods used to accomplish these goals. *Prerequisite: Mu 100.*

Mu 224**Vocal Communication and Technique (2)**

Application of vocal techniques appropriate for teaching music at the K–12 levels. Includes a comparative study of various methods of vocal pedagogy, singers' diction (including Italian, French, and German), interpretation and expression, and a discussion of major composers of the vocal repertoire. *Prerequisites: Mu 106 or Mu 165*

Mu 304**Introduction to Conducting (1)**

Introductory study of reading and conducting scores, interpretation of choral and instrumental literature, and general choral and instrumental ensemble practices. *Prerequisite: Mu 103.*

Mu 309**Music Methods K–12 (3)**

This class is designed for students seeking teacher certification in K–12 music. The class will include curriculum design and techniques appropriate for a successful K–12 music program. Course open to music education majors only. Must be enrolled in Ed 257.

Mu 404**Instrumental Conducting (1)**

Technique of reading, interpreting, and conducting instrumental scores. Practical application of techniques for the purpose of K–12 education. *Prerequisite: Mu 304.*

Mu 424**Choral Conducting (1)**

Techniques of reading, interpreting, and conducting choral scores. Practical application of techniques for the purpose of K–12 education.

Prerequisite: Mu 304.

Applied Music Courses

Mu 106**Class Voice (2)**

Designed to introduce the singer to college-level Applied Voice and is substitute for Mu 165 except in rare cases. The course will include the study of supportive physiological concepts such as respiration, phonation, resonance, registration, articulation, coordination, as well as performance etiquette, style, and interpretation.

Mu 120**Recreational Piano I (1)**

A beginning course in piano technique intended for non-music majors interested in developing piano skills for a life-time activity. This course is recommended for both beginners and students with limited keyboard background who may need to incorporate keyboard skills into their major field (e.g. elementary education, youth ministry, theatre arts). The course includes one group lesson a week.

Mu 121**Recreational Piano II (1)**

The continuation of Mu 120.

Mu 122, 123, 222, 223, 322, 323, 422, 423**Liturgical Choir**

An ensemble of twelve to twenty-four singers devoted to performing sacred music of all eras at all-school Masses and selected Campus Ministry liturgies throughout the academic year. Admission by audition.

Mu 114, 214, 314, 414**Opera Workshop (1)**

Rehearsal and performance of operatic literature in a performance venue. Admission by audition.

Mu 128, 129, 228, 229, 328, 329**Concert Attendance (cr)**

Music majors are required to complete all six courses for graduation. Music minors should complete Mu 128 and Mu 129.

Mu 140, 141, 240, 241, 340, 341, 440, 441**Concert Chorale (1)**

Open to entire student body. Performs representative choral literature of all styles and periods.

Mu 142, 143, 242, 243, 342, 343, 442, 443**Womens Ensemble (1)**

Open to entire student body. Performs representative SSA choral literature.

Mu 150, 151, 250, 251, 350, 351, 450, 451**Concert Band (1), Pep Band (1)**

Open to students possessing a reasonable proficiency in playing of their instruments. Study of standard literature of band.

Mu 152, 153, 252, 253, 352, 353, 452, 453**Jazz Band (1)**

A small jazz ensemble open to students only by audition.

Mu 160, 161, 260, 261, 360, 361, 460, 461**Orchestra (1)**

Open to all string players and to brass and woodwind players by audition. The orchestra rehearses and performs standard suites, overtures, symphonies and other orchestral compositions.

Mu 170, 171, 270, 271, 370, 371, 470, 471
Chamber Music—Woodwinds (1),
Chamber Music—Brass (1),
Chamber Music—Strings (1),
Chamber Music—Mixed Ensembles (1)

The study of standard classical and modern compositions, for small instrumental ensembles.

Mu 180, 181, 280, 281, 380, 381, 480, 481
Chamber Singers (1)

A small choral group open to students only by audition.

Mu 105, 106, 205, 206, 305, 306, 405, 406
Harp (1)

Mu 115, 116, 215, 216, 315, 316, 415, 416
String Bass (1–2)

Mu 125, 126, 225, 226, 325, 326, 425, 426
Viola (1–2)

Mu 135, 136, 235, 236, 335, 336, 435, 436
Violoncello (1–2)

Mu 145, 146, 245, 246, 345, 346, 445, 446
Piano (1–2)

Mu 155, 156, 255, 256, 355, 356, 455, 456
Organ (1–2)

Mu 165, 166, 265, 266, 365, 366, 465, 466
Voice (1–2)

Mu 106 is usually substituted for Mu 165.

Mu 175, 176, 275, 276, 375, 376, 475, 476
Violin (1–2)

Mu 185, 186, 285, 286, 385, 386, 485, 486
Flute, Oboe, Clarinet, Bassoon, Saxophone, French Horn, Trumpet, Trombone, Euphonium, Tuba, Percussion (1–2)

Mu 195, 196, 295, 296, 395, 396, 495, 496
Guitar (1–2)

Applied private music instructions are arranged to meet the individual needs of the student.

Mu 197
Guitar Class (1)

Beginning technique and principles of guitar performance. Individual and ensemble performance. Course is designed to prepare the future teacher who may need the instrument for success in classroom music teaching. Any student may enroll. The student must supply his or her own guitar.

Mu 387
Junior Recital (cr)

Preparation and performance of representative literature on the primary instrument during the junior year. Presented as preparation for the senior recital.

Mu 487
Senior Recital (1)

Preparation and performance of representative literature on the primary instrument during the senior year.

Mu 488
Senior Comprehensive (cr)

Suggested sequence of courses for a bachelor of arts degree with a major in Music

		Freshman Year	
Mu 100, Fund. of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard I	1
Mu 190, World Music Literature	3	Foreign Language	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Foreign Language	4	Applied Music	1
Pe 115, Wellness for Life	1	Ensemble	1
Applied Music	1	Mu 129, Concert Attendance	cr
Ensemble	1	Music electives	4
Gs 150, BC Experience	cr		
Mu 128, Concert Attendance	cr		
Music elective	1		
	<hr/> 17		<hr/> 17
		Sophomore Year	
Mu 103, Music Theory & Aural Skills II	3	Mu 200, Music Theory & Aural Skills III	3
Historical Perspectives	3	Mu 224, Vocal Communication and Technique, or Oral Communication	2
Pe Activity course	1	Pc 120, Acoustics, or Understanding the Natural World	4
Applied Music	1	Electives	6
Ensemble	1	Applied Music	1
Mu 228, Concert Attendance	cr	Ensemble	1
Visual Communication	3	Mu 229, Concert Attendance	cr
Ph 175, Logic and Nature	3		
	<hr/> 15		<hr/> 17
		Junior Year	
Mu 300, Music Theory & Aural Skills IV	3	Mu 400, History of Music I	3
Philosophical Inquiry	3	Quantitative Analysis	3
So 290, World Regional Geography, or Person & Community	3	Applied Music	1
Faith	3	Mu 402, Piano Proficiency	cr
Applied Music	1	Ensemble	1
Ensemble	1	Mu 329, Concert Attendance	cr
Mu 328, Concert Attendance	cr	Western Perspective	3
Elective	3	Music electives	1
	<hr/> 17	Electives	3
			<hr/> 15
		Senior Year	
Mu 304, Intro to Conducting	1	Py 100, General Psychology, or Person & Community	3
Mu 401, History of Music II	3	Philosophical Inquiry	3
Electives	8	Bi 107, Principles of Biology, or Understanding the Natural World	4
Ensemble	1	Applied Music	1
Faith	3	Ensemble	1
Applied Music	1	Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
		Elective	3
	<hr/> 17		<hr/> 16

Suggested sequence of courses for a Bachelor of Music Education degree

Freshman Year

Mu 100, Fund of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard II	1
Mu 190, World Music Literature	3	Th 101, Introduction to Theology	3
Applied Music	2	Mu 118, Woodwind Methods	2
Mu 106, Class Voice	2	Mu 114, Opera Workshop	1
Ensemble	1	Ensemble	1
Mu 128, Concert Attendance	cr	Mu 129, Concert Attendance	cr
Gs 150, BC Experience	cr	Hi 212, U.S. History	3
Ed 200, Introduction to Ed.	2	Ma 211, Statistics	4
Ed 201, Introduction to Ed/Field	1	Applied Music	2
En 101, English Composition	3		
	<hr/>		<hr/>
	17		20

Sophomore Year

Mu 103, Music Theory & Aural Skills II	3	Mu 200, Music Theory & Aural Skills III	3
Py 100, General Psychology	3	Mu 224, Vocal Communication & Technique	2
Faith	3	Pc 120, Acoustics, or Understanding the Natural World	4
Applied Music	2	Ed 222, Psych of Indiv with Excep	3
Ensemble	1	Applied Music	2
Mu 228, Concert Attendance	cr	Ensemble	1
Ph 175, Logic and Nature	3	Mu 229, Concert Attendance	cr
Pe 115, Wellness for Life	1	Chamber Ensemble	1
Chamber Ensemble	1	Mu 117, String Instruments	2
Sociology, So 280, So 290 or So 384	3		
	<hr/>		<hr/>
	20		18

Junior Year

Pe Activity course	1	Mu 302, Orchestration/Arr	2
Mu 304, Introduction to Conducting	1	Mu 400, History of Music I	3
Mu 119, Brass & Percussion	2	Applied Music	2
Ed 312, School as Community	3	Mu 404, Instrumental Conducting	1
Ed 313, School as Comm/Field Ex	1	Mu 424, Choral Conducting	1
Mu 300, Music Theory & Analysis IV	3	Ed 451, Philosophy of Education	3
Philosophical Inquiry	3	Ed 332, Teaching Reading	2
Faith	3	Mu 402, Piano Proficiency	cr
Applied Music	1	Ensemble	1
Ensemble	1	Mu 329, Concert Attendance	cr
Mu 328, Concert Attendance	cr	Mu 387, Junior Recital (optional)	cr
		Ed 220, Psych Ed Development	3
	<hr/>		<hr/>
	19		18

Senior Year

Bi 107, Principles of Biology	4	Ed 460, Personal & Social Well-being	3
Mu 401, History of Music II	3	Ed 462, Classroom Management	2
Mu 309, K-12 Music Methods	3	Ed 470, Student Teaching Seminar	1
Ed 257, Secondary Methods & Media	3	Ed 492, Supervised Student Teaching/Elem	5
Applied Music	2	Ed 496, Supervised Student Teaching/Sec	5
Ensemble	1		
Mu 487, Senior Recital	1		
Mu 488, Senior Comprehensive	cr		
	<hr/>		<hr/>
	17		16

Suggested sequence of courses for a bachelor of arts degree in Music with an emphasis in Music Marketing

Freshman Year

Mu 100, Fund. of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard II	1
Mu 190, World Music Literature	3	Foreign Language	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Foreign Language	4	Applied Music	1
Pe 115, Wellness for Life	1	Ensemble	1
Applied Music	1	Mu 129, Concert Attendance	cr
Ensemble	1	Ac 209, Principles of Accounting I	3
Gs 150, BC Experience	cr		
Mu 128, Concert Attendance	cr		
	16		16

Sophomore Year

Mu 103, Music Theory & Aural Skills II	3	Mu 200, Music Theory & Aural Skills III	3
Hi 105, World Civilization	3	Pc 120, Acoustics, or Understanding the Natural World	4
Pe Activity course	1	Electives	6
Applied Music	1	Applied Music	1
Ensemble	1	Ensemble	1
Mu 228, Concert Attendance	cr	Mu 229, Concert Attendance	cr
Ph 175, Logic and Nature	3	Elective	3
Ec 209, Principles of Economics	3		
	15		18

Junior Year

Mu 300, Music Theory & Aural Skills IV	3	Mu 304, Intro to Conducting	1
Philosophical Inquiry	3	Mu 400, History of Music I	3
Faith	3	Ma 211, Applied Statistics	4
Applied Music	1	Mu 402, Piano Proficiency	cr
Ensemble	1	Applied Music	1
Mu 328, Concert Attendance	cr	Ensemble	1
Elective	3	Mu 329, Concert Attendance	cr
Ba 345, Entrepreneurship	3	Music elective	6
	17		16

Senior Year

Mu 401, History of Music II	3	Ba 383, Principles of Marketing	3
Ba 371, Legal Environment of Bus	3	Ba 481, Consumer Behavior	3
Applied Music	1	Philosophical Inquiry Foundation	3
Ensemble	1	Bi 107, Principles of Biology	4
Th 210, Old Testament I	3	Ensemble	1
Ba 340, Small Business Management	3	Applied Music	1
		Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
	14		16

Suggested sequence of courses for a bachelor of arts degree in Music with an emphasis in Music Composition

Freshman Year			
Mu 100, Fund. of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard II	1
Mu 190, World Music Literature	3	Foreign Language	4
En 101, English Composition	3	Th 101, Introduction to Theology	3
Foreign Language	4	Applied Music	1
Pe 115, Wellness for Life	1	Ensemble	1
Applied Music	1	Mu 129, Concert Attendance	cr
Ensemble	1	Music electives	4
Gs 150, BC Experience	cr		
Mu 128, Concert Attendance	cr		
	<hr/>		<hr/>
	16		17
Sophomore Year			
Mu 290, Music Composition	2	Mu 200, Music Theory & Aural Skills III	3
Mu 103, Music Theory & Aural Skills II	3	Mu 291, Music Composition	2
Hi 105, World Civilization	3	Se 222, Speech Communications	2
Pe Activity course	1	Pc 120, Acoustics	4
Applied Music	1	Electives	6
Ensemble	1	Applied Music	1
Mu 228, Concert Attendance	cr	Ensemble	1
Visual Communication	3	Mu 229, Concert Attendance	cr
Ph 175, Logic and Nature	3		
	<hr/>		<hr/>
	17		19
Junior Year			
Mu 300, Music Theory & Analysis IV	3	Mu 391, Music Composition	2
Mu 390, Music Composition	2	Mu 304, Intro to Conducting	1
Philosophical Inquiry	3	Mu 400, History of Music I	3
So 290, World Regional Geography	3	Mathematics	3
Faith	3	Mu 402, Piano Proficiency	cr
Ensemble	1	Ensemble	1
Mu 328, Concert Attendance	cr	Mu 329, Concert Attendance	cr
Elective	3	Music elective	1
		Mu 410, Composition/Electronic Media	2
		Music elective	1
	<hr/>		<hr/>
	18		14
Senior Year			
Mu 490, Music Composition	2	Py 100, General Psychology	3
Mu 302, Orchestration/Arranging	2	Mu 491, Music Composition	2
Mu 401, History of Music II	3	Philosophical Inquiry	3
Ensemble	1	Bi 107, Principles of Biology	4
Faith	3	Ensemble	1
		Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	11		14

Natural Science [Division of Health, Science, and Mathematics]

This program is designed to fit the needs of students interested in science in a broad sense. The foundation of the program consists in the general introductory courses in mathematics, chemistry, biology and physics. Intermediate and advanced courses in astronomy, chemistry, biology or physics will be selected to meet the particular needs and interests of the individual student. The approval of the final program of study rests with a committee consisting of the chairs of the departments of biology, chemistry and biochemistry, and physics and astronomy.

Major requirements:

A minor in any two of the three above-mentioned science departments (biology, chemistry, physics) plus the first two courses for major students in the third science department. Required supporting courses: Ma 131, Ma 132, and registration in Bi 398-498, Ch 490, or Pc 490 junior and senior years.

Nursing, Pre-Nursing, and Registered Nurse Program [Division of Health, Science, and Mathematics]

The college offers liberal arts and science courses which are essential to the pre-clinical training of future nurses. The college provides one, two, or four years of pre-nursing study for entry to nursing schools. Some schools of nursing accept college graduates, and after a year of clinical training and study, award a bachelor's degree in nursing.

Information and advice concerning nursing school admission requirements may be obtained from the chair of the Biology Department.

Occupational Therapy and Physical Therapy [Division of Health, Science, and Mathematics]

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 which meet all

the requirements for admission to graduate school are available. While pursuing these programs, it is possible to become a certified athletic trainer or to conduct an internship while earning college credit. Information and advice concerning graduate school admission, certification, or internships may be obtained from the chair of the Biology Department.

Optometry [Division of Health, Science, and Mathematics]

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 head of the Division of Health, Science, and Mathematics.

Pharmacy [Division of Health, Science, and Mathematics]

The pharmacy training program usually runs five years: two pre-professional and three professional years. The freshman curriculum should include En 101 and En 102, Ma 131, Ch 103 and Ch 104, Bi 121 and Bi 247. The sophomore curriculum should include Ec

209, Pc 210, Bi 360 and Ch 231–232 and Ch 233–234.

Students may get information on campus from the head of the Division of Health, Science and Mathematics.

Philosophy [Division of Humanities]

Philosophy has as its purpose to direct students' attention to fundamental but often unnoticed aspects of human experience and to uncover and analyze the hidden presuppositions of their intellectual and emotional commitments. In doing so, it seeks also to integrate the knowledge which the student has acquired in the various disciplines. Secondly, it prepares some students for further study in philosophy at the graduate level.

Courses in philosophy, then, are intended to give the student some experience in asking and answering fundamental questions, namely, those questions about God, man, and the world which emerge from direct human experience or from reflection on the various disciplines through which man has organized his experience.

The Philosophy Department offers a choice of two types of major: one is an eight course co-major designed to enable a student to obtain a major in philosophy in addition to a major in some other discipline; the other is a

twelve course professional major for the student who intends to major exclusively in philosophy or who may wish to pursue graduate work in philosophy.

Requirements for co-majors in Philosophy:

Ph 101, Logic

Ph 231, Philosophy of Nature*

Ph 255, Philosophical Psychology

Ph 325, Ethics

plus one course in metaphysics, chosen from:

Ph 373, Metaphysics

Ph 374, Natural Theology

plus one course in the history of philosophy, chosen from:

Ph 471, Ancient Philosophy

Ph 472, Medieval Philosophy

*Philosophy majors and minors may substitute Ph 175, Logic and Nature, for Ph 231, Philosophy of Nature. Ph 231, Philosophy of Nature also satisfies the college's core requirement in philosophy.

Ph 473, Early Modern Philosophy
Ph 475, Islamic Philosophy
Ph 476, Modern Continental Philosophy
Ph 477, Modern Anglo-American Philosophy
plus two other Philosophy courses
Recommended:
Ph 490, Seminar

Requirements for the professional major in Philosophy:

Ph 101, Logic
Ph 231, Philosophy of Nature*
Ph 255, Philosophical Psychology
Ph 325, Ethics
Ph 373, Metaphysics
Ph 374, Natural Theology
plus one course in early philosophy, chosen from:

Ph 471, Ancient Philosophy
Ph 472, Medieval Philosophy
Ph 475, Islamic Philosophy
plus one course in later philosophy, chosen from:

Ph 473, Early Modern Philosophy
Ph 476, Modern Continental Philosophy
Ph 477, Modern Anglo-American Philosophy
plus Ph 490, Seminar
plus Ph 498, Senior Thesis
plus two other Philosophy courses
Recommended:

The study of Greek or Latin

The requirements for a minor in Philosophy:

Ph 101, Logic
Ph 231, Philosophy of Nature*
plus four other Philosophy courses

Ph 101 Logic (3)

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.

Ph 175 Logic and Nature (3)

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.

Ph 198 Special Topics (1–4)

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently.
Prerequisite: Ph 175.

Ph 231 Philosophy of Nature (3)

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. *Prerequisite:* Ph 101.

Ph 255 Philosophical Psychology (3)

This course begins with the distinction of living things from non-living things, followed by the nature of the soul and its kinds. It then treats the relationship between soul and body, and examines sensation, reason and the emotions in depth. Arguments for and against the immortality of the human soul are taken up, and the problem of free will is discussed. *Prerequisite:* Ph 175 or Ph 231.

*Philosophy majors and minors may substitute Ph 175, Logic and Nature, for Ph 231, Philosophy of Nature. Ph 231, Philosophy of Nature also satisfies the college's core requirement in philosophy.

Ph 298

Special Topics (1–4)

These are topics not included in the regular catalogue. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175 or Ph 231.*

Ph 306

Faith and Reason I (4)

This is the first course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This first course addresses works written from 600 B.C. through 1000 A.D. *Prerequisites: Th 101, and either Ph 175 or Ph 231.*

Ph 308

Faith and Reason III (2)

This is one-half of the third course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This course addresses works written from about 1700 to the present. *Prerequisites: Ph 306 and Th 307. Corequisite: Th 308.*

Ph 325

Ethics (3)

The course in ethics deals with the subject matter of ethics and its proper method. It considers the ultimate end of man and the nature of human freedom, followed by the nature of habits, virtues and vices, and the necessity of virtues for a stable moral life. Having examined some of the virtues in detail, the various ways of life in accord with them are

discussed. At appropriate places, recent value theories are also examined. *Prerequisite: Ph 175 or Ph 231.*

Ph 373

Metaphysics (3)

Metaphysics is a study of being, as such, and is considered under three aspects: being in general, the immaterial world, and the first causes of all things. Metaphysical problems are taken up in detail, followed by a systematic account of the transcendentals (being, goodness, unity) and their properties, and concluding with a consideration of being outside the natural order. *Prerequisites: Ph 101, and Ph 175 or Ph 231.*

Ph 374

Natural Theology (3)

Also called Philosophy of God, Natural Theology develops a rational approach to the existence and intelligibility of God. The distinction between faith and reason and the method proper to Natural Theology are considered, and arguments about the existence of God, the attributes of God, and God's extrinsic operations are taken up in detail. *Prerequisites: Ph 101, and Ph 175 or Ph 231.*

Ph 398

Special Topics (1–4)

These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175 or Ph 231.*

Ph 441

Social Ethics (3)

Social ethics is concerned with human freedom and responsibility within a pluralistic society. Authority, freedom, subjectivism, and determinism, as well as some key ethical problems concerning man in relationship to society, are looked at in detail. On the level of the family, such problems as birth control, abortion, and divorce are addressed, while on the level of the wider society, such questions as problems within the corporate

structure, and between the corporation and society, private property, the ethics of welfare, censorship, civil disobedience, punishment and respect for law are dealt with. *Prerequisites: Ph 175 or Ph 231, and Ph 325.*

Ph 455

Advanced Logic (3)

This course deals with both demonstrative and dialectical logic, and is a systematic treatment of standard logical topics: argumentation, definition, and the elements which constitute them. It also takes up the subject matter of logic according to the classical tradition as well as contemporary schools. *Prerequisites: Ph 101, and Ph 175 or Ph 231.*

Ph 460

Advanced Philosophy of Nature (3)

This is a more advanced consideration of questions associated with the nature of matter, becoming, and causality, as well as with related questions concerning space, time, and the infinite, as well as the good, i.e., purpose, in nature. Chance is contrasted with contemporary indeterminism and the role of the former in nature, and some of the contemporary problems pertaining to the nature of motion, space and time are dealt with. The relationship of mathematics and modern science to the philosophy of nature is also taken up. *Prerequisites: Ph 101, and Ph 175 or Ph 231.*

Ph 471

Ancient Philosophy (3)

Ancient philosophy encompasses Greek and Roman philosophical thought from about 600 BC to 300 AD. The Pre-Socratic thinkers, Socrates, Plato, Aristotle, the Stoics, the Epicureans, and Plotinus are emphasized. *Prerequisites: Ph 175 or Ph 231.*

Ph 472

Medieval Philosophy (3)

Medieval philosophy encompasses Christian and Islamic philosophical thought from about 300 AD to 1500 AD. St. Augustine, Boethius,

Pseudo-Dionysius, St. Anselm, Avicenna, Averroes, St. Thomas, Duns Scotus, and William of Occam are emphasized. *Prerequisites: Ph 101, and Ph 175 or Ph 231.*

Ph 473

Early Modern Philosophy (3)

Early modern philosophy is a survey of seventeenth and eighteenth-century philosophy. Detailed consideration is given to those philosophers and schools of thought that have strongly influenced contemporary thought and, in particular, to the conflict between the Rationalism of Descartes, Spinoza and Leibniz and the Empiricism of Bacon, Locke, Berkeley and Hume. The survey concludes with an introduction to the synthesis of Kant. *Prerequisite: Ph 175 or Ph 231.*

Ph 475

Islamic Philosophy (3)

This is an introductory survey of the history of Islamic philosophy from its beginnings with the legacy of Greece, Alexandria, and the Orient down to the present day, with readings from primary sources focusing on two issues: metaphysics and political philosophy. *Prerequisites: Ph 101, and Ph 175 or Ph 231.*

Ph 476

Modern Continental Philosophy (3)

This course begins with the Kantian synthesis and some of the major developments of and reactions to it (Hegel, Kierkegaard, Marx, and Nietzsche). It continues with a consideration of phenomenology, existentialism, and post-modernism and attempts to recover the philosophical tradition (Maritain and Strauss). *Prerequisite: Ph 175 or Ph 231.*

Ph 477

Modern Anglo-American Philosophy (3)

The course begins with the late 19th-century antecedents of Anglo-American Philosophy in the realisms of Frege and Peirce and the idealism of Bradley. It continues with consideration of later American pragmatism as

found in James, Dewey, and Rorty and logical atomism, logical positivism, emotivism, and naturalism as treated by analytic philosophers such as Russell, Wittgenstein, Moore, Carnap, Ayer, Quine, Rawls, or McIntyre. *Prerequisite: Ph 175 or Ph 231.*

Ph 480

Aesthetics (3)

Aesthetics deals with philosophical questions concerning the arts. Problems related to distinctions in the fine arts and their media, creation, expression and imitation in the fine arts, the relation of art to ethics, and beauty in nature and art are all dealt with. *Prerequisites: Ph 175 or Ph 231, and two courses in literature or the fine arts.*

Ph 485

Political Philosophy (3)

Political philosophy is an analysis of the foundations of political society and authority made in the light of ethics and man's search for happiness. It includes a discussion of the broad variety of political organizations as they are related both to this foundation and the varying human condition, as well as the relationship of the ideal or utopian to practical life. *Prerequisite: Ph 175 or Ph 231. Ph 325, Ethics, strongly recommended.*

Ph 486

Philosophy of Law (3)

This course is concerned with the nature of law, including a comparison of descriptive and prescriptive law, an investigation of natural law both historically and systematically, and the relationship of natural law to human positive law, to constitutional law, to the "law of nations" and to custom. *Prerequisite: Ph 175 or Ph 231, Ph 325, Ethics, and/or Ph 485, Political Philosophy, strongly recommended.*

Ph 495, 496

Directed Readings in Philosophy (3)

This course is open to philosophy majors only. This course may be taken more than once if the subject matter varies sufficiently.

Ph 497

Seminar (3)

This course is open to juniors and seniors only and is required of all philosophy majors taking the professional major. It may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175 or Ph 231.*

Ph 498

Senior Thesis (3)

One of the requirements for the professional major in Philosophy (and an option for the co-major) is writing and publicly defending a senior thesis. The thesis not only gives the department an opportunity to evaluate majors' reasoning skills, clarity of thought, ease of expression, and overall familiarity with the discipline, it also provides a sort of 'capstone' experience for majors, allowing them to integrate their philosophical studies along with their overall education. (This course takes the place of a comprehensive examination in philosophy for those completing it.)

Ph 499

Independent Study (3)

The permission of the department chair is required for this course. It may be taken more than once if the subject matter varies sufficiently.

**Suggested sequence of courses for a bachelor’s degree with a major in
Philosophy—Eight Course Co-Major, for example, with Religious Studies**

Freshman Year

En 101, English Composition	3	Pe 115, Wellness for Life	1
Historical Foundations I	3	Historical Foundations II	3
Person and The Community	3	Ph 101, Logic	3
Th 101, Introduction to Theology	3	Th 210, Old Testament I: Pentateuch	3
Gs 150, BC Experience	cr	Electives	6
Natural World I	4		
	<hr/>		<hr/>
	16		16

Sophomore Year

Th 240, New Testament I: Synoptic Gospels	3	Foreign Language II	4
Pe Activity course	1	Ph 255, Philosophical Psychology	3
Ph 231, Philosophy of Nature	3	Natural World II	4
Foreign Language I	4	Electives	6
Electives	6		
	<hr/>		<hr/>
	17		17

Junior Year

Ph 325, Ethics	3	Ph (Metaphysics or Natural Theology)	3
Th 300, Christian Moral Life	3	Th 330, Christian Marriage: Catholic Perspectives	3
Th 340, Christ and the Trinity	3	Th 320, Sacraments and Liturgy	3
Aesthetic Experience I	3	Aesthetic Experience II	3
Electives	4	Elective	3
	<hr/>		<hr/>
	16		15

Senior Year

Ph (History of Philosophy)	3	Th 450, Seminar	3
Ph (Philosophy Elective)	3	Th 365, World Religions	3
Th 420, The Protestant Tradition	3	Ph (Elective or Senior Thesis)	3
Th (Theology Elective)	3	Elective	3
Elective	4	Elective (upper-division)	3
	<hr/>		<hr/>
	16		15

**Suggested sequence of courses for a bachelor’s degree with a major in
Philosophy—Professional Major**

Freshman Year

En 101, English Composition	3	Pe 115, Wellness for Life	1
Gs 150, BC Experience	cr	Ph 101, Logic	3
Person and the Community	3	Historical Foundations II	3
Historical Foundations I	3	Faith I	3
Natural World I	4	Electives	6
Th 101, Introduction to Theology	3		
	<hr/>		<hr/>
	16		16

Sophomore Year

Pe Activity course	1	Natural World II	4
Foreign Language I	4	Foreign Language II	4
Ph 231, Philosophy of Nature	3	Ph 255, Philosophical Psychology	3
Faith II	3	Electives	6
Electives	6		
	<hr/>		<hr/>
	17		17

Junior Year

Ph 325, Ethics	3	Ph 374, Natural Theology	3
Ph 373, Metaphysics	3	Philosophy Elective	3
Aesthetic Experience I	3	Aesthetic Experience II	3
Natural World II	4	Electives	6
Electives	3		
	<hr/>		<hr/>
	16		15

Senior Year

Ph (Anc, Med, Islamic)	3	Ph 490, Seminar	3
Philosophy Elective	3	Ph (Early Mod, Cont)	3
Electives	6	Ph 498, Senior Thesis	3
Electives (upper-division)	4	Electives (upper-division)	6
	<hr/>		<hr/>
	16		15

Physics and Astronomy

[Division of Health, Science, and Mathematics]

Physics and astronomy investigate the physical principles governing our universe. The department provides courses of value to all liberally educated persons. Introductory courses are available to students of any discipline. Intermediate courses for those concentrating in related areas are provided to supplement their understanding of these areas. These courses are also important to those wishing to teach in elementary and secondary schools, especially in the natural sciences and mathematics. Another primary objective of the department is to prepare students majoring in physics or astronomy, or students in the pre-engineering sequence, for future studies in graduate, professional, or engineering schools, or for employment as professional scientists in a variety of fields related to physics or astronomy.

A major in physics provides the student with a broad, theoretical background and considerable practical laboratory experience. In addition to continuing in physics at the graduate level, it is possible to obtain immediate employment in areas of industry, business, or education where a sound scientific background is required. Graduate work in engineering, computer science, and related fields is often pursued by physics graduates. Physics also provides an excellent background for professions in which technical ability and logical thought are valued, such as medicine or law.

Requirements for a B.S. degree in Astronomy: (55 hours)

As 130, The Sun and Solar System
As 140, Stars and Stellar Systems
As 340, Introduction to Astrophysics
As 360, Solar System Astrophysics
As 450, Galaxies and Cosmology
Pc 210/211, Classical Physics
Pc 320, Relativity and Atomic Physics
Pc 321, Modern Physics Laboratory I

Pc 322, Nuclear and Elementary Particle Physics
Pc 323, Modern Physics Laboratory II
Pc 330, Mechanics I
Pc 331, Mechanics II
Pc 370, Electricity and Magnetism I
Pc 372, Electricity and Magnetism II
Pc 380, Thermodynamics
Pc 430, Quantum Mechanics
Pc 440, Plasma Physics
Pc 460, Optics
Pc 461, Optics Laboratory
As 499, Independent Study/Research
plus four semesters of Pc 490, Physics Colloquium

Required supporting courses: (25 hours)

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Cs 200, Programming Short Course
(FORTRAN or C++)
Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Ma 310, Differential Equations

Recommended supporting courses:

Cs 114, Introduction to Computer Science I
Cs 115, Introduction to Computer Science II
Ma 250, Linear Algebra
Ma 315, Probability and Statistics
Ma 331, Numerical Computation

Requirements for a B.S. degree in Physics: (43 hours)

Pc 210/211, Classical Physics
Pc 320, Relativity and Atomic Physics
Pc 321, Modern Physics Laboratory I
Pc 322, Nuclear and Elementary Particle Physics
Pc 323, Modern Physics Laboratory II

Pc 330, Mechanics I
Pc 331, Mechanics II
Pc 350, Electronics
Pc 370, Electricity and Magnetism I
Pc 372, Electricity and Magnetism II
Pc 380, Thermodynamics
Pc 430, Quantum Mechanics
Pc 460/461, Optics with Laboratory
Pc 480, Condensed Matter Physics
and four semesters of Pc 490, Physics
Colloquium
Pc 499, Independent Study/Research

Required supporting courses: (25 hours)

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Cs 200, Programming Short Course
(FORTRAN or C)
Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Ma 310, Differential Equations

Recommended supporting courses:

Cs 114, Introduction to Computer Science I
Cs 115, Introduction to Computer Science II
Ma 250, Linear Algebra
Ma 315, Probability and Statistics
Ma 331, Numerical Computation

Requirements for a B.A. degree in Physics: (32–34 hours)

Pc 210/211, Classical Physics
Pc 320, Relativity and Atomic Physics
Pc 321, Modern Physics Laboratory I
Pc 322, Nuclear and Elementary Particle
Physics
Pc 323, Modern Physics Laboratory II
Pc 330, Mechanics I
Pc 350, Electronics
Pc 370, Electricity and Magnetism I
Pc 460/461, Optics with Laboratory
and four semesters of Pc 490, Physics
Colloquium

plus two additional upper-division courses in physics or astronomy

Required supporting courses: (25 hours)

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Cs 200, Programming Short Course
(FORTRAN or C)
Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Ma 310, Differential Equations
Pc 499, Independent Study/Research

Recommended supporting courses:

Cs 114, Introduction to Computer Science I
Ma 250, Linear Algebra
Ma 331, Numerical Computation

The requirements for a minor in Physics:

(19–21 hours)

Pc 210/211, Classical Physics
Pc 320, Relativity and Atomic Physics
Pc 321, Modern Physics Laboratory I
Pc 322, Nuclear and Elementary Particle
Physics
Pc 323, Modern Physics Laboratory II
plus two additional courses in the department
above the 100 level

The requirements for certification for physics teaching grades 6–12:

As 140, Stars & Stellar Systems
As/Pc 499, Independent Study
Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I
Ch 106, General Chemistry Laboratory II
Ch 380, Thermodynamics
Pc 210/211, Classical Physics
Pc 320, Relativity & Atomic Physics
Pc 321, Modern Physics & Laboratory I
Pc 322, Nuclear & Elementary Particle
Physics
Pc 323, Modern Physics Laboratory II
Pc/Bi/Ch 457, Methods of Teaching Secondary
Science
Pc 490, Physics Colloquium

Eg 100**Introduction to Engineering (1)**

A brief introduction to engineering occupations, the use of engineering methods, and key responsibilities of an engineer including project management.

Eg 110**Engineering Graphics (2)**

This course provides the student with a basic understanding of technical illustration, drafting and design utilizing hand sketching, computer drafting hardware and software, basic use and application of each. In depth exploration of drawing, editing and coordinate input are developed.

Pc 110**Physical Concepts (4)**

Designed for students who are not majoring in science or mathematics, this one-semester course covers the fundamentals of classical and modern physics. The approach is conceptual rather than rigorously mathematical, with attention given to the historical and philosophical development of physics. There are three class meetings and a lab period each week.

Pc 120**Acoustics (4)**

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.

As 130**The Sun and the Solar System (4)**

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.

As 140**Stars and Stellar Systems (4)**

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.

As/Pc 198**Special Topics (1-4)**

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

Pc/Bi/Ch 205**Earth Science (3)**

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.

Pc 210, 211

Classical Physics (4, 4)

A two-semester, calculus-based sequence designed primarily for those students majoring in the natural sciences, mathematics and pre-engineering. Areas of study pursued by physicists prior to this century in mechanics, thermodynamics, sound, electricity, magnetism and light will be discussed. Three lecture-discussion sessions and a two-hour laboratory each week. *Prerequisites/corequisites: Ma 131 and 132 or their equivalent. These may be taken as corequisites with the permission of the instructor.*

Eg 230

Statics (3)

This course uses Newtonian mechanics to study statically determinate solutions of bodies and systems of bodies acted upon by external forces. Topics discussed include static equilibrium, centroids, analysis of structures, frictional forces, moments of inertia and virtual work. *Prerequisites: Pc 210 and Pc 211. Corequisite: Ma 310.*

Pc 320

Relativity and Atomic Physics (3)

Einstein's postulates of Special Relativity, including relativistic mechanics and relativistic electromagnetism, will be treated analytically. Discussion of general relativistic theories will be presented. Modern physics concepts including wave/particle dualism, atomic theory, introductory quantum mechanics, and the hydrogen atom will be discussed. *Prerequisites: Pc 210 and 211, or their equivalent.*

Pc 321

Modern Physics Laboratory (1)

A series of lectures on the treatment of experimental uncertainties will be alternated with experiments illustrating many important concepts in modern physics, such as e/m of the electron, the speed of light, and x-ray spectroscopy. *Corequisite: Pc 320.*

Pc 322

Nuclear and Elementary Particle Physics (2)

Radiation, nuclear decay processes, fission, fusion, particle accelerators and detectors will be treated. Elementary particle theory, including quark and gauge theories will be discussed. *Prerequisite: Pc 320.*

Pc 323

Modern Physics Laboratory II (1)

Lectures on the treatment of data will continue and alternate with experiments in radioactivity, gamma ray spectroscopy, nuclear physics and condensed matter physics. *Corequisite: Pc 322.*

Pc 330

Mechanics I (3)

Newtonian mechanics will be studied, emphasizing physical concepts and mathematical techniques essential for most other advanced physics courses. Topics covered include motion of particles in one, two, and three dimensions, vector algebra, mathematical methods, and motion of systems of particles. Pc 330 and Pc 331 are offered in alternate years. *Prerequisites: Pc 210 and 211, or their equivalent and Ma 310, or permission of instructor.*

Pc 331

Mechanics II (3)

A continuation of Pc 330, treating motion of rigid bodies, gravitation, moving coordinate systems, the vibrating string problem, fluid mechanics, Lagrange's and Hamilton's methods, and tensor algebra. Pc 330 and Pc 331 are offered in alternate years. *Prerequisite: Pc 330 or its equivalent.*

As 340

Introduction to Astrophysics (2)

A calculus-based introduction to stellar structure and nucleosynthesis. This course will follow the evolution of a star from its "birth" by condensation from the interstellar medium to its "death" as a white dwarf, neutron star, or

black hole. Discussions of the equations of hydrostatic equilibrium, the theory of radiative transfer, nuclear processes at the centers of stars, models of stellar interiors, mass loss from stars, and degenerate stellar configurations will be included. Offered in alternate years. *Prerequisite: Pc 320 or its equivalent.*

Pc 350

Electronics (3)

Lectures on electrical measurements, amplification, operational amplifiers, logic circuits and basic microelectronic concepts and computer interfaced experiments will be presented. One or two experiments a week will be performed in conjunction with the topics developed in class. Offered in alternate years. *Prerequisites: Pc 210 and 211, or permission of instructor.*

As 360

Solar System Astrophysics (2)

This course covers planetary interiors, planetary atmospheres, natural satellites, the interplanetary medium, the formation and evolution of the solar system, comets, asteroids, and other aspects of our astronomical knowledge of the solar system. Offered in alternate years. *Prerequisites: Pc 210 and 211 or their equivalent.*

Pc 370

Electricity and Magnetism I (3)

The physical and mathematical concepts underlying our understanding of electrostatic fields are developed. Topics covered include a review of vector calculus, the electrostatic field in a vacuum and in dielectric media, and energy and force relationships for the electrostatic field. An extensive investigation of methods of solution of the Laplace and Poisson equations is also made. Pc 370 and Pc 372 offered in alternate years. *Prerequisites: Pc 210 and 211, and Ma 233 and 310.*

Pc 372

Electricity and Magnetism II (3)

As a continuation of Pc 370, this course develops the mathematical and physical concepts of magnetostatic fields, which, when joined with those of electrostatics, lead to Maxwell's equations. This course also serves as an introduction to theories of wave propagation in free space and conducting media, and radiation (electrodynamics). Pc 370 and Pc 372 offered in alternate years. *Prerequisite: Pc 370 or its equivalent.*

Pc 380

Thermodynamics (3)

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 include gas laws, heat engines, chemical equilibria, and transport properties. *Prerequisites: Ch 104, Pc 211 and Ma 233, or permission of instructor.*

As/Pc 398

Special Topics (1-4)

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

Pc 430

Quantum Mechanics (3)

This course is a general introduction to quantum mechanics. Topics discussed include wave-particle duality, Schrödinger's equation, the square well, potential barriers, the harmonic oscillator, parity, angular momentum and spin, hydrogenic atoms, and approximation techniques. *Prerequisite/corequisite: Pc 330 or permission of instructor.*

Pc 440**Plasma Physics (2)**

This course is an introduction to the physics of the plasma state, including discussions of the magnetohydrodynamic (MHD) equations, MHD waves and stability, plasma confinement and fusion, cold plasma theory, and the kinetic theory of plasmas. Offered in alternate years. *Prerequisite/corequisite: Pc 372.*

As 450**Galaxies and Cosmology (2)**

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 spacetime, and the possible futures of the universe. Offered in alternate years. *Prerequisite: Pc 320 or its equivalent.*

Pc 460**Optics (3)**

An introduction to the principles of geometrical and physical optics. Topics of discussion include the laws of reflection and refraction, paraxial theory, polarization, interference, diffraction, fiber optics, and lasers and holography. Offered in alternate years. *Prerequisites: Pc 211 and Ma 132.*

Pc 461**Optics Laboratory (1)**

Experiments demonstrating the phenomena of geometrical optics, polarization, diffraction, and interference will be performed to supplement the material covered in Pc 460. The experiments will use equipment such as the laser, spectroscope, charge coupled device (CCD), photodiode array, high resolution spectrometer, fiber optics, and computer modeling. Offered in alternate years. *Corequisite: Pc 460.*

Pc 480**Condensed Matter Physics (3)**

Crystal structure, the reciprocal lattice, thermal and electrical properties of metals and insulators, optical properties, semiconductor theory, and superconductivity will be discussed. Offered in alternate years. *Prerequisite: Pc 320.*

Pc 490**Physics Colloquium (cr)**

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.

As/Pc 499**Independent Study (1–3)**

Independent study in the form of experimental or theoretical student research, research papers, and machine shop techniques is performed under the guidance of a staff member.



Suggested sequence of courses for a bachelor of science degree in Astronomy

Freshman Year

Pc 210, Classical Physics I	4	Pc 211, Classical Physics II	4
As 130, Sun & Solar System	4	As 140, Stars & Stellar Systems	4
Ma 131, Calculus I	4	Ma 132, Calculus II	4
En 101, English Composition	3	Ph 175, Logic and Nature	3
Gs 150, BC Experience	cr	Th 101, Introduction to Theology	3
Pe 115, Wellness for Life	1		
	<hr/>		<hr/>
	16		18

Sophomore Year

Ch 103/Ch 123, General Chemistry I	3	Ch 104/Ch 124, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 233, Calculus III	4	Ma 310, Differential Equations	3
Foreign Language	4	Foreign Language	4
Elective	3–4	Historical Foundation	3
Pe Activity course	1	Cs 200, Program Short Course	2
	<hr/>		<hr/>
	16–17		16

Junior Year

As 340, Introduction to Astrophysics	2	As 450, Galaxies & Cosmology	2
Historical Foundation	3	Person and Community Foundation	3
Pc 320, Relativity & Atomic Physics	3	Pc 322, Nuc & Elem Part Phys	2
Pc 321, Modern Physics Lab I	1	Pc 323, Modern Physics Lab II	1
Pc 330, Mechanics I	3	Pc 331, Mechanics II	3
Philosophical Inquiry Foundation	3	Pc 460, Optics	3
Pc 490, Physics Colloquium	cr	Pc 461, Optics Lab	1
Faith Foundation	3	Pc 490, Physics Colloquium	cr
		Aesthetic Foundation	3
	<hr/>		<hr/>
	18		18

Senior Year

As 360, Solar System Astrophysics	2	Pc 372, Electricity & Magnetism II	3
Fine Arts	3	As 499, Independent Study	1
Pc 370, Electricity & Magnetism I	3	Pc 440, Plasma Physics	2
Pc 430, Quantum Mechanics	3	Pc 490, Physics Colloquium	cr
Pc 490, Physics Colloquium	cr	Philosophical Inquiry Foundation	3
Pc 380, Thermodynamics	3	Aesthetic Foundation	3
Faith Foundation	3	Elective	3
	<hr/>		<hr/>
	17		15

Suggested sequence of courses for a bachelor of science or a bachelor of arts degree in Physics

Freshman Year

Pc 210, Classical Physics I**	4	Foreign Language	4
En 101, English Composition	3	Pc 211, Classical Physics II	4
Foreign Language	4	Ma 132, Calculus II	4
Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
Ma 131, Calculus I	4	Th 101, Introduction to Theology	3
	<hr/>		<hr/>
	15		18

Sophomore Year

Ch 103/Ch 123, General Chemistry I	3	Ch 104/Ch 124, General Chemistry II	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 233, Calculus III	4	Ma 310, Differential Equations	3
Philosophical Inquiry Foundation	3	Cs 200, Programming Short Course	2
Elective	3	Faith Foundation	3
Se 222, Speech Communications	2	Pe 115, Wellness for Life	1
		Historical Foundation	3
	<hr/>		<hr/>
	16		16

Junior Year

Pc 320, Relativity & Atomic Physics	3	Philosophical Inquiry Foundation	3
Pc 321, Modern Physics Lab	1	Pc 322, Nuclear & Elem Particle Physics	2
Pc 330, Mechanics I	3	Pc 323, Modern Physics Lab II	1
Pc 490, Physics Colloquium	cr	Pc 331, Mechanics II*	3
Aesthetic Foundation	3	Pc 350, Electronics	3
Historical Foundation	3	Pc 490, Optics	3
Elective	3	Pc 461, Optics Lab	1
		Pc 490, Physics Colloquium	cr
		Pe Activity course	1
	<hr/>		<hr/>
	16		17

Senior Year

Pc 370, Electricity & Magnetism I	3	Pc 372, Electricity & Magnetism II*	3
Pc 380, Thermodynamics	3	Person and Community Foundation	3
Pc 430, Quantum Mechanics*	3	Pc 490, Physics	
Colloquium	cr		
Pc 490, Physics Colloquium	cr	Aesthetic Foundation	3
Faith Foundation	3	Pc 480, Condensed Matter Physics*	3
Elective	3-4	Elective	3
		Pc 499, Independent Study	1-2
	<hr/>		<hr/>
	15-16		16-17

*Indicates a course not required for the B.A.

**Students not ready for Calculus I this semester should enroll in Ch 103/105 instead of Classical Physics.

Political Science [Division of Social and Behavioral Sciences]

The Department of Political Science combines the energies of students and departmental faculty in active learning and honest scholarship. The goals of the department are these: 1) to employ the principles of discovery learning in developing an understanding of both the foundational concepts of systems of government and the theoretical concepts that animate contemporary public affairs; 2) to create a balanced perspective among the subdisciplines within political science; 3) to empower students to integrate lessons learned in other disciplines with those framed in political science; and 4) to prepare students for an effective transition, after graduation, to either career employment or graduate studies.

The department recommends that every major in political science completes at least one guided, practical program such as a local internship; a structured service learning experience; a semester in Washington, D.C.; an international travel program; placement with a state or local agency or an administrative, legislative or judicial assignment. The department develops these opportunities and matches students, depending on their interests and skills. The curriculum provides academic credit for such programs.

For nearly fifty years, political science has been a major field at Benedictine College and its founding institutions. Graduates in this discipline have chosen an array of careers related to their political science degree. The department enlists many eager alumni in assisting students with counsel and placement.

Requirements for a major in Political Science:

Ps 100, Introduction to American Government
Ps 201, Comparative World Government and Politics
Ec 209, Macroeconomics
Ps 250, Research Methods
Ps 275, Public Policy Analysis
Ps 325, The American Presidency or
Ps 350, American Congress

Ps 360 International Relations
Ps 375, American Constitutional Development or Ps 376, Constitutional Law and Civil Liberties
Ps 377, Development of Political Thought
Ps 460, Public Administration
Ps 488, Senior Comprehensive Examination
Ps 495, Capstone Senior Seminar
and two additional courses offered by the department.

Requirements for a minor in Political Science:

Ps 100, Introduction to American Government
Ps 250, Research Methods
Ps 275, Public Policy Analysis
and nine additional credits in courses offered by the department.

Requirements for a minor/concentration in pre-Law:

Ps 100, Introduction to American Government
Ba 371, Legal Environment of Business or
Ba 472, Business Law
Ps 375, American Constitutional Development
Ps 376, Constitutional Law and Civil Liberties
Ps 377, Development of Political Thought or
Ph 485, Political Philosophy or Ph 486, Philosophy of Law
Py 450, Law and Psychology

Requirements for a minor in Economics and Politics:

Ps 100, Introduction to American Government
Ps 275, Public Policy Analysis
Ps 360, International Relations
Ec 209, Principles of Macroeconomics
Ec 210, Principles of Microeconomics
Ec 300, Contemporary Economic Thinking

Travel Opportunities:

The department conducts travel experiences that advance discovery learning. Within the past several years students have attended the American Political Science Association annual meeting; presented papers at regional

and national conferences; immersed themselves in presidential politics at the Iowa caucuses in 2000 and in 2004; taken part in familiarization trips to Washington, D.C. and regional academic centers. Departmental faculty coordinates and supervises these experiences.

Law School and Graduate Study:

The political science major is an excellent preparatory course for the student seeking admission to law school. The combination of constitutional and policy studies equips students with the requisite body of theory and practice associated with success in law school.

Political science majors who plan on graduate studies in this discipline should enrich themselves with upper-division coursework in economics, sociology, languages and the highest level of mathematics for which they are suited.

Career paths for the Political Science major:

Political science is an excellent portal to many careers. These include: public administration; law; policy advocacy for corporations and tax exempt organizations; management within industries that are highly globalized or regulated; administration in trade and professional associations and careers in teaching at all levels from elementary to secondary to collegiate.

Graduates in political science are well prepared for the study of law. Coursework in political thought, Constitutional development and public policy are among the representative courses that provide a superb bridge to law school. Students with this goal should complement their political science work with selective upper-division courses in accounting, business, finance, economics, sociology and other fields, depending on their skills.

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.

Ps 100

Introduction to American Government (3)

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.

Ps 198

Special Topics (1–4)

Courses under this title address topical or classical questions important for occasional scrutiny. Aimed at lower division students, most often these will be conducted as seminar style courses. Depending on the changing subject matter of the course, a student may enroll more than once.

Ps 201

Comparative World Government & Politics (3)

Examines the ways the politics and cultures of states affect the way they organize their governments. It will lay heavy emphasis on the comparisons and contrasts found in the governments of the Developed World and with its more democratic institutions (Europe mainly) and such other worlds as the Muslim nations and underdeveloped nations in the Third and Fourth Worlds which are governed in more authoritarian and totalitarian ways.

Ps 250**Research Methods (4)**

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.

Ps 275**Public Policy Analysis (3)**

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.

Ps 322**European Politics (3)**

Ps 322 provides a critical and analytical evaluation of the pluralist political systems within the European Union. The course examines the response of the electorate within those countries and the ability of those governments to provide coherent and effective policies. Special attention will be devoted to the interdependence of political and economic advances.

Ps 325**The American Presidency (3)**

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 twentieth century literature in this area. The course provides a challenging view of the nominating and election process as the means for selecting qualified persons to lead America. The President is assessed as manager through the appointment and effective engagement of staff and cabinet members.

Ps 350**The American Congress (3)**

Begins with an historic review of the Congress, its methods and its dynamics, arising from its Constitutionally-mandated duties. The Congress is examined as the most politically sensitive branch of government and the one presumed to be most responsive to public opinion. Special attention is devoted to the very active period since 1945 during which much legislation, oversight and reform occurred. The course also explores interrelationships among members of Congress and its own leaders, the President, interest groups, federal agencies, political parties and the judiciary.

Ps 360**International Relations (3)**

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.

Ps 375**American Constitutional Development (3)**

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 are explored as exemplary of the gradual rise in prominence of the Supreme Court and its present status as a co-equal branch of the American government.

Ps 376**Constitutional Law and Civil Liberties (3)**

Concentrates on the Supreme Court's interpretation of the Constitution in the twentieth century, with particular attention on recent judicial rulings on civil rights and liberties. Special scrutiny is given to the period since 1954. The course evaluates the judicial process and the role of laws in American society through study of the major issues of Constitutional law during this modern period.

Ps 377**Development of Political Thought (3)**

Traces the growth of fundamental concepts that underlie all forms of government, such as justice, authority, freedom and liberty. The course includes a survey of ancient and contemporary authors whose work grows out of both the religious and the secular traditions. Modern forms of government will be analyzed as products of political philosophy and ideology.

Ps 390**Applied Politics (3)**

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 permission of the department chair.

Ps 398**Special Topics (1–4)**

Topics not included in the regular course offerings, suited for upper-division students. Usually conducted in a seminar/discussion format. May be taken more than once if subject matter varies sufficiently.

Ps 421**Comparative Political Systems (3)**

This course surveys the modern forms of government in selected countries. Comparisons will be developed between democratic and authoritarian systems of government. By analyzing the formal constitutions and the actual functioning of these countries, the course will link the historical and social backgrounds with the present economic and political status of each nation's citizenry.

Ps 432**International Law (3)**

This course presents the role that contemporary international law plays in the creation and maintenance of world order. These topics are central to this course: primary courses of international law, procedural and substantive issues in public and civil international law, jurisdictional principles and international dispute settlement.

Ps 441**Interest Group Politics (3)**

Explores the structure and roles that interest groups serve in the American political system. Varied groups are scrutinized, including their origins, funding systems and methods for developing and advocating a public policy agenda. Special emphasis is placed on the often competitive and occasionally collaborative relationships these groups sustain with the Congress, judiciary, President, administrative agencies and state governments.

Ps 455**Political Parties and Elections (3)**

Presents the outstanding features of the American party system with particular attention directed toward the organization and functions of American political parties. Consideration is given to the formation of public opinion and

of selected problems in the composition of the American electorate as well as the federal and state laws that govern elections and campaigns.

Ps 460

Public Administration (3)

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.

Ps 470

Public Implementation in State and Local Governments (3)

Ps 470 offers an effective understanding of the role of these principal American governmental institutions. The focus of this course will be an examination of the effectiveness of these units in providing their traditional services, such as education, police protection and other human services. Special consideration will be given to inter-governmental relationships, especially when states are required or expected to manage programs that had been shifted from federal jurisdiction.

Ps 479

Internship (1-6)

Internship is the name given to a supervised, practical academic experience as well as appropriate service or experiential learning opportunities. The course is an elective open to majors, with the consent of the department chair.

Ps 488

Senior Comprehensive Examination (cr)

Serves as a requirement for graduating political science majors. This is a standardized battery of tests drawn from the recognized content areas within the discipline of political science.

Ps 495

Capstone Senior Seminar (3)

Required of all political science majors and restricted to those with senior standing. The course operates as a comprehensive review of all coursework and it features a major research project.

Ps 499

Directed and Honors Research (1-3)

Provides honors or research-oriented students to pursue specialized topics with supervision and collaboration of a member of the department faculty. Topics may be multidisciplinary or of unusual complexity and will require a major work product. This course is open to majors, with consent of the department chair.



Suggested sequence of courses for a bachelor's degree in Political Science

Freshman Year

Gs 150, BC Experience (core)	cr	Ec 209, Macroeconomics (major and skills & perspectives – quantitative analysis)	3
Ps 100, Introduction to American Government (major and foundation: person & community)	3	Foundation course (historical), e.g., Hi 105, Hi 106, Hi 212, or Hi 213	3
Th 101, Introduction to Theology (core)	3	Foundation course (aesthetic experience), e.g., En 102, Ta 102, Fa 149, Fa 150, Fa 201	3
En 101, English Composition (core)	3	Skills & perspectives course (oral communication), e.g., Ta 125, Se 222 or Ba 223	2–3
So 101, General Sociology or Py 100, General Psychology (foundation: person & community)	3	Foreign Language (core)	4
Foreign Language (core)	4		
	<hr/>		<hr/>
	16		15–16

Sophomore Year

Ps 201, Comparative World Government & Politics (major)	3	Ps 250, Research Methods (major and skills & perspectives: written)	4
Pe 115, Wellness for Life (core)	1	Ps 275, Public Policy Analysis (major and skills & perspectives: written)	3
Foundation course (faith)	3	Pe Activity course (core)	1
Ph 175, Logic and Nature (core)	3	Foundation course (aesthetic)	3
Ac 209, Principles of Financial Accounting or first course in finance, pending requisites	3	Foundation course (faith)	3
		Foundation (understanding the natural world), e.g., So 290, As 130 or Ch 101	3–4
	<hr/>		<hr/>
	16		17–18

Junior Year

Ps 325, American Presidency (major & foundation: historical perspective) or Ps 350, American Congress (major)	3	Ps 377, Development of Political Thought (major & foundation: philosophical inquiry)	3
Ps 375, American Constitutional Development (major & foundation: historical perspective) or Ps 376, Constitutional Law & Civil Liberties (major)	3	Political Science Elective	3
Ps 360, International Relations	3	Political Science Internship/Service Learning Experience (elective)	1–4
Foundation course (philosophical inquiry)	3	Foundation (understanding the natural world), e.g., So 290, As 130 or Ch 101	3–4
Non-departmental elective (upper-division)	5	Non-departmental elective (upper-division)	3
	<hr/>		<hr/>
	17		13–17

Senior Year

Ps 488, Senior Comp Exam (major)	cr	Ps 460, Public Administration	3
Ps 495, Capstone Senior Seminar	3	Political Science elective	3
Political Science elective	3	Non-departmental elective (upper-division)	9
Non-departmental elective (upper-division)	9		
	<hr/>		<hr/>
	15		15

Pre-Law [Division of Social and Behavioral Sciences]

The goals of the pre-law program are to allow the student to become conversant with 1) the nature and function of law and legal institutions, 2) the relation of law to the broader social order, and 3) the higher law background of American legal thought.

Additionally, the pre-law program seeks to cultivate the student's reasoning, writing, and speaking skills, and to give students the opportunity to pursue practical legal experience through legal internships.

Law schools usually require a college degree for admission. Recommended majors are political science, business administration, economics, history, philosophy, and sociology. However, no specific major is required for admittance to law school. A student interested in law and legal internships should contact the pre-law advisor and include in their

preparation for law school as many of the following courses offered at Benedictine College as possible.

Courses in Preparation for Law School:

Ps 100, Introduction to American Government
Ph 175, Logic and Nature
En 326, Advanced English Composition
Se 222, Speech Communication
Ph 325, Ethics
Ma 211, Applied Statistics
Ac 209, Principles of Accounting I
Ec 209, Principles of Macroeconomics
Ba 472, Business Law
Ps 375, American Constitutional Development
Ps 376, Constitutional Law and Civil Liberties

See the Department of Political Science for further information regarding requirements for law school admittance.

Psychology [Division of Social and Behavioral Sciences]

The goal of the psychology curriculum is to provide students with the foundation that will allow them to become scientists and practitioners of psychology. Scientific habits are acquired through experimental courses and practica. Professional skills are developed through theoretical and applied courses and internships. These aspects of the curriculum strive to foster a critical understanding of the principles governing human and animal behavior, a practical application of knowledge for addressing individual/social problems, an enlightened professional responsibility for the welfare of others, and respect for human diversity. Successful completion of the scientist/practitioner curriculum allows students to either pursue advanced study in psychology or assume employment in professional settings.

Requirements for a major in Psychology:

Core Courses (13 hours)

Py 100, General Psychology (3)
Ma 211, Applied Statistics (4)
Py 290, Research Methods (3)
Py 491, History & Systems of Psychology (3)

Experimental Psychology: Choose two from this group (6 hours)

Py 350, Research Seminar (3)
Py 371, Learning & Memory (3)
Py 376, Physiological Psychology (3)

Theoretical Psychology: Choose three from this group (9 hours)

Py 363, Developmental Psychology I or
Py 364, Developmental Psychology II (3)
Py 373, Theories of Personality (3)
Py 390, Abnormal Psychology (3)
Py 482, Social Psychology (3)

Applied Psychology: Choose two from this group (6 hours)

Py 285, Health Psychology (3)

Py 315, Tests and Measurement (3)

Py 401, Intro. to Counseling Psychology (3)

Py 450, Psychology & Law (3)

Ed 220, Psychoeducational Development or

Ed 222, Psych. of Indiv with Excep (3)

The minimum requirements for a minor in Psychology (19):

Ma 211, Applied Statistics (4)

Py 100, General Psychology

plus four additional courses in Psychology

The requirements for a major in Psychology with teacher certification:

Students seeking certification to teach Psychology at the junior or senior high level must complete the following courses in addition to the professional education requirements:

Ss 457, Methods and Materials of Teaching
Social Science

plus Py 100, Ma 211, Py 290, Py 363, Py 371, Py 373, Py 390, and Py 488.

Psychology courses that fulfill the General Education requirements:

The following core courses for the psychology major meet the specified general education requirements:

Py 100, General Psychology:

Person and Community in the Modern
World

Ma 211, Applied Statistics:

Quantitative Analysis

Py 290, Research Methods:

Written Communication

Oral Communication

Scientific Method

Py 491, History & Systems:

Western Perspective

The following psychology electives meet the specified general education requirements:

Ed 220, Psychoeducational Development:

Visual Communication

Py 371, Learning & Memory:

Scientific Method

Py 373, Theories of Personality:

Written Communication

Py 376, Physiological Psychology:

Understanding the Natural World

Py 100

General Psychology (3)

An introduction to the scientific study of behavior and mind. The course introduces students to fundamental principles in physiology, perception, cognition, learning, memory, motivation, personality, abnormality, and social psychology. The surveyed principles prepare students to think and reflect critically about people.

Py 198

Special Topics (1–4)

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

Py 200

Skills for Interpersonal Relations (3)

This course, which includes both interactive and experiential components, focuses on the development of interpersonal communication skills. The emphasis is on the development and application of these skills in personal, social, and professional areas. A special emphasis is placed on the application of interpersonal skills for preparation in the various helping professions.

Py 285

Health Psychology (3)

This course focuses on how individuals think, feel, and behave when faced with illness in themselves or others. In addition to exploring how an individual's psychology influences his or her responses to illness, the course reviews proactive approaches of health psychology in the prevention of physical problems and illnesses, as well as treatment interventions. Topics include dealing with stress and pain, living with chronic illness, and the role of the psychologist in the health care system. *Prerequisite: Py 100 or So 101.*

Py 290

Research Methods (3)

This course offers a survey of psychological research methods and fosters the development of research skills. Special attention is devoted to understanding and doing observational, correlational, and experimental research. These activities are integrated with statistical skills for analyzing data and writing skills for reporting research results based on the “Publication Manual of the American Psychological Association.” Throughout the course, students are actively involved in designing and conducting research. *Prerequisites: Py 100 and Ma 211.*

Py 298

Special Topics (1–4)

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

Py 315

Tests and Measurement (3)

Tests and Measurement provides an introduction to the methods and materials of psychological assessment. The course will cover a broad range of assessments, including measures of personality, intelligence, achievement, psychopathology, and other variables. Students will have academic and applied experiences in the class, completing various assessments and learning the fundamentals of assessment interpretation. Emphasis will be placed on understanding the origins and history of psychological testing and measurement, empirical and statistical processes in assessment design, and current issues in assessment including multiculturalism, projective testing, and Internet applications of psychological testing. *Prerequisites: Py 100, Ma 211.*

Py 303, 304

Research Practicum (2)

The practicum is an opportunity to work with faculty in all aspects of experimental research. Students pursue an active literature search and discussion, design research projects, test human research participants, analyze data, present research findings at a convention, and prepare the results for publication. *Prerequisites: Ma 211, Py 290, and permission of instructor. Note: May be repeated for a maximum of four credit hours.*

Py 350

Research Seminar (3)

This course is a continuation of Py 290, Research Methods. The seminar offers students the opportunity to implement the research proposals that they completed in Research Methods. Students present their proposals, solicit peer reviews, and revise their proposals. Revisions entail literature reviews, literature discussions with peers, and peer reviews of revised proposals. Upon approval, students develop the materials for testing the hypothesis, collect and analyze the data, and submit a final APA style research report. Students may elect to prepare their reports for presentation or publication. *Prerequisites: Ma 211, Py 290, and permission of instructor.*

Py 363

Developmental Psychology I:

Prenatal Through Childhood (3)

A survey of the principles of human development from conception to pubescence. Development is viewed holistically by integrating physiological, psychological, and social developmental processes. The integrative approach is applied to the “real world.” Students are required to do a community service project involving children. Topics include the effects of drugs/toxins and their effects on the developing child, parenting concepts and

skills, separation and individuation, language development, and multicultural perspective on schooling. *Prerequisite: Py 100 or permission of instructor.*

Py 364

Developmental Psychology II: Adolescence Through Old Age (3)

A survey of the principles of human development from pubescence to senescence. Development is viewed holistically by integrating physiological, psychological, and social developmental processes. Topics covered include gender identity development, family and interpersonal relationships, the biological aspects of aging, and death and dying in contemporary society. *Prerequisite: Py 100. Note: Py 363 is recommended but not requisite.*

Py 371

Learning and Memory (3)

A survey of classical, instrumental, and cognitive learning principles and research. The course offers an analysis of the role of contiguity, practice, reinforcement, expectancy, context, and motivation in behavioral and cognitive models of learning. Human learning and memory is approached from an information processing perspective. *Prerequisites: Ma 211 and Py 290.*

Py 373

Theories of Personality (3)

This course provides an in-depth coverage of the most prominent classic and modern psychological theories of personality. This entails an examination of the historical context in which the theory was developed, the components of the theory and the assessment techniques specific to each theoretical approach. *Prerequisite: Py 100.*

Py 376

Physiological Psychology (3)

A study of anatomical and physiological correlates of perception and behavior. The course reviews neural pathways and physiology of

the sensory and motor systems. Emphasis is devoted to psychopharmacology, neuropathology, neuropsychology, motivated behavior, and integrative systems (learning and memory). *Prerequisites: Ma 211, Py 290; Bi 107 is recommended.*

Py 390

Abnormal Psychology (3)

A comprehensive review of abnormal behavior explored from a psychological perspective, this course explores the theoretical, conceptual, and empirical developments in the field. Major clinical syndromes, assessment issues, causal factors, and treatment approaches are discussed. Special emphasis is placed on social and cultural issues relevant to mental illness. *Prerequisites: Py 100; Py 373 is recommended.*

Py 398

Special Topics (1–4)

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

Py 401

Introduction to Counseling Psychology (3)

This course introduces students to the helping professions. Students will acquire and practice basic counseling skills, explore contemporary issues in the helping field, learn about assessment methods and their roles in the diagnostic and helping processes, review the APA Ethical Code and discuss the ethical issues specific to the counseling process. Although the course is designed specifically for psychology, education, sociology, and youth ministry majors, it is open to any student with interest in developing helping skills. *Prerequisites: Py 100 and junior standing, or permission of instructor. Py 373, and Py 390 are recommended.*

Py 403, 404

Research Practicum (2)

The practicum is an opportunity to work with faculty in all aspects of experimental psychology research. Students pursue an active literature search and discussion, design research projects, test subjects, analyze data, present research findings at a convention, and prepare the results for publication. *Prerequisites: Ma 211, Py 290, and permission of the instructor. Note: May be repeated for a maximum of four credit hours.*

Py 450

Psychology and the Law (3)

The course 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 attorneys and police officers; the rights of victims and the rights of the accused; the psychological factors associated with eyewitness and jury experiences; issues of competency and insanity; and the role of children in the legal system. *Prerequisite: Junior standing.*

Py 479

Internship Experience in Psychology (1-4)

An in-depth opportunity to observe and participate in an area of applied psychology as a paraprofessional. *Prerequisites: Junior standing and a 2.0 G.P.A.*

Py 482

Social Psychology (3)

An examination of social-psychological phenomena including the social self, perceptions

of others, stereotyping and prejudice, conformity and obedience, group processes, interpersonal attraction, prosocial and antisocial behavior, and persuasion. Emphasis is placed on empirical research findings and the application of social-psychological principles to students' lives, as well as to farther-reaching events. *Prerequisite: Py 100 or So 101 and junior standing.*

Py 488

Senior comprehensive Exam (cr)

Py 491

History and Systems of Psychology (3)

Summary of schools of thought leading up to the beginnings of scientific psychology and a detailed study from Wundt to present. Lecture materials are reinforced through additional readings of primary sources and a focused class project exploring some aspect of psychology's history. *Prerequisites: Senior standing or permission of instructor.*

Py 498

Directed Readings (2-3)

Readings and discussion of classic or contemporary studies on designated topics. *Prerequisite: Permission of instructor.*

Py 499

Independent Research (2-3)

Individual supervision in planning, conducting, and communicating psychological research. *Prerequisites: Ma 211 and Py 290.*

Suggested sequence of courses for a bachelor's degree in Psychology

Freshman Year

Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
Py 100, General Psychology	3	Pe 115, Wellness for Life	1
Th 101, Introduction to Theology	3	Foreign Language II	4
En 101, English Composition	3	Aesthetic Foundation	3
Foreign Language I	4	Electives	6
Historical Foundation	3		
	<hr/>		<hr/>
	16		17

Sophomore Year

Ma 211, Applied Statistics	4	Py 290, Research Methods	3
Theoretical Psychology course	3	Theoretical Psychology course	3
Pe Activity course	1	Biology elective	4
Historical Foundation	3	Philosophical Inquiry Foundation	3
Elective	4	Aesthetic Foundation	3
	<hr/>		<hr/>
	15		16

Junior Year

Experimental Psychology course	3	Experimental Psychology course	3
Theoretical Psychology course	3	Applied Psychology course	3
Faith Foundation	3	Faith Foundation	3
Philosophical Inquiry Foundation	3	Natural World Foundation	4
Electives	4	Elective	3
	<hr/>		<hr/>
	16		16

Senior Year

Applied Psychology course	3	Py 491, History & Systems	3
Py 488, Senior Comprehensive	cr	Elective courses	13
Psychology Internship	2		
Elective courses	11		
	<hr/>		<hr/>
	16		16

Social Science [Division of Social and Behavioral Sciences]

The social science major is designed specifically for those students preparing to pursue a career in secondary school teaching. Drawing from all the social sciences, it aims at providing the student with a broad-based program meeting the requirements for certification to teach all or most of the usual social sciences offered in secondary schools. Since the requirements of such a program are fairly precisely laid down by certifying bodies there may be less overall choice within the major as outlined; however, it is to be expected that students choosing a teaching career in social studies would find their interests lie along the lines of the requirements. For more information regarding this program please contact the chair of any of the departments included in this major.

Major in Social Science:

The Social Science major will consist of a minimum of fifty-four hours from history and the social sciences. Twelve of these hours also satisfy the general education requirements of the college.

The distribution of these courses is as follows:

World History (12 hours):

Hi 105, World Civilization to 1648
Hi 106, World Civilization Since 1648
and choose one from the following:
Hi 366, History of Byzantine or
Hi ____, other Non-Western history course
plus choose one from the following:
Hi 321, History of Latin America
Hi 353, Greek and Roman History
Hi 363, Medieval History
Hi 372, The Renaissance
Hi 373, Reformation Era
Hi 383, Early Modern Europe, 1648–1848
Hi 394, Europe Since 1945
Hi 395, Europe, 1848–1914
Hi 396, Europe, 1914–1945
Hi 398, Special Topics

American History (12 hours):

Hi 212, United States History to 1865
Hi 213, United States History Since 1865
and two additional courses chosen from:
Hi 417, United States Diplomatic History
Hi 422, The United States Since 1945
Hi ____, Upper-division history course

Political Science (9 hours):

Ps 100, Introduction to American Government
Ps 275, Public Policy Analysis
and choose one course from the following:
Ps 375, American Constitutional Development
Ps 376, Constitutional Law and Civil Liberties

Sociology (9 hours):

So 101, General Sociology
So 280, Cultural Anthropology
So 354, Sociology of Race and Ethnicity

Economics (6 hours):

Ec 209, Principles of Macroeconomics
Ec 210, Principles of Microeconomics

Geography (3 hours):

Ge 101, World Geography

Ss 457

Methods for Teaching Social Science in Secondary Schools (2)

The course will acquaint the student with the specific literature and methods of the social sciences. Methods used in the teaching of the various social sciences—questioning techniques, problem solving, use of case studies and opinionnaires, inquiry skills, oral history projects, simulation games, evaluation procedures, etc.—will form an integral part of the course.

Suggested sequence of courses for a bachelor's degree in Social Science with Education

Freshman Year

En 101, English Composition	3	En 102, Introduction to Literature	3
Th 101, Introduction to Theology	3	Fine Arts	3
Foreign Language	4	Foreign Language	4
Mathematics	4	Pe Activity course	1
Gs 150, BC Experience	cr	Natural World Foundation	4
Pe 115, Wellness for Life	1	Ps 100, Introduction to Am Gov't	3
So 101, General Sociology	3		
	<hr/>		<hr/>
	18		18

Sophomore Year

Hi 212, U.S. History to 1865	3	Hi 213, U.S. History Since 1865	3
Ed 200 & 201, Intro to Educ & Research	3	Ed 222, Psychology of Indiv with Excep	3
Ed 220, Psychoeducational Development	3	So 354, Sociology of Race & Ethn.	3
Ph 175, Logic and Nature	3	Ps 275, Public Policy Analysis	3
Hi 105, World Civilization to 1648	3	Philosophical Inquiry Foundation	3
Ge 101, World Geography	3	Hi 106, World Civ. Since 1648	3
Se 222, Speech Communication	2		
	<hr/>		<hr/>
	20		18

Junior Year

Political Science Elective	3	Hi 303, Modern Asian Survey	3
Faith Foundation	3	Natural World Foundation	4
Ed 457&258, Gen Sec Meth & Prac.	3	Ss 457, Methods/Teaching Ss	2
Ed 332, Teaching Reading/Content Areas	2	Faith Foundation	3
Py 101, General Psychology	3	Ec 209, Principles of Macroeconomics	3
Aesthetic Foundation	3	Ed 451, Philosophy of Education	3
History Elective - US	3		
	<hr/>		<hr/>
	20		18

Senior Year

History Elective-World	3	Professional Education Block	
History Elective-U.S.	3	Ed 460, Personal & Soc Wellbeing	3
Ed 312&313, School as Comm	4	Ed 462, Classroom Management	2
Ec 210, Principles of Microeconomics	3	Ed 470 Student Teaching Seminar	1
So 280, Cultural Anthropology	3	Ed 496, Supervised Student Teaching	10
Ss 488, Senior Comprehensive	cr		
Ed 488, Senior Comp/PLT	cr		
	<hr/>		<hr/>
	16		16

Sociology [Division of Social and Behavioral Sciences]

The objectives of the department are as follows: 1) to help students acquire an in-depth comprehension of the social order through study of major concepts and theories found within the discipline; 2) to develop knowledge of scientific sociology through practical experience in theory construction, methodology and field study; 3) to prepare students for graduate and professional schools with a view toward research, teaching, and public service; and 4) to prepare students for careers in applied social science, social administration, and public social services.

Requirement for a major in Sociology— Core Requirements for all majors:

So 101, General Sociology
So 358, Sociological Theory
So 475, Sociological Research Process I
So 476, Sociological Research Process II
A course in Statistics (with advisor approval)
Gs 190, Information Literacy
plus the requirements of *one* concentration within the major.

General Sociology

Any *nine* courses from this list—courses are to be chosen in consultation with the advisor and/or department chair:

So 201, Social Problems
So 280, Cultural Anthropology
So 290, World Regional Geography
Cr 302, Juvenile Delinquency or
Cr 326, Criminology
So 341, Aging in Contemporary Society
So 351, World Population and Environment
So 353, Marriage and the Family
So 354, Sociology of Race and Ethnicity
So 374, Complex Organizations
So 382, The Sociology of Health Care
So 450, Global Cultures and Societies
So 451, Religion in Culture and Society
So 453, Social Stratification
So 482, Social Psychology
So 483, Urban Sociology

Note: An internship is *not* required but is strongly recommended.

Human Services

The student will take any *six* of the following:

So 201, Social Problems
Cr 302, Juvenile Delinquency
So 341, Aging in Contemporary Society
So 353, Marriage and the Family
So 354, Sociology of Race and Ethnic Relations
So 382, The Sociology of Health Care
So 424, Applied Sociology
So 453, Social Stratification
So 482, Social Psychology
So 483, Urban Sociology

plus

So 379/479 Internship in Sociology

Related electives (choose any *three* of the following):

Py 100, General Psychology
Py 285, Health Psychology
Py 363, Developmental Psychology I or
Py 364, Developmental Psychology II
Py 373, Theories of Personality
Py 390, Abnormal Psychology
Py 401, Introduction to Counseling Psychology
Ps 275, Public Policy Analysis
Ps 460, Public Administration
Ps 470, Public Implementation in State and Local Governments
Ec 309, Microeconomic Activity
Ec 312, Public Finance
Ec 320, Managerial Economics
Ba 450, Human Resource Management
Ed 222, Psychology of Individuals with Exceptionalities
Pe 205, Introduction to Recreation and Leisure or Pe 209, Personal and Community Health

Beginning with upper-division courses in the major, it is assumed that students will maintain a 'C' average or higher in order to remain in the program.

Requirements for a minor in Sociology:

So 101, General Sociology
and five other courses offered in the department not included in the major.

Relevant Careers (with Sociology background):

Administrator (corrections, hospital, mental health, prison, social agencies, voluntary services), social systems analyst, business and industry (advertising, analyst, employee relations, marketing, personnel, research), community based corrections staff, community planning, counseling (alcoholic, corrections, delinquency, drug, employment, guidance, mental health, rehabilitation), environmental research and planning, government (analyst, coordinator, personnel, research), juvenile court staff, law enforcement and correction staff, market research, minority and race relations staff, planning agencies, police work, probation and parole officer, public housing staff, public opinion research, public relations, regional planning and development, research advertising, census, marketing, public opinion, teaching, aging (geriatric aides, area agencies on aging, planning and research, services to aging), urban affairs, policy analysis, human resources development, health services administration, program analyst, staff aide, management of public systems, policy planning and coordination.

Requirements for a Major in Criminology

Core Requirements

Cr 225, Introduction to Crime and Justice
Cr 302, Juvenile Delinquency
Cr 326, Criminology
Cr 463, Policing and Social Control
Cr 465, Corrections and Social Control
So 101, General Sociology
So 475, Social Research I
So 476, Social Research II
A course in Statistics (with advisor approval)
Py 100 is recommended, and is required for some allied electives in psychology. (See Allied Electives.)

Criminology/Sociology Electives (please choose any four (4) with the advisor's approval)

Cr 350, Crime Analysis
Cr 398, Special Topics in Criminology e.g., Law and Society, Criminal Courts, Social Deviance, etc.
Cr 479, Internship in Criminology*
So 201, Social Problems
So 351, World Population and Environment
So 353, Marriage and the Family
So 354, Sociology of Race and Ethnic Relations
So 374, Complex Organizations
So 453, Social Stratification
So 483, Urban Sociology
Other relevant criminology and/or sociology courses with advisor approval.

*Note: An internship is *not* required but is strongly recommended.

Allied Electives (please choose any three (3) with advisor's approval)

Ba 350, Organizational Behavior
Ps 375, American Constitutional Development
Ps 376, Constitutional Law and Civil Liberties
Ps 460, Public Administration
Ps 470, State and Local Government
Py 363, Developmental Psychology I
Py 364, Developmental Psychology II
Py 373, Theories of Personality
Py 390, Abnormal Psychology
Py 450, Psychology and the Law
Py or Ps 398, Special Topics in psychology or political science, with advisor approval
Py/So 482, Social Psychology
Other relevant criminology-related courses with advisor approval.

Requirements for a Minor in Criminology

So 101, General Sociology
Cr 326, Criminology
and four other criminology (Cr prefix) courses

Entrance into upper-division courses (300 or above) require Junior status or permission of instructor.

So 101

General Sociology (3)

This course is designed as an introduction to sociology. It covers historical and theoretical concepts of sociology used in analyzing social order. Concepts will be applied to areas such as religion, education, urban life, family, politics, and the environment. (So 101 is suggested before taking all other sociology classes.)

So 198

Special Topics (1–4)

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

So 201

Social Problems (3)

An examination of selected social problems, which effect each of us as individuals, Americans, and world citizens. Topics such as poverty, hunger, inequalities, economics, social development, and health and illness may be covered. These problems will be critically analyzed for causes and possible solutions.

Cr 225

Introduction to Crime and Justice (3)

A survey of crime and criminal justice in the U.S., and in selected international settings. Topics include patterns of crime, selected types 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, with special attention paid to major court rulings that have shaped American criminal justice.

So 280

Cultural Anthropology (3)

A survey course that studies the variations and universals of culture as they are found in both traditional, modern, and changing societies of the world. Course examines the concepts, theories, and methods of anthropology.

So 290

World Regional Geography (3)

An introduction to geography, the discipline that links human society and natural environment, through focusing on the major geographic realms with their human and physical features and their locations; how realms are interrelated, their special problems, potentials, and prospects.

Cr 302

Juvenile Delinquency (3)

A survey of juvenile delinquency and juvenile justice in the U.S. and abroad. Coverage 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. A detailed overview of the juvenile justice system is included, with special attention paid to major court rulings that have shaped contemporary juvenile justice. *Prerequisite: Junior/senior standing, or permission of instructor.*

Cr 326

Criminology (3)

An interdisciplinary survey of classical and contemporary theoretical explanations of crime and criminal behavior. Intended to help students develop a practical understanding of the core theories that underpin contemporary criminology. Major theories drawn from biology, psychology, geography, and sociology are discussed and evaluated. The empirical records and policy implications of each theory are analyzed. *Prerequisite: Junior/senior standing, or permission of instructor.*

So 341

Aging in Contemporary Society (3)

The emphasis of this course is on the psychological and sociological aspects of aging. The overall question addressed is “How does the social structure of society affect the elderly?” To answer the question, aging is viewed from three vantage points: 1) from the point of the older person; 2) from the view of society; and 3) from the service needs of the community and the elderly.

Cr 350

Crime Analysis (4)

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. A laboratory focusing on the spatial and temporal analysis of crime data is included, with an emphasis on crime mapping. *Prerequisites: Cr 225 and permission of instructor.*

So 351

World Population and Environment (3)

The study of the role of fertility, mortality, migration, and population characteristics which determine world population growth with special emphasis on the United States. These population dynamics are then discussed in their relation to society, culture, and the physical environment in terms of economic/social development, food and hunger, the growth/decline of cities and regions, the status of women, and the impact upon energy, resources, land use and pollution.

So 353

Marriage and the Family (3)

The various aspects of marriage are investigated, including interpersonal, social, and cultural dynamics. The structure and function of the family group, value systems of the family, causes of marital instability, and parent education will be addressed.

So 354

Sociology of Race and Ethnic Relations (3)

Major focus is on the analysis of racial and ethnic groups in the U.S. using historical, sociological, and anthropological approaches. Study includes causes and impacts of inter-ethnic contacts on persons, social organizations, institutions, and cultures. Study includes a world perspective.

So 358

Sociological Theory (3)

Study of classical and modern sociological writings with emphasis on major theorists (Marx, Weber, Durkheim, etc.). The course deals with the major perspectives and thinkers in current usage including: Functionalism, Dramaturgy, Exchange Theory, Symbolic Interactionism, Conflict, Ethnomethodology, and Phenomenology.

So 374

Complex Organizations (3)

The study of organizations and their relationships to society. Topics will include: organization goals, environments, technologies, people, work design, decision making, control, structure, climate, and effectiveness.

So 379/479

Internship in Sociology (1–4)

Practical experience and instruction as to the psycho-social processes and behavioral patterns within various field agencies relevant to students' interests in corrections, gerontology, research and planning and other settings. *Prerequisite: Junior standing. Up to four credit hours will be applied toward graduation. One academic credit will encompass 50 hours of work in the field. While internships are strongly recommended, students should consult with the department chair to determine appropriateness.*

Cr 379/479**Internship in Criminology (1–4)**

Practical experience and instruction within various field agencies relevant to students' interests in criminology. *Prerequisite: Junior standing. Up to four credit hours will be applied toward graduation. One academic credit will encompass 50 hours of work in the field. While internships are strongly recommended, students should consult with the department chair to determine appropriateness.*

So 381**Physical Anthropology and Archeology (3)**

Major focus of study is paleo-anthropology, examining fossil and cultural evidence for human evolution, as well as human evolutionary theories, and an overview of world prehistory. Includes a brief introduction to methods and theories of archeology.

So 382**The Sociology of Health Care (3)**

An examination of the broad functions of theoretical and practical knowledge applicable to the system of health care (practitioners, patients, hospitals, HMO's, etc.). An in-depth study of ideological and value systems with respect to definition of well-being, healing, pain and medicine. Comparison of global practices and health concerns will be incorporated.

So 398**Special Topics in Sociology (1–4)**

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

Cr 398**Special Topics in Criminology (1–4)**

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

So 424**Applied Sociology (3)**

This course begins where a Social Problems class leaves off, i.e., can the use of sociological knowledge and research techniques bring about change in society? Applications to careers in relevant areas (Clinical Sociology, Criminal Justice, Business, Education, Social Welfare, Government, Public Administration, Medicine and Health, Mediation and Conflict Resolution, and Aging) are explored in terms of job descriptions, preparation, and the job-seeking process (interests, resumé's, interviews, etc.).

So 450**Global Cultures and Societies (3)**

Study of various models of socio-cultural change and modernization particularly as they affect countries and people of the developing world in relation to the developed. This course will look at the emerging global society and culture.

So 451**Religion in Culture and Society (3)**

An investigation of religious phenomena from cultural and sociological perspectives. Examines the nature and functions of belief systems cross-culturally, and the interrelatedness of religion with various other sectors of culture and society.

So 453**Social Stratification (3)**

The study of stratification systems as they have developed in complex societies with emphasis on American society. It includes a study of the consequences of structural inequality for the individual and society and the changes that occur in the system of inequality with an emphasis on power, property, and prestige.

Cr 463**Policing and Social Control (3)**

A survey of policing in the U.S. and in selected international policing systems. Emphasis is on the social control function of the police mission in the U.S. (and the implications of changes in that mission for a free society). Topics include the history of policing, community policing, police management, field operations, police behavior and misconduct, the use of force and coercion, privatization, and legal aspects (including major court rulings on individual rights, search and seizure, asset confiscation, informants, and interrogation). Examples pertaining to the “war on drugs” and “war on terror” are included throughout the course. *Prerequisites: Cr 225 and junior/senior standing, or permission of instructor.*

Cr 465**Corrections and Social Control (3)**

A survey of corrections in the U.S. and in selected international penal systems. Emphasis is on the social control function of contemporary public corrections and public-private partnerships, and the consequences of mass imprisonment and carceral control on society. In addition, the proliferation and implications of surveillance technology for penal populations and the general public is included. Topics include the history of corrections, corrections law, jails, probation, intermediate and community corrections, prisons and prison life, prisoner rights, and the death penalty. *Prerequisites: Cr 225 and junior/senior standing, or permission of instructor.*

So 475**Sociological Research Process I (4)**

The research process, as used in making discoveries about the social world, is studied from a theoretical perspective. Phases such as problem delimitation, literature searching by library and computers, research design, sampling, measurement, computer analysis of data using SPSS, statistics, and data summarization are the major areas of the course.

The course’s work culminates in a research proposal for execution in So 476. *Suggested prerequisite: A course in statistics.*

So 476**Sociological Research Process II (4)**

This course is a continuation of So 475. The research proposal is executed by making decisions concerning time-lines and budgets for the research problem-solving. Usually done as a group process, the relevant phases of research from So 475 are actually executed. The results of the research are written up in a group report given in public at a meeting, convention, or during Discovery Week.

So 482**Social Psychology (3)**

An inter-disciplinary approach to social-psychological phenomena including the social self, self-other perception, interpersonal communication, love and liking, gender dynamics, attitudes and attitude change (involving persuasion, influence and prejudice), helping and altruistic behavior, aggression, and leadership. Both psychological and sociological approaches are used. *Dual-listed with Py 482.*

So 483**Urban Sociology (3)**

The study of urban and rural communities (central cities, suburbs, edge cities, exurbs and rural areas). These communities are studied as they relate to each other in the emerging process of global restructuring. Areas of challenge such as employment, income, poverty, governance, housing, education, agriculture, and planning are addressed.

So 486**Directed Readings in Sociology (1–3)****Cr 486****Directed Readings in Criminology (1–3)****So 499****Independent Study (1–3)****Cr 499****Independent Study (1–3)**

Suggested sequence of courses for a bachelor's degree in Sociology

This eight-semester plan includes only the broad outlines within which programming can be arranged and adapted to the student's individualized needs and plans. It is expected that a major program will be planned by the student with his or her advisor and/or the department chair and that of the electives, several will be in the field of sociology.

Freshman Year

En 101, English Composition	3	Faith Foundation	3
Foreign Language	4	Foreign Language	4
Th 101, Introduction to Theology	3	Aesthetic Foundation	3
Person and Community Foundation (So 101)	3	Gs 190, Information Literacy	2
Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
Pe 115, Wellness for Life	2	Pe Activity	1
	<hr/>		<hr/>
	15		16

Sophomore Year

Philosophical Inquiry	3	Historical Perspective	3
Historical Perspective	3	So 290 (or Understanding Natural World)	3-4
Aesthetic Experience	3	Philosophical Inquiry	3
Understanding Natural World	4	A course in Statistics	3
Faith Foundation	3	General elective	3
	<hr/>		<hr/>
	16		15-16

Junior Year

Western Perspective (or So 358)	3	Global Perspective (one of the following: So 280, 290, 351, 450)	3
Sociology	3	Sociology	3
Sociology	3	Sociology	3
Sociology	3	General elective	3
General elective	3	General elective	3
	<hr/>		<hr/>
	15		15

Senior Year

Scientific Method (So 475, Social Res I)	4	So 476, Social Research II	4
Sociology	3	Sociology	3
Sociology	3	Sociology	3
Sociology	3	General elective	3
General elective	3	General elective	3
	<hr/>		<hr/>
	16		16

Suggested sequence of courses for a bachelor's degree in Criminology

Freshman Year

En 101, English Composition	3	Person & Comm Foundation (So 101)	3
Foreign Language (Recommended: Spanish)	4	Faith Foundation	3
Th 101, Introduction to Theology	3	Foreign Language	4
Cr 225, Intro. to Crime and Justice	3	Aesthetic Foundation	3
Gs 150, BC Experience	cr	Py 100, General Psychology	3
Pe 115, Wellness for Life	2	Pe Activity course	1
	<hr/>		<hr/>
	15		17

Sophomore Year

Ph 175, Logic and Nature	3	Historical Foundation	3
Historical Perspective	3	Global Perspective	3
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
Understanding Natural World (with lab)	4	A course in Statistics	3
Faith Foundation	3	So 290 (or Understanding Natural World)	3-4
	<hr/>		<hr/>
	16		15-16

Junior Year

Western Perspective	3	Cr 326, Criminology	3
Cr 302, Juvenile Delinquency	3	Cr 350, Crime Analysis (Visual Comm.)	3-4
Philosophical Inquiry Foundation	3	Allied Elective**	3
Criminology/Sociology Elective*	3	Electives	3-4
Allied Elective**	3	Cr 465, Corrections and Social Control	3
Elective	3		
	<hr/>		<hr/>
	18		15-17

Senior Year

So 475, Sociological Research I	4	So 476, Sociological Research II	4
Criminology/Sociology Elective*	3	Electives	6
Cr 463, Policing and Social Control	3	Cr 479, Internship in Criminology	3-4
Allied Elective**	3	Allied Elective**	3
Electives	3-6		
	<hr/>		<hr/>
	16-19		16-17

* Refer to Criminology/Sociology Electives

** Refer to Requirements for a Criminology major for suggested courses.

Speech Communication [Division of Arts and Communication]

Benedictine College offers to the general student courses in oral communication to provide opportunities to develop skills in voice improvement, delivery, and projecting meaning through visual and vocal communication. *Se 222 Speech Communication, and Se/Ta 224 Voice and Diction satisfy the college's general education requirement in Oral Communication.*

Se 198

Special Topics (1–4)

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

Se 222

Speech Communication (2)

Fundamentals of speech communication involving voice improvement, speech composition, platform delivery, and discussion methods. Application of techniques of interpersonal communication as it relates to the traditional areas of speech education, e.g., study of human communication behaviors.

Se 223

Oral Interpretation (2)

Oral reading of selected poetry and prose for performance. Involves both a study of interpretations of the author's meaning and the means of communicating interpretations to an audience. Emphasis is on projecting meaning through visual and vocal communication techniques. *Prerequisite: Se 222 or permission of instructor.*

Se 224

Voice and Diction (2)

Theory and practice of mechanics of voice production and diction (articulation, pronunciation, and intonation). Emphasis on use of standard American English as it relates to the

goal of self-improvement and as a vocational asset. *Prerequisite: Se 222 or permission of instructor.*

Se 225

Reader's Theatre (3)

Group performance of all types of literature enhanced by theatrical effects using techniques of oral interpretation. Involves literary study combined with script preparation, directing, and staging. *Prerequisite: Se 223 or permission of instructor.*

Se 371

Public Speaking (3)

Public speaking for students with business and professional interests, with constant practice in speech making, introduction, style, and delivery. Includes an introduction to processes of argumentation and debate. *Prerequisite: Se 222, Ba 223 or permission of instructor.*

Se 398

Special Topics (1–4)

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

Se 458

Practicum in Directing Co-curricular Speech and Theatre Activities (2)

Directing experience in forensics or play production or both, working with high school students at Maur Hill–Mount Academy or Atchison High School under the supervision of the high school faculty, and with weekly consultation with Benedictine faculty.

Se 499

Independent Study (credit arranged)

Subject and approach to be worked out between faculty and student. A maximum of eight hours may be earned in Independent Study.

Theatre Arts [Division of Arts and Communication]

The Department of Theatre Arts serves the entire college community by offering curricular and co-curricular programs in the liberal arts tradition. All departmental courses and co-curricular activities are open to the entire student body provided necessary prerequisites have been met. *Departmental majors should not take Fa 201.*

The departmental curriculum in theatre arts is designed to meet the needs of students seeking careers in the professional theatre or entrance into graduate study. The pre-professional training is rooted in the great classics of the drama 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, radio theatre, and dance performances for the public is considered an essential 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 assist 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, to work on Discovery projects, and to take-on lead assignments in the mounting of departmental productions.

Requirements for a major in Theatre Arts:

Ta 102*, Introduction to the Theatre
Ta 125, Fundamentals of Acting B
Ar 121, Drawing *or* Ar 213, Figure Drawing
Ta 155, Stagecraft
Ta 215, Techniques of Acting
Ta 221, Stage Makeup
Ta/Se 224, Voice and Diction
Ta 322, Scene Design
Ta 354, Lighting Design *or*
Ta 356, Costume Design
and two courses selected from
Ta 381, Theatre History and Literature to 1750
Ta 382, Theatre History and Literature from 1751 to 1950
Ta 383, Modern and Contemporary Theatre
plus
Ta 477, Play Direction
Ta 395, Creative Project Seminar
Ta 495, Senior Creative Project
plus six hours of Production Arts
and nine hours of theatre electives.

In lieu of the senior comprehensive examinations, departmental majors are provided the opportunity and privilege of culminating their undergraduate studies with a senior creative project. Students desiring this option must take Ta 395 in the junior year, then Ta 495 during the semester of the project.

Majors must participate in the college production program in four of the following capacities: assistant director or stage manager, box office and publicity, performance, lighting crew, scene construction crew, costuming crew, and/or properties crew.

Requirements for a minor in Theatre Arts:

Ta 102*, Introduction to Theatre
Ta 125, Fundamentals of Acting B
Ta 155, Stagecraft

* Ta 102 satisfies one of the college's general education requirements in the aesthetic experience foundation.

plus four hours of Production Arts
and one course selected from
Ta 381, Theatre History and Literature to 1750
Ta 382, Theatre History and Literature from
1751 to 1918

Ta 383, Modern and Contemporary Theatre
plus nine additional hours selected from theatre arts. The minimum total hours for the minor will be twenty-one; nine hours must be in courses numbered 300 or above.

Minors must participate in the college production program in two of the following capacities: assistant director or stage manager, box office and publicity, performance, stage lighting crew, scene construction crew, stage costuming crew, and/or stage property crew.

The requirements for a special double major in English and Theatre Arts:

A full major in both English and Theatre Arts can be earned through applying inter-departmental courses in both fields and thus reducing the total number of hours which might otherwise be required.

En 101, English Composition

En 201, World Literature I: Ancient
Renaissance

En 202, World Literature II: Enlightenment to
the Present

En/Ta 302**, Shakespeare

En 403, American Literature to the Civil War

En 404, American Literature from the Civil
War to 1945

plus one course selected from

En 301, Old and Middle English Literature

En 303, Renaissance Literature

plus one course selected from

En 401, Romantic Literature or

En 402, Victorian Literature

plus one course selected from

En 405, Twentieth Century British Literature

En 406, American Literature from 1945 to the
Present

plus one course selected from

En 411, Literary Criticism

En 431, Linguistics

and two courses selected from

En/Ta 381**, Theatre History and Literature
to 1750

En/Ta 382**, Theatre History and Literature
from 1751 to 1950

En/Ta 383**, Modern and Contemporary
Theatre

plus

Ta 102*, Introduction to the Theatre

Ta 125, Fundamentals of Acting B

Ta 155, Stagecraft

Ta 221, Stage Makeup

Ar 121, Drawing or Ar 213, Figure Drawing

Se 223, Oral Interpretation

Se 224, Voice and Diction

plus one course selected from

Ta 354, Lighting Design or

Ta 356, Costume Design

and

Ta 215, Techniques of Acting

Ta 322, Scene Design

Ta 477, Play Direction

Majors must complete six semesters of
Production Arts.

Majors must participate in the college production program in four of the following capacities: assistant director or stage manager, box office and publicity, performance, stage lighting crew, scene construction crew, stage costuming crew, and/or stage property crew.

Requirements for a major in Theatre Arts Management:

Business/Management Component

Ac 209, Principles of Financial Accounting

Ec 210, Principles of Microeconomics

Ba 223, Business Communication

Ba 340, Small Business Management

Ma 211, Applied Statistics

Ba 371, Legal Environment of Business

Ba 383, Principles of Marketing

Fi 390, Principles of Finance

plus one 400-level elective in Business
Administration

* Ta 102 satisfies one of the college's general education requirements in the aesthetic experience foundation.

** En/Ta 302, En/Ta 381, En/Ta 382, and En/Ta 383 apply to both majors.

Theatre Arts Component

Mc 110, Intro to Visual Communications

Ar 121, Drawing or Ar 213, Figure Drawing or Ar 261, Painting

Ta 102, Introduction to the Theatre

Ta 125, Fundamentals of Acting B

Ta 155, Stagecraft

Ta 221, Stage Makeup

Ta 322, Scene Design

Ta 354, Lighting Design

Ta 356, Costume Design

Ta 477, Play Direction

and two courses selected from

En/Ta 381, Theatre History and Literature to 1750

En/Ta 382, Theatre History and Literature from 1751 to 1918

En/Ta 383, Modern and Contemporary Theatre

Majors must complete six 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, stage lighting crew, scene construction crew, stage costuming crew, and/or stage property crew.

Theatre Arts Colloquium:

All departmental majors are encouraged to register for Ta 490 each semester. Minors must register for Ta 490 each semester of the junior and senior year and are encouraged to register also as freshmen and sophomores. Regular monthly departmental colloquia are scheduled for the benefit of students in the department. Various formats are used, including presentations by visiting artists and scholars, and field trips to see significant theatrical productions.

Ta 102

Introduction to the Theatre (3)

Introduction to the Theatre satisfies one of the College's general education requirements in the aesthetic experience foundation. The course takes broad view of the field of theatre, focusing on elementary principles, vocabulary, and skills involved in analysis, appreciation, and performance of drama. A study of

drama produced will include works like *Oedipus The King*, *Joe Turner's Come and Gone*, *Hamlet*, *Angels in America*, *And The Soul Shall Dance*, *Buried Child*, and *Getting Out*.

Ta 111, 112, 211, 212, 311, 312, 411, 412

Production Arts Lab (1)

Practical application of principles of theatre arts and crafts in a production setting. Students will receive credit for scenic construction, lighting, costuming, properties, or other technical assignment. All majors are required to take a minimum of six hours of Production Arts toward fulfillment of their degree.

Ta 115

Fundamentals of Acting A (3)

Through conditioning, improvisations, acting exercises, and a host of mental, physical, and psychological workouts, students will come to a better understanding of themselves and their own idiosyncrasies. The class builds a foundation of ensemble work that is grounded in Anne Bogart's *Viewpoints*.

Ta 125

Fundamentals of Acting B (3)

A study of fundamentals tailored to serve the beginning actor. Emphasis is placed on the Stanislavski method and focuses on the developing self-awareness, sensory perception, character analysis, and using the body to create the visual imagery needed to communicate the needs of a script.

Ta 155

Stagecraft (3)

Elementary theory and practice in scenic construction, scene painting, stage rigging, and the range of scenic tools and materials.

Ta 215

Techniques of Acting (3)

Advanced study and practice, including several approaches outside of Stanislavski, and the further development of ensemble acting. *Prerequisite: Ta 125 or permission of instructor.*

Ta 220**Movement for the Performing Artist (2)**

The activities in this course are designed to improve the student's posture, strength, stamina, balance, coordination, vision/imagination, and personal awareness. Students will encounter and develop skills in the various movement styles addressed. Topics covered may include but are not limited to Laban Theory, Corporal Styles, Agogic Theory, Viewpoints, Feldenkrais, and Neutral Mask.

Ta 221**Stage Makeup (3)**

Fundamental principles and practice in makeup for the stage, including corrective, character, old age, and fantasy.

Ta 223**Oral Interpretation (2)**

Oral reading of selected poetry and prose for performance. Involves both a study of interpretations of the author's meaning and the means of communicating interpretations to an audience. Emphasis is on projecting meaning through visual and vocal communication techniques.

Ta 224**Voice and Diction (3)**

Theory and practice of mechanics of voice production and diction (articulation, pronunciation, and intonation). Emphasis on use of standard American English as it relates to the goal of self-improvement and as a vocational asset.

Ta 236**Interpreter's Theatre (3)**

Group performance of all types of literature enhanced by theatrical effects using techniques of oral interpretation. Involves literary study combined with script preparation, directing, and staging.

Ta 298**Special Topics (1–4)**

Topics not included in the regular catalog, treated in a variety of formats. May be taken more than once if subject matter varies sufficiently.

Ta 302**Shakespeare (3)**

Shakespeare as poet and dramatist; most of the plays are examined, and the great tragedies—*Macbeth*, *Hamlet*, *Othello*, *King Lear*, and *Anthony and Cleopatra*—are taken in detail. Attention is given to the historical and literary background or setting; some consideration also of secondary works of major Shakespearean critics and scholars. *Dual-listed with En 302.*

Ta 322**Scene Design (3)**

A study of the principles of scenic design and style as an integral part of the production concept. Techniques in mechanical drafting, and model building as basic design skills. *Prerequisites: Ta 155, and Ar 121 or Ar 213.*

Ta 325**Stage Combat (3)**

A performance-oriented course which examines unarmed and armed combat for the stage. Studies will provide the student with much of the training and discipline one associates with Tae Kwon Do, Judo, Wrestling, Boxing, and Tournament Fencing. The weapon styles addressed may include but are not limited to single rapier, single dagger, rapier and dagger, quarterstaff, broadsword and shield, court sword, knife fighting. The course will also focus on different styles of unarmed combat. May be repeated for credit if content varies sufficiently.

Ta 354**Lighting Design (3)**

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. *Prerequisite: Ta 155.*

Ta 356**Costume Design (2–3)**

A study of human form, and an historical perspective of fashion. Examination and practical application of the principles of costume design. *Prerequisites: Ta 155, and Ar 121 or Ar 213.*

Ta 381**Theatre History and Literature to 1750 (3)**

A study of plays and productions from primitive man through the English restoration.

Ta 382**Theatre History and Literature from 1751 through 1950 (3)**

A study of plays and productions from 1751 through the end of World War I.

Ta 383**Modern and Contemporary Theatre (3)**

A study of theatre since World War II. Attention is given to significant plays and playwrights, and to modern theatre artists, such as designers, directors, actors, and theorists.

Ta 395**Creative Project Seminar (cr)**

Taken in the first semester of the junior year as preparation for the Senior Creative Project (Ta 495). Weekly seminar with departmental faculty. Each student prepares a detailed prospectus for the individual creative project.

Ta 379/479**Internship (1)**

An educational, practical hands-on work experience designed to complement the student's major field of study. Open to students of at least junior standing who are making satisfactory academic progress. *Prerequisite: Permission of instructor.*

Ta 477**Play Direction (3)**

The study of the director's work, from casting, through blocking and conduct of rehearsals. Practice application of principles of stage

direction to production projects. *Prerequisite: One course in acting, one in theatre history and literature, and a minimum of twelve hours in Theatre Arts courses, or permission of instructor.*

Ta 490**Theatre Arts Colloquium (cr)**

Monthly exchange between departmental faculty and/or guest speakers or artists and departmental majors. Required of all upper-division majors, but recommended for all departmental majors and minors.

Ta 495**Senior Creative Project (3)**

The preparation and presentation of culminating creative experience in acting, directing, stage managing, or a selected area of technical theatre or design or playwriting.

Ta 496**Theatre Practicum (4)**

Through advanced planning with the department, students are temporarily placed in an on-the-job training program with professional theatre companies. Candidates must be acceptable to the companies involved and may or may not receive a wage or stipend. Since the program will involve daily work away from Atchison, registrants must make arrangements to return to the campus at least three times for faculty-student seminars. Registration by advanced arrangement only.

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

Subject and approach to be worked out between faculty and student. A maximum of eight hours may be earned in Independent Study.

Suggested sequence of courses for a bachelor's degree in Theatre Arts

Freshman Year

Ta 111, Production Arts	1	Ta 112, Production Arts	1
En 101, English Composition	3	Ta 125, Fundamentals of Acting B	3
Foreign Language I	4	Ta 155, Stagecraft	3
Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
Ta 102, Introduction to Theatre	3	Foreign Language II	4
Historical Foundation	3	Th 101, Introduction to Theology	3
(Hi 105, World Civilization to 1648)		Pe 115, Wellness for Life	1
Ta 115, Fundamentals of Acting A	3		
	<hr/>		<hr/>
	17		18

Sophomore Year

Ta 211, Production Arts	1	Ta 212, Production Arts	1
Ta 224, Voice and Diction	3	Ta 298, Special Topics	3
Philosophical Inquiry Foundation	3	Ta 381, Theatre Hist & Lit to 1750	3
Ta 215, Techniques of Acting	3	Ta 221, Stage Makeup	3
Ta 220, Movement for the Performing Artist	2	Pe 115, Wellness for Life	1
Person and Community Foundation	3	Historical Foundation	3
Ar 121, Drawing or	2-3	Theatre Elective	3
Ar 213, Figure Drawing			
	<hr/>		<hr/>
	17-18		17

Junior Year

Ta 311, Production Arts	1	Ta 312, Production Arts	1
Ta 382, Theatre Hist & Lit 1751-1950	3	Ta 354, Lighting Design or	3
Ta 322, Scene Design	3	Ta 356, Costume Design	
Faith Foundation	3	Ta 477, Play Direction	3
Natural World Foundation	4	Philosophical Inquiry Foundation	3
Ta 325, Stage Combat	3	Natural World Foundation	3
Ta 395, Creative Project Seminar	cr	Elective	3
		Pe Activity course	1
		Ta 395, Creative Project Seminar	cr
	<hr/>		<hr/>
	17		17

Senior Year

Ta 495, Senior Creative Project	3	Ta 495, Senior Creative Project	3
Aesthetic Foundation	3	Faith Foundation	3
Elective	15	Elective	11
	<hr/>		<hr/>
	21		17

Theology [Division of Humanities]

Mission Statement

“Catholic theology, taught in a manner faithful to Scripture, Tradition, and the Church’s Magisterium, provides an awareness of the Gospel principles which will enrich the meaning of human life and give it a new dignity” (*Ex corde ecclesiae*, 20). Faithful to the Christian message as it has come to us through the Church, our mission is to introduce students to Catholic theology as an exercise in “faith seeking understanding.” Mindful of its ethical obligations to the Church and to the world, the department also seeks to foster ecumenical awareness and concern for social justice and to prepare student majors for teaching, parish work, youth ministry, and graduate studies.

Requirements for a major in Theology:

36 credit hours with the following distribution:

Th 101, Introduction to Theology

Th 300, Christian Moral Life

Th 450, Seminar

3 hours – Old Testament Studies. One course chosen from:

Th 210, Old Testament I: Pentateuch

Th 315, Old Testament II: Wisdom Literature

3 hours – New Testament Studies. One course chosen from:

Th 240, New Testament I: Synoptic Gospels

Th 350, New Testament II: Pauline Literature

3 hours – Historical Studies. One course chosen from:

Th 390, History of the Catholic Church I

Th 395, History of the Catholic Church II

3 hours – Ecumenical Studies. One course chosen from:

Th 365, Introduction to World Religions

Th 410, To the East and Back: Inter-Religious Dialogue

Th 420, The Protestant Tradition

3 hours – Christian Life Studies. One course chosen from:

Th 320, Sacraments and Liturgy

Th 330, Christian Marriage: Catholic Perspectives

Th 370, Catholic Social Teaching

Th 375, Benedictine Spirituality

3 hours – Doctrinal Studies. One course chosen from:

Th 307, Faith and Reason (Note: *Prerequisite: Ph 306*)

Th 360, Theology of the Church

Th 340, Christ and the Trinity

Nine hours of electives (note: any theology course may count as an elective)

Requirement for a Major in Youth Ministry:

This interdisciplinary major is designed for persons who wish to become equipped professionally for a career in youth ministry. It combines a concentration of content courses from the Theology Department with courses that deepen one’s understanding of the human person drawn from Psychology, Philosophy, and Sociology.

Required Theology Courses:

Th 101, Introduction to Theology

Th 300, Christian Moral Life

Th 380, Themes in Youth Ministry I

Th 385, Themes in Youth Ministry II

Th 479, Supervised Internship in Youth Ministry (1–4 hours)

3 hours – Old Testament Studies. One course chosen from:

Th 210, Old Testament I: Pentateuch

Th 315, Old Testament II: Wisdom Literature

3 hours – New Testament Studies. One course chosen from:

Th 240, New Testament I: Synoptic Gospels

Th 350, New Testament II: Pauline Literature

3 hours – Historical Studies. One course chosen from:

Th 390, History of the Catholic Church I

Th 395, History of the Catholic Church II

3 hours – Ecumenical Studies. One course chosen from:

Th 365, Introduction to World Religions

Th 410, To the East and Back: Inter-Religious Dialogue

Th 420, The Protestant Tradition

3 hours – Evangelization Studies

Th 345, Theology of Vatican II

Th 430, Religious Communication

Th 460, Contemporary Religious Education

Six hours of electives (note: any theology course may count as an elective)

Required Interdisciplinary Courses:

Py 100, General Psychology

Py 364, Developmental Psychology II

Py 401, Introduction to Counseling Psychology

Py 482, Social Psychology

Ph 325, Ethics

One course chosen from:

So 201, Social Problems

Cr 302, Juvenile Delinquency

Recommended courses (not required):

Ed 200, Introduction to Education

Ed 222, Psychology of Individuals with Exceptionalities

Ps 275, Public Policy Analysis

Ph 350, Philosophical Psychology

Mc 380, Web Design

Py 363, Developmental Psychology I

Py 373, Theories of Personality

Requirements for a Minor in Theology:

18 credit hours with the following distribution:

Th 101, Introduction to Theology

Th 300, Christian Moral Life

3 hours – Biblical Studies. One course chosen from:

Th 210, Old Testament I: Pentateuch

Th 315, Old Testament II: Wisdom Literature

Th 240, New Testament I: Synoptic Gospels

Th 350, New Testament II: Pauline Literature

9 hours electives (note: any theology course may count as an elective)

Concentration in Theology for the Education Major:

Fulfill the requirements for a Minor in Theology as listed above (18 hours).

Recommended elective:

Th 460, Contemporary Religious Education

Note: The Archdiocese of Kansas City in Kansas requires all of its teachers to have at least eighteen hours of theology. High school teachers of religion must have thirty hours.

Th 101

Introduction to Theology (3)

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.

Th 210

Old Testament I: Pentateuch (3)

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.

Th 240

New Testament I: Synoptic Gospels (3)

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.

Th 300

Christian Moral Life (3)

An examination of the way in which morally free choices foster the basic human goods; how virtue, moral law, Church teaching and Christian love interact in the formation of a Christian conscience. Human fulfillment in Jesus and its effect upon human acts in this life is studied. Living a moral life is illustrated through selected themes related to the inception, preservation and termination of human life, to the giving and keeping of one's word at work and in marriage and to selected economic matters.

Th 307

Faith and Reason II (4)

This is the second course in a three-semester sequence meeting the general education requirements in the *Faith and Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This second course addresses works written from the year 1000 through about 1700. *Prerequisite: Ph 306.*

Th 308

Faith and Reason III (2)

This is one-half of the third course in a three-semester sequence meeting the general education requirements in the *Faith and*

Philosophical Inquiry Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This course addresses works written from about 1700 to the present. *Prerequisites: Ph 306 and Th 307. Corequisite: Ph 308.*

Th 315

Old Testament II: Wisdom Literature (3)

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.

Th 320

Sacraments and Liturgy (3)

Introduction to the sacramental nature of creation, the human need for symbols and communication with God through myth, ritual, and inspired word. A study of the theological and historical development of sacraments including inquiry into Jesus Christ as the sacrament of God and sacraments as symbols of faith and acts of Christ and the church. Students will be encouraged to attend liturgies in order to experience the celebration of the sacraments in liturgy as demonstrating Christian identity, worship of God, and the sanctification of humanity.

Th 330

Christian Marriage: Catholic Perspectives (3)

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.

Th 335, 336

Natural Family Planning (1, 1)

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.

Th 340

Christ and the Trinity (3)

A survey of the message, dying and rising of Jesus Christ and the sending of the Holy Spirit as presented in the New Testament, and its deepened understanding through writings of classic theologians and the Church Councils. Examination of the Trinitarian faith in God as a communion of love between the Father, Son and Holy Spirit concludes this course.

Th 345

The Theology of Vatican II (3)

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.

Th 350

New Testament II:

Pauline Literature (3)

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.

Th 360

Theology of the Church (3)

A study of the Church as a sign of God's universal self-giving to humanity. An examination of the Church's self-understanding as it emerges from the scriptural images of the People of God and Body of Christ, as it develops in tradition, and as reflected in various models. It takes up a study of the mission and tasks of the Church, her relationship to the great world religions, to human culture and to the world in which it finds itself.

Th 365

Introduction to World Religions (3)

Introduction to the basic elements of religious experience as found in traditional religions, in Native American religions, and in the major spiritual traditions of India and Asia. Survey of the religious communities of Semitic origin; that is, Judaism, Christianity and Islam. Consideration of possibilities and limitations of the dialogue of religions.

Th 370

Catholic Social Teaching (3)

An examination of the topics of world peace, a just world order, an equitable distribution of goods and resources, favorable terms of trade, the widening gap between the wealthy and poor nations and religious freedom in the light of major Catholic documents and papal teaching.

Th 375

Benedictine Spirituality (3)

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.

Th 380

Themes in Youth Ministry I (3)

Seeking to develop and foster the Church's vision of a distinctively Catholic youth ministry, this class will examine the special needs of youth in contemporary society and the Church. The class will cover both theory and praxis, emphasizing practical skills of a youth minister. Reviewing the biblical master plan of evangelization and historical development of catechesis, the course will examine issues related to the experience of Catholics living in the United States.

Th 385

Themes in Youth Ministry II (3)

Continuing where Th 380 left off, this course will discuss topics such as the use of the Bible, liturgy and catechisms for faith instruction, a sociological examination of pre-Vatican II, post-Vatican II, and generation JP II cohorts, the spiritual, faith and moral development of adolescents, the relation of youth in their family, and the integrating of youth into sacramental life of the parish. *Prerequisite: Th 380.*

Th 390

History of the Catholic Church I: From Apostolic Times to the 16th Century (3)

An examination of the cultural, theological and philosophical history of the Church from apostolic times up to the Protestant Reformation. Attention will be given to major figures, movements and schools of thought.

Th 395

History of the Catholic Church II: From the Reformation to the Present (3)

An examination of the cultural, theological, and philosophical history of the Church from the Protestant Reformation through today. Attention will be given to major movements and schools of thought that serve as the basis and backdrop of current conditions within the Church.

Th 398

Special Topics (1–3)

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

Th 400

Great Catholic Thinkers (1–3)

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.

Th 410

To the East and Back:

Inter-Religious Dialogue (3)

A study in the theology of religions, focusing especially on the development and current expression of the openness of Catholic theology to the major Asian spiritual traditions. Aspects of this study include the bases of encounter in the theology of revelation, grace, Jesus and church; various models of encounter illustrated by the history of missions; dialectical theology and theology of fulfillment; theological anthropology and reinterpretation of the relation of traditions; current dialogical theology and the contribution of the inter-religious dialogue. *Prerequisite: Th 365 or permission of instructor.*

Th 420

The Protestant Tradition (3)

Historical and theological issues in the reformation crisis of the sixteenth century. Assessment of the Roman Catholic Church's situation at the time. Major reformers and their theological emphases. The main lines and offshoots of Protestantism down to the present ecumenical era, with particular attention paid to the prophetic and dissenting traditions.

Th 430

Religious Communication (3)

To succeed in a professional environment, students must focus on developing the necessary written and oral presentation skills. Students will learn principles for speaking in public and parish settings, through significant speeches and outside research, writing and rhetorical analysis. Students will also learn principles of persuasive writing through the creation of editorial columns, designing of newsletters, brochures, and web pages.

Th 450

Seminar (3)

Subject matter of the Seminar varies. The purpose of the course is to give an in-depth presentation of theological questions and/or theological methods through reading and discussion, research and papers. Course can be taken more than once. *Required for all majors; open to others with approval of instructor.*

Th 460

Contemporary Religious Education (3)

Handing on the faith is at the heart of the Church's mission. Religious education historically refers to the dual processes of evangelization and catechesis. After a short examination of the history of religious

education, this course will study both national U.S. catechisms and the universal catechism as a sure norm for the teaching of the faith. Consideration will be given to methods and materials of religious education, the role of the educator, and the rhetorical adaptations necessary to teach a variety of audiences. Students will be required to observe religious education instruction and analyze the visual communication and rhetorical design of contemporary catechetical instruction material.

Th 479

Supervised Internship in Youth Ministry (1-4)

The goal of the internship in Youth Ministry is to provide a practical experience in the service of youth in the Church that bridges the academic training and the application of this training in the concrete setting of the local church. The internship will usually occur over the course of several semesters or during the summer.

Th 499

Independent Study

The department invites students (individuals or groups) to propose areas of special interest to them for investigation. *With the approval of the department.*



Suggested sequence of courses for a bachelor's degree in Theology

Freshman Year

En 101, English Composition	3	Aesthetic Foundation	3
Gs 150, BC Experience	cr	Foreign Language	4
Th 101, Introduction to Theology	3	Ph 175, Logic and Nature	3
Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Theology – Old Testament	3
Pe Activity course	1		
	<hr/>		<hr/>
	14		16

Sophomore Year

Person and Community Foundation	3	Aesthetic Foundation	3
Theology – New Testament	3	Theology – Doctrinal	3
Philosophical Inquiry Foundation	3	Th 300, Christian Moral Life	3
Natural World Foundation	4	Electives	8
Elective	3		
	<hr/>		<hr/>
	16		17

Junior Year

Theology – Historical	3	Theology – Christian Life	3
Philosophical Inquiry Foundation	3	Theology elective	3
Natural World Foundation	3–4	Pe 115, Wellness for Life	1
Electives	6	Electives	9
	<hr/>		<hr/>
	15–16		16

Senior Year

Theology electives	6	Theology elective	3
Philosophical Inquiry Foundation	3	Th 450, Seminar	3
Electives	7	Electives	10
		Th 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	16		16

Suggested sequence of courses for a bachelor's degree in Youth Ministry

Freshman Year

En 101, English Composition	3	Py 100, General Psychology	3
Gs 150, BC Experience	cr	Foreign Language	4
Th 101, Introduction to Theology Historical Foundation	3	Ph 175, Logic and Nature	3
Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Theology – Old Testament	3
Pe Activity course	1		
	<hr/>		<hr/>
	14		16

Sophomore Year

Aesthetic Foundation	3	Aesthetic Foundation	3
Theology – New Testament	3	Theology – Historical	3
Philosophical Inquiry Foundation	3	Th 300, Christian Moral Life	3
Natural World Foundation	4	Py 364, Dev. Psychology II	3
Elective	3	Electives	5
	<hr/>		<hr/>
	16		17

Junior Year

Th 380, Themes in Youth Ministry I	3	Th 385, Themes in Youth Ministry II	3
Philosophical Inquiry Foundation	3	Theology – Evangelization	3
Natural World Foundation	3–4	Pe 115, Wellness for Life	1
So 201, Social Problems or Cr 302, Juvenile Delinquency	3	Py 401, Counseling Psychology	3
Elective	3	Electives	6
	<hr/>		<hr/>
	15–16		16

Senior Year

Theology – Ecumenical	3	Theology Electives	6
Ph 325, Ethics	3	Electives	7
Py 482, Social Psychology	3	Th 479, Youth Ministry Internship	3
Electives	7	Th 488, Senior Comprehensive	cr
	<hr/>		<hr/>
	16		16

Degrees Awarded and Special Academic Services

Degrees Conferred

The college confers the following degrees:

- Associate of Arts
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music Education
- Executive Master of Business Administration
- Master of Arts in School Leadership
- Master of Business Administration

Associate Degree Programs

The college offers the Associate of Arts degree in accounting and business administration. The two-year degree requires careful planning from the first semester. The Associate of Arts degree requires a total of sixty-five credit hours. It includes one-half of the general education requirements of the college.

Bachelor Degree Programs

Degrees are offered with majors in the following disciplines: accounting, art, astronomy, athletic training, biochemistry, biology, business administration, chemistry, computer science, criminology, economics, elementary education, English, French, history, liberal studies, mass communications, mathematics, music, music education, philosophy, physical education, physics, political science, psychology, religious studies, secondary education, social science, sociology, Spanish, special education, theatre arts, theatre arts management, and youth ministry. A maximum of nine hours of graduate credit may be counted towards the completion of an undergraduate degree.

Graduate Programs

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

The Graduate Studies Committee, appointed by the dean of the college, approves all graduate offerings and policies for graduate studies. For further information on courses, fees, policies, and procedures, contact the dean's office.

The graduate programs are accredited by the North Central Association of Colleges and Schools. Additionally, programs leading to certification in education-related fields meet professional standards and are accredited by the Kansas State Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Under the current *Statement of Affiliation Status*, Benedictine College also has the approval of the North Central Association to offer a limited number of credit courses at the master's level not applicable to degrees offered. Full-time status for students enrolled in graduate programs is a minimum of six credit hours per semester. A maximum of nine hours of graduate credit may be counted towards the completion of an undergraduate degree.

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

Grading

Grade		Point Value
A	Excellent performance	4.0
A-		3.7 (graduate programs only)
B+		3.3
B	Above average performance	3.0
B-		2.7
C		2.0
F	Unacceptable performance	0
I	Incomplete	
W	Withdrawal	

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 and to the appropriate program office.

Executive Master of Business Administration (EMBA)

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

Master of Arts in School Leadership (MASL)

Through this program, approved by NCATE and the Kansas State Department of Education, certified teachers may complete a 36-hour M.A. to obtain certification for building-level administration. For individuals who already hold an M.A. in Education and do not want to pursue a second masters degree, it is also possible to complete a 24-credit licensure program in Educational Administration. Information on the M.A. in educational administration, admission, degree requirements, and course descriptions follow the Department of Education section of this catalog.

Traditional Master of Business Administration (MBA)

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

Institute for Religious Studies

Benedictine College, in collaboration with the Archdiocese of Kansas City in Kansas, initiated the Institute for Religious Studies in 1990. This program provides theological education for Catholic school teachers, pastoral ministers, religious educators, and other interested adults. Courses are regularly sponsored by the institute in various regions of the archdiocese and may be taken for credit or continuing education units. Schedules of classes with locations and times

can be viewed at www.benedictine.edu/irs. For additional information contact the Director of the Institute for Religious Studies by phone (913-360-7562); FAX (913-360-7584); or email (mtsakanikas@benedictine.edu).

Computer Facilities and Services

Technology and Information Services (TIS) provides support and resources for the information technology needs of the entire campus community. The campus network provides connectivity for all offices, residence hall rooms, and computer labs. The on-campus help desk service provides assistance and answers to computer and network problems and questions.

The campus network consists of a fiber optic backbone interconnecting all buildings on campus. It links Benedictine's central computer system to individual workstations, and provides access to the Internet. The college network provides on-campus access to electronic information resources and software programs including email, internet/web access, interlibrary databases, multimedia creation, and programming languages.

Access to the campus network and Internet services is available in all residence hall rooms through an Ethernet connection for each resident. Wireless access is available in the Library, Haverty Center (Roost), Amino Center, Westerman Auditorium, Student Union and dormitory lounge areas. To access the network, students must have a network card and an access ID and password.

Network access is available to all students from the computer labs located in the Library, Westerman Hall, and Bishop Fink Hall. Many departments on campus also have specialized computing labs to facilitate discipline specific research.

All Benedictine College computer users are governed by an information technology usage policy, which can be accessed on the Web at <http://helpdesk.benedictine.edu>.

Library Services

The Benedictine College Library is located between St. Benedict Hall and St. Benedict's Abbey. The present building completed in 1968, houses the combined collections of Benedictine College and St. Benedict's Abbey, numbering approximately 250,000 books and bound periodicals. The library subscribes to a collection of 30,000 electronic books and provides access to over forty periodical databases. An experienced library staff is available to assist students with their studies and research both individually and through group instruction.

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

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

At the present time the library building is also home to the Academic Assistance Center, Center for International Education, and the Art Department.

The Academic Assistance Center

The Academic Assistance Center is located on the main level of the library and designed to accommodate the needs of the entire college community. Trained peer tutors work with students free of charge in an atmosphere conducive to learning which is both comfortable and productive. There are rooms available for practicing speeches, giving presentations, taking tests, viewing videos, and for group study. Those students with disabilities and/or special learning styles are especially encouraged to utilize the accommodations offered through this Center.

Board of Directors

Rev. James Albers, O.S.B.
Matthew D. Anthony
Larry Buessing
Peggy J. Dunn
Buford M. Fraser
Daniel Garrity
Thomas M. Hoenig
M. Darryl Jones
Lawrence S. Kaminsky
Pamela A. Kramer
Rev. Gabriel Landis, O.S.B.
David M. Laughlin
Thomas I. McKnew, Jr.
C. Patrick McLarney
Jack A. Newman, Jr.
Sr. Irene Nowell, O.S.B., Ph.D.

James T. O'Brien, Chairman
Kathleen O'Hara
Sr. Mary Agnes Patterson, O.S.B.
Karen L. Pletz
**Abbot Barnabas Senecal, O.S.B.,
Vice-Chairman**
**Sr. Anne Shepard, O.S.B., Ph.D.,
Secretary**
Patrick J. Sly
Stephanie Van Dyne, D.D.S.
Carolyn Watley
Thomas A. Wessels
Howard G. Westerman, Jr.
Robert S. Wholey

Officers of the Board:

Stephen D. Minnis, President
Kimberly C. Shankman, Vice-President
John McClaffin, Treasurer
Rev. Maurice Haefling, O.S.B., Assistant Treasurer
Kristie Scholz, Assistant Treasurer

Administration

Pete Helgesen, B.A.
Dean of Enrollment Management

Linda Henry, M.A.
Dean of Students

Stephen T. Johnson, B.J.
Director of Marketing and Communications

Richard R. Konzem, M.A.
Athletic Director

John McClaffin, C.P.A., E.M.B.A.
Chief Financial Officer

Stephen D. Minnis, J.D.
President

Fr. Brendan Rolling, O.S.B., M.A., M.Div.
Director for Mission and Ministry

Kimberly C. Shankman, Ph.D.
Dean of the College

Kelly Jo Vowels, B.A.
Vice-President for Advancement

Sheri H. Barrett, M.P.A.
Assistant Dean of the College

Lenny Best, J.D.
Director of Gift Planning

Mary Blaise Cillessen, O.S.B., M.M.
Associate Dean of the College

Matthew Fassero, B.A.
Director of Operations

Rebecca Gilmore, M.S.Ed.
Director of Career Development

Steven Gromatzky, M.S.
Library Director

Rob Herringer, M.E.A.
Director of Athletic Giving

Christen R. Jones, MSED.
Assistant Dean of Students and Director of
Residence Life

Janet Jackson
Director of the Business Office

Keith Jaloma, M.A.
Director of Individual Giving

(Position to be filled.)
Director of Financial Aid and Assistant Dean of
Enrollment Management

Sara Kramer, B.A.
Director of Research

(Position to be filled.)
Director of Individual Giving

Courtney Marshall, B.S.
Director of Alumni Relations

Kerry Marvin, M.A.
Director of the Counseling Center

Sarah Schlanker, B.A.
Registrar, Interim

Fr. Meinrad Miller, O.S.B., M.A., M.Div.
College Chaplain

Tom Ryan, M.B.A.
Director of Program Management

Salvatore Snaiderbaur, J.D.
Director of International Programs

Matthew Tsakanikas, S.T.L.
Director of the Institute for Religious Studies

Ed Vanover
Director of Computer and Network Services

Rosemary Wilkerson, M.S.
Executive Director of Development

Faculty

Eric Anderson, B.A. 1990, M.A. 1997,
Ph.D. (candidate), University of Kansas
Visiting Assistant Professor of History

Scott R. Baird, B.A. 1969, M.A. 1970,
Ph.D. 1979, University of Washington
Professor of Physics and Astronomy

Aileen T. Beard, B.S. 1986, Ph.D. 1995,
University of Utah
*Associate Professor and Chair of Chemistry &
Biochemistry*

Jane Bennett, B.S. 1973, M.S. 1999,
University of Kansas
Visiting Assistant Professor of Education

Tiffany Best
Visiting Artist in Residence of Dance Program

J. Elaine Bieberly, B.A. 1973, M.A. 1982,
Wichita State University
Assistant Professor of Mass Communications

Benjamin P. Blosser, B.A. 2000, M.A.
2002, Ph.D. (candidate), Catholic
University of America
Assistant Professor of Theology

Daniel E. Bowen, Jr., A.B. 1966, M.S.
1971, Ph.D. 1976, Kansas State University
Professor of Biology

- Julie Bowen**, B.A. 1992, M.A. 1994, Ph.D. 2004, Duquesne University
Assistant Professor of English
- Lawrence Bradford, O.S.B.**, B.A. 1961, M.A.T. 1970, Ph.D. 1989, University of Kansas
Professor of Biology
- Joseph Brickner**, B.A. 1970, M.B.A. 1976, D. Mgt. 1996, Webster University
Assistant Professor of Business
- Douglas Brothers**, B.S. 1962, M.S. 1965, Ph.D. 1968, Iowa State University
Professor and Chair of Physics and Astronomy, Head of the Division of Health, Science and Mathematics
- Kevin Bryant**, B.S. 1988, M.A. 1990, Ph.D. 1997, University of Tennessee
Associate Professor of Sociology
- Adam B. Buhman-Wiggs**, B.A. 1989, M.F.A. 1993, M.S. 1995, Ph.D. 2002, University of Kansas
Assistant Professor of Psychology
- John F. S. Bunch**, B.A. 1977, Ph.D. 1989, University of North Carolina, Chapel Hill
Associate Professor of Business, and Coordinator of the Institute for Professional Ethics and Responsibility (IPEAR)
- Gary P. Burkart**, B.M.E. 1966, M.A. 1971, Ph.D. 1974, University of Kansas
Professor and Chair of Sociology, and Head of the Division of Social and Behavioral Sciences
- Daniel Carrel**, B.F.A. 1972, M.F.A. 1976, University of Wisconsin at Milwaukee
Assistant Professor of Art and Theatre Arts
- Richard J. Coronado**, B.A. 1969, M.A. 1971, Ph.D. 1980, University of Notre Dame
Professor and Chair of Economics
- Everett Dague**, B.A. 1990, M.A. 1994, Ph.D. 2000, Florida State University
Associate Professor and Chair of History
- Jack Davis**, B.S.E. 1963, Emporia State University
Lecturer in Biology
- Michael S. Doescher**, B.A. 1997, Ph.D. 2002, University of South Carolina
Assistant Professor of Chemistry & Biochemistry
- Mary T. Flynn**, B.A. 1979, M.S. 1999, University of Kansas
Instructor in Health, Physical Education, and Recreation, and Articulation Coordinator
- Paul Franklin**, B.A. 1979, M.S. 1993, M.B.A. 1994, Keller Graduate School of Management
Associate Professor of Business, and Academic Director of the Graduate Programs in Business
- Christine Ann Glenski**, B.S. 1987, M.S. 1993, The University of Texas at Austin, *Assistant Professor of Business*
- Liborio Gomez**, A.B. 1965, M.A. 1968, Ph.D. 1978, Saint Louis University
Assistant Professor of Modern Foreign and Classical Languages
- Theodore Hanman**, B.M.E. 1983, P.G.C.E. 1988, M.A. 1991, University of London
Visiting Assistant Professor of Music
- Jan Hansen**, B.A. 1970, M.B.A. 1986, Ph.D. 2004, University of Nebraska at Lincoln
Assistant Professor of Business
- David P. Harris**, B.A. 1997, M.S. 1999, Iowa State University
Assistant Professor of Economics
- Dianna Henderson**, B.A. 1985, M.S. 1994, Ed.D. 2000, University of Kansas
Associate Professor and co-Chair of Education, Director of Master of Arts in School Leadership, and Head of the Division of Education
- Linda Herndon, O.S.B.**, B.S. 1976, M.S. 1990, Ph.D. 2002, University of Wisconsin-Madison
Associate Professor and Chair of Mathematics and Computer Science

Thomasita Homan, O.S.B., B.A. 1970, M.A. 1979, Iowa State University
Assistant Professor of English

Donald Hoy, B.S. 1963, M.B.A. 1996, J.D. 1966, University of Iowa
Associate Professor of Business, Academic Director of the Cray Center for Entrepreneurial Services, and Head of the Division of Business and Economics

Jay Johnson, B.A. 1996, M.B.A. 2003, William Woods University
Assistant Professor of Business

Francis P. Kessler, B.A. 1966, M.A. 1967, Ph.D. 1970/71, University of Notre Dame
Associate Professor of Political Science

Michael G. King, B.A. 1983, M.S. 1985, M.I.M. 1992, American Graduate School of International Management
Assistant Professor and Chair of Business

Ruth Krusemark, B.M. 1973, M.M. 1976, D.M.A. 1997, University of Kansas
Professor and Chair of Music and Head of the Division of Arts and Communication

Lanny Leroy, B.S. 1987, M. Ed. 1988, University of Virginia
Instructor in Health, Physical Education, and Recreation, and Director of the Athletic Training Program

Eric Linton, B.S. 2000, Ph.D. 2006, University of Chicago
Visiting Assistant Professor of Physics and Astronomy

Edward Macierowski, B.A. 1970, M.A. 1973, M.S.L. 1976, Ph.D. 1979, Center for Medieval Studies, University of Toronto
Professor of Philosophy, and Modern Foreign and Classical Languages

James Madden, B.A. 1996, M.A. 1998, Ph.D. 2002, Purdue University
Assistant Professor of Philosophy

Terry Malloy, B.A. 1995, M.S. 1997, Ph.D. 2001, Oklahoma State University
Assistant Professor of Biology

Athanasios V. Markou, B.S. 1986, M.S. 1989, Ed.D. (candidate), Northern Illinois University
Assistant Professor of Mathematics and Computer Science

Kerry Marvin, B.S. 1972, M.A. 1979, University of Missouri-Kansas City
Instructor in Psychology and Director of the Counseling Center

Sharon K. Mathis, B.A. 1964, M.S. 1970, Central Missouri State University
Associate Professor and Chair of Health, Physical Education and Recreation

Daphne McConnell, B.A. 1989, M.A. 1991, Ph.D. 1998, University of Georgia
Associate Professor and Chair of Modern Foreign and Classical Languages (Sabbatical Spring 2008)

Leslie A. Merced, M.A. 1993 and 1996, Ph.D. 2004, University of Illinois/Urbana-Champaign
Assistant Professor of Modern Foreign and Classical Languages

Karen C. Minter, B.S. 1972, M.A. 1984, D.M.A. 1993, University of Missouri
Professor of Music

Giovanni F. Misceo, B.A. 1977, B.S. 1977, M.S. 1981, Ph.D. 1987, Kansas State University
Associate Professor of Psychology

Bruce Morgan, B.S. 1968, M.S. 1971, Ph.D. 1979, University of Missouri
Professor of Finance

Dennis P. Murphy, B.A. 1975, M.S.Ed. 1986, University of Kansas
Instructor in Health, Physical Education and Recreation

Lloyd Newton, B.A. 1990, M.S. 1992, M.A. 1998, Ph.D. 2003, University of Dallas
Associate Professor of Philosophy and Modern Foreign and Classical Languages

George Nicholas, B.A. 1982, M.A. 1985, Ph.D. 1992, Southern Illinois University
Associate Professor and Chair of English

Michael O'Hare, A.B. 1962, M.A. 1965, Marquette University
Associate Professor of Theology, and Director of the Discovery Program

Camille W. Osborn, B.S. 1970, M.A. 1981, University of Michigan, Ann Arbor
Director of the Academic Assistance Center

Charles Osborn, B.A. 1979, M.Ed. 1988, Ed.D. 1990, University of South Dakota
Professor and co-Chair of Education (Sabbatical Spring 2008)

Vernon Ostdiek, B.A. 1975, M.S. 1977, Ph.D. 1995, University of Colorado at Boulder
Associate Professor of Physics and Astronomy, and Mathematics and Computer Science (Sabbatical 2007–2008)

Kevin Page, B.S. 1983, M.S. 1993, Ph.D. 1999, University of Kansas
Associate Professor and Chair of Mass Communications

Lorenzo Patelli, B.A. 2001, Ph.D. 2006, Università Bocconi
Assistant Professor of Business

Deborah Peters, O.S.B., B.A. 1965, M.S. 1976, M.A. 1973, Ph.D. 1989, St. Louis University
Professor of English

James E. Peterson, B.A. 2000, Ph.D. 2006, Rice University
Assistant Professor of Mathematics and Computer Science

Amy Posey, B.S. 1989, M.A. 1992, Ph.D. 1995, University of Kansas
Associate Professor and Chair of Psychology

Charles Pulliam, Jr., B.A. 1986, M.F.A. 1990, The University of Texas at Austin
Associate Professor and Chair of Theatre Arts

Matthew Ramsey, B.S. 1998, M.S. 2002, M.A. 2005, Ph.D. (candidate), University of Kansas
Assistant Professor of Education and Director of Special Education

Cheryl Reding, B.S. 1990, M.A. 2002, Benedictine College
Assistant Professor of Education and Associate Director of the Master of Arts in School Leadership

Jean W. Rioux, B.A. 1982, M.A. 1984, Ph.D. 1990, University of St. Thomas
Professor and Chair of Philosophy

Biff Rocha, B.A. 1988, M.A. 1998, M.A. 2002, Ph.D. (candidate), University of Dayton
Assistant Professor of Theology

John Rziha, B.A. 1996, M.A. 1998, Ph.D. 2006, The Catholic University of America
Assistant Professor of Theology

John F. Settich, B.A. 1969, M.S. 1992, Ph.D. 2003, University of Illinois at Chicago
Associate Professor and Chair of Political Science

Martin Simon, B.A. 1975, M.A. 1980, Ph.D. 1982, University of California at Davis
Professor and Chair of Biology

Susan Taylor Snyder, B.A. 1990, M.A. 1994, Ph.D. 2002, University of California at Santa Barbara
Assistant Professor of History

Edward Sri, B.A. 1991, M.A. 1995, S.T.L. 1997, S.T.D. 2001, Pontifical University of St. Thomas, Rome, Italy
Visiting Associate Professor of Theology

Paul B. Steinbach, B.S. 1992, Ph.D. 1996, University of Missouri-Columbia
Associate Professor of Chemistry & Biochemistry

Michael Stigman, B.S. 1994, M.Ed. 1998,
Ph.D., 2005, University of Kansas
Assistant Professor of English

Andrew Swafford, B.A. 2004, S.T.L.
2007, S.T.D. (candidate), University of St.
Mary of the Lake
Visiting Instructor of Philosophy

Charles W. Theis, B.M. 1972, B.M.E.
1975, M.A. 1975, D.M.A. 1992, University
of North Texas
Professor of Music

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
*Associate Professor and Chair of Theology, and
Head of the Division of Humanities*

Stephen Workman, B.F.A. 1977, M.F.A.
1997, Fort Hays State University
*Associate Professor and Chair of Art and
Director of Academic Advising*

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
Assistant Professor of Theology

Faculty Emeriti

George Baumgartner, B.S. 1945, Ph.D.
1953, University of Notre Dame
Professor Emeritus in Chemistry

George Blodig, B.S. 1957, M.S. 1959,
Emporia State University
*Professor Emeritus in Mathematics and
Computer Science*

Helen Buening, O.S.B., A.B. 1947,
M.F.A. 1960, Kansas City Art Institute
Professor Emerita in Art

Francis Carpinelli, B.A. 1957, M.A. 1959,
Ph.D. 1973, University of Notre Dame
Professor Emeritus in English

Jeremy Dempsey, O.S.B., A.B. 1949,
M.A. 1962, Creighton University
Professor Emerita in English

Kathleen Egan, O.S.B., B.A. 1946, M.A.
1948, M.L.S. 1972, St. John's University
Librarian Emerita

James Ewbank, B.A. 1953, M.A. 1960,
University of Kansas
*Professor Emeritus in Mathematics and
Computer Science*

JoAnn Fellin, O.S.B., A.B. 1955, M.A.
1964, Ph.D. 1970, University of Illinois
*Professor Emerita in Mathematics and
Computer Science*

Laura Haug, O.S.B., A.B. 1960, M.S.Ed.
1965, Ph.D. 1971, University of Kansas
Professor Emerita in Education

Robert C. Henry, A.B. 1951, B.S. 1952,
M.A. 1953, University of Minnesota
Professor Emeritus in Political Science

Joachim Holthaus, O.S.B., B.M. 1950,
M.M. 1952, Ph.D. 1961, University of
Southern California
Professor Emerita in Music

Norma Honz, O.S.B., B.S. 1957,
M.H.E.Ed. 1975, Texas Woman's
University
Professor Emerita in Home Economics

Margaret Kew, B.M. 1947, M.M. 1948,
Drake University
Professor Emerita in Music

Julie A. Kocour, B.S. Ed. 1962, Mount St. Scholastica College
Professor Emerita in Health, Physical Education, and Recreation

Bertrand LaNoue, O.S.B., A.B. 1949, M.B.A. 1959, M.A. 1964, Ph.D. 1968, St. Louis University
Professor Emeritus in Economics

Maria Larkin, O.S.B., A.B. 1957, M.A. 1960 (French), Catholic University of America, M.A. 1970 (Spanish), Wichita State University
Professor Emerita in Modern Languages

Denis Meade, O.S.B., A.B. 1952, S.T.L. 1962, J.C.D. 1960, Pontifical University of the Lateran
Professor Emeritus in Theology

Douglas C. McKenzie, A.B. 1961, M.A. 1962, Ph.D. 1973, University of Oregon
Professor Emeritus in Theatre Arts

Rupert E. Pate, B.A. 1959, M.A. 1970, University of Kansas
Professor Emeritus in History

Donald Scholz, A.B. 1954, Ph.L. 1960, Ph.D. 1962, Universite Laval
Professor Emeritus in Philosophy

Fr. Blaine Schultz, O.S.B., A.B. 1956, B.M. 1964, M.M. 1966, University of Wisconsin
Professor Emeritus in Music

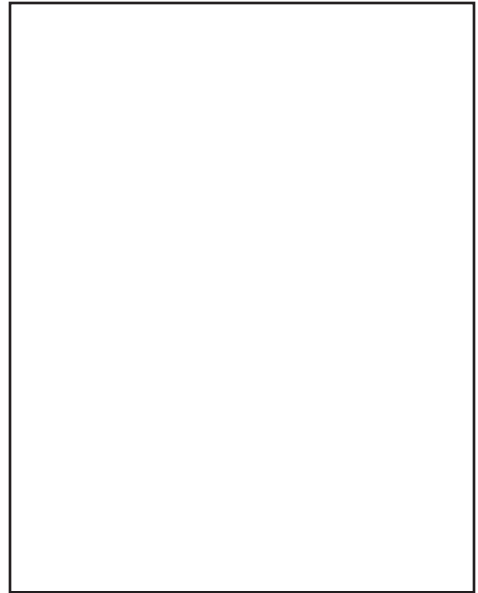
Roger M. Siau, B.A. 1962, M.A. 1963, Brigham Young University
Professor Emeritus in Modern Language

Frances Watson, O.S.B., B.S. 1951, M.A. 1967, Ph.D. 1982, University of Kansas
Professor Emerita in Sociology

Julia Wilkinson, O.S.B., B.A. 1949, M.A. 1970, St. Louis University
Professor Emerita in Sociology

Richard G. Wittmann, A.B. 1955, M.A. 1957, Ph.D. 1984, St. Louis University
Professor Emeritus in Modern and Classical Languages

Gilbert Wolters, O.S.B., A.B. 1931, Ph.D. 1938, Catholic University
Professor Emeritus in Sociology



The Alumni Association

The Benedictine College Alumni Association is composed of all persons who have attended Benedictine College, Mount St. Scholastica College, or St. Benedict's College for two or more semesters.

The primary purpose of the alumni association is to promote the general welfare of the college by stimulating a spirit of loyalty and maintaining good relations between the college and its former students.

An executive council of alumni helps to govern the activities of the alumni association. They assist with local Benedictine Clubs, communicating alumni news via the Raven Review, hosting class reunions, providing career related information, and many additional services.

Two awards, The Kansas Monk Award and The Offeramus Medal, are presented annually to an outstanding alumnus and alumna, respectively.

Memberships

Benedictine College holds memberships in the following:

- American Association of Collegiate Registrars and Admissions Officers
- American Conference of Academic Deans
- American Library Association
- Association of Institutional Research
- Bibliographic Center for Research
- Central Association of College and University Business Officers
- Council of Independent Colleges
- Council for the Advancement of Secondary Education
- Council on Undergraduate Research
- Kansas Association of Collegiate Registrars and Admissions Officers
- Kansas Association of Student Financial Aid Administrators
- Kansas Independent College Association
- Kansas Independent College Fund
- Kansas Library Association
- National Association of College Admissions Counselors
- National Association of Independent Colleges and Universities
- National Association of College and University Business Officers
- National Association of Intercollegiate Athletics
- National Association for Foreign Student Affairs
- National Catholic Education Association

Gifts and Bequests

Benefactors of the college may make gifts by using one or more of the following methods of support:

- 1) By making current gifts of cash, securities or property.
- 2) By providing current contributions from their corporations.
- 3) By entering a charitable gift annuity agreement.
- 4) By making the college owner and beneficiary of their life insurance or by designating it as a contingent beneficiary.
- 5) By naming the college beneficiary or contingent beneficiary of their IRAs.
- 6) By setting up a life income agreement.
- 7) By establishing a charitable lead trust.
- 8) By establishing a revocable living trust.
- 9) By establishing a charitable remainder trust (either lifetime or testamentary).
- 10) By an outright or contingent bequest.

THE LEGAL TITLE of the college is “Benedictine College, a corporation at Atchison, Kansas.”

The most desirable and useful gift is one that is given for the general purposes of the college without any condition as to its use. Gifts and bequests during life have advantages for both the college and the benefactor.

By virtue of Benedictine College’s listing in the Official Catholic Directory, the Treasury of the United States has ruled that contributions to the college fully qualify for federal income, estate and gift tax deduction purposes as provided within the law.

FOR CONVENIENCE of any who wish to make a gift or bequest to the college, the following forms are suggested:

1) **“I give, devise and bequeath to Benedictine College, a corporation at Atchison, Kansas, the sum of \$ _____.” or,**

2) **“I give, devise or bequeath to Benedictine College, a corporation at Atchison, Kansas, all my right, title and interest in the following described property _____.” or,**

3) **“I give, devise and bequeath to Benedictine College, a corporation at Atchison, Kansas, all the rest, residue and remainder of my estate.”**

PERSONS INTERESTED in making special gifts or bequests to the college should write or call the Director of Individual Giving, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002. Telephone: 913/367-5340 or 1-800-766-0078.

Campus map here.

City map here.

Index

- Academic Amnesty 18
- Academic Assistance Center 270
- Academic Calendar 3
- Academic Honesty 40
- Academic Honors 44
- Academic Minors 39
- Academic Organizational Chart 51
- Academic Programs of the College 268
- Academic Progress, Satisfactory 28
- Academic Regulations and Procedures 33
- Academic Structure 50
- Academic Warning, Probation
and Dismissal 43
- Academic Year 3, 33
- Access to Student Records 45
- Accounting Courses 85
- Accreditation 1
- Activities and Organizations 30
- Administration 271
- Admission to Freshman Standing 14
- Admission Policies 13
- Advanced Placement 16
- Advising 31
- Alumni Association 278
- America's Discovery College 10
- Application for Admission 13
- Application for Aid 20
- Application for Degree 44
- Art Courses 59
- Associate Degree 268
- Astronomy Courses 64, 223
- Athletic Training 159
- Attendance Policy 42
- Auditing Courses 41
- Bachelor Degrees 268
- Benedictine College Values 7
- Benedictine College Vision and
Commitments 6
- Biochemistry Courses 64
- Biology Courses 72
- Board of Directors 271
- Business Administration Courses 79
- Campus Employment 23
- Campus Ministry 30
- Career Development 31
- Chemistry Courses 110
- Classics 201
- Classification of Courses and Students 42
- College Level Examination Program (CLEP) 17
- College Policies and Procedures 33
- Computer Facilities and Services 270
- Computer Science 118, 179
- Core Requirements 35
- Counseling Services 31
- Course Changes 43
- Course Load 39
- Courses of Instruction 58
- Criminology 118, 246
- Current Scholarships 26
- Dance 118
- Degree Requirements 34
- Degrees Awarded 268
- Dentistry 120
- Division Descriptions:
 - Arts and Communication 52
 - Business and Economics 53
 - Education 54
 - Health, Science, and Mathematics 55
 - Humanities 56
 - Social and Behavioral Sciences 57
- Double Majors 34
- Economics Courses 120
- Education Courses 125
- Endowed Scholarships 24
- Engineering 146
- English Courses 147
- English as a Second Language 19, 154
- Enrollment Fee 48
- Entrepreneurship 82
- Environmental Science 155
- Examinations 40
- Executive Master of Business
Administration (EMBA) 103, 269
- Expenses 46
- Experiential Learning 18
- Facilities 11, 29, 270
- Faculty 272
- Faculty Emeriti 276
- Federal Perkins Loan 23
- Finance 83
- Financial Aid 20
- Fine Arts 156
- Foreign Languages 201
- Foundation Courses 36
- French Courses 193
- General Education 35
- General Studies Courses 157
- Geography 171
- Gifts and Bequests 279
- Government Insured Loans 23

Grade Appeals 41
 Grade Reports 40
 Grading System and Quality Points 40
 Graduate level courses:
 Executive Master of Business
 Administration 103, 269
 Master of Arts in School
 Leadership 141, 269
 Traditional Master of Business
 Administration 99, 269
 Graduate Programs 268
 Graduation Honors 44
 Great Books Sequences 158
 Greek Courses 201
 Health, Physical Education and Recreation
 Courses 158
 Heritage of Benedictine College 9
 History Courses 168
 Honors 44
 Housing Deposit 48
 Institute for Religious Studies 269
 International Baccalaureate (IB) 17
 International Business 83
 International Students 19
 International Studies 172
 Internships 32, 58
 Intramurals 33
 Job Guarantee Program 32
 Journalism/Mass Communications
 Courses 174
 Junior College Transfer Students 15
 Kansas Comprehensive Grants 23
 Latin Courses 202
 Liberal Studies 173
 Library Services 270
 Living Accommodations 29
 Major and Minor Programs 33
 Map, Campus 280
 Map, Atchison and Area 281
 Mass Communications Courses 174
 Master of Arts in School Leadership 141, 269
 Mathematics Courses 179
 Medical Technology 188
 Medicine 188
 Memberships of the College 278
 Military Science 188
 Mission of Benedictine College 5
 Modern Foreign and Classical Languages 192
 Music Composition 204
 Music Courses 203
 Music Education 205
 Music Marketing 203
 Natural Science 215
 Nursing 215
 Occupational Therapy 215
 Optometry 216
 Organizations and Clubs 30
 Payment Policy 46
 Pell Grant 23
 Pharmacy 216
 Philosophy Courses 216
 Physical Therapy 215
 Physics Courses 223
 Placement Examinations 17
 Political Science Courses 231
 Pre-Law 237
 Probationary Acceptance 16
 Psychology Courses 237
 Publications 32
 Readmission 18, 43
 Reasonable Learning Accommodations 45
 Refund Policy 48
 Repeating a Course 42
 Residence Hall Program 29
 Scholarship and Financial Aid Programs 21
 Scholarship and Award Guidelines 27
 Skills and Perspectives Courses 37
 Social Science 243
 Sociology Courses 245
 Spanish Courses 197
 Special Education 131
 Special Majors 34
 Special Student Status 20
 Speech Communication Courses 253
 Sports Activities 32
 Sports Management 159
 State/Fed. Gov. Financial Aid 22
 Student Development 29
 Student Body and the Faculty 11
 Student Government Association (SGA) 30
 Student Life 29
 Student Health Service 31
 Study Abroad 192
 Summer Study at Other Colleges
 and Universities 43
 Table of Contents 2
 Teacher Education Program 125
 Theatre Arts Courses 254
 Theology Courses 260
 Traditional Master of Business
 Administration 99, 269
 Transcript of Credits 45
 Transfer Admission and Degree
 Completion 15
 Withdrawal from Courses 40
 Youth Ministry Program 260

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. Inquiries regarding compliance with these laws, orders, and regulations may be directed toward the Business Office or the Student Affairs Office of Benedictine College, phone 913-367-5340.

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.