BENEDICTINE COLLEGE
2009–2010

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Atchison, Kansas 66002-1499

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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

Commission on Accreditation of Athletic Training Education (CAATE)
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

2009–2010

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Academic Calendar

Fall Semester 2009

August

26	Wednesday	Classes begin

September

7	Monday	Labor Day (classes in session)
8	Tuesday	Last day to enroll; last day to add a class
22	Tuesday	Last day to drop without a 'W'

October

1	Thursday	Graduation applications due
13	Tuesday	Mid-Term Ends
15–18	Thursday–Sunday	Fall Break
23–25	Friday–Sunday	Homecoming Weekend

November

11	Wednesday	Last day to drop a class with a 'W'
9–20	Monday–Friday	Pre-Registration
25–29	Wednesday–Sunday	Thanksgiving Break
30	Monday	Classes resume

December

9	Wednesday	Study Day/Incomplete Applications Due
10, 11, 14, 15	Thursday, Friday Monday, Tuesday	Final Exams

December 25–January 1
College Offices Closed

Academic Calendar

Spring Semester 2010

January		
13	Wednesday	Classes begin
26	Tuesday	Last day to enroll; last day to add a class
February		
9	Tuesday	Last day to drop without a ‘W’
March		
2	Tuesday	Mid-Term Ends
13–21	Saturday–Sunday	Spring Break
22–31	Monday–Wednesday	Pre-registration
31	Wednesday	Graduation applications due for December grads
April		
1–5	Thursday–Monday	Easter Break
7	Friday	Last day to drop a class with a ‘W’
14	Wednesday	Discovery Day
May		
5	Wednesday	Study Day
6, 7, 10, 11	Thursday, Friday, Monday, Tuesday	Final Exams
14	Friday	Baccalaureate Mass
15	Saturday	Commencement
June		
11–13	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

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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 Ecclessiae]* Because of this dedication, we welcome and support students of all faiths and encourage them in their quest to grow closer to God. We share the beauty and mystery of the Catholic faith with all members of our community, while we respect the essential freedom that is key to a mature faith. All students are challenged to put their faith into action.

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

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 Day has become a central academic event in the spring semester. Through Discovery Day, students experience the excitement of presenting (orally) and displaying (visually) their year's intellectual ventures 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 Day where their collaborative efforts are exhibited for the college community.

The Student Body and the Faculty

In the fall semester 2008, Benedictine College students numbered 2033, including 1347 full-time degree-seeking undergraduates. They came from thirty-seven states and Puerto Rico and twenty 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 78% of undergraduate students lived in campus residential halls.

The faculty totaled one hundred twenty-one full and part-time professors for the fall of 2008. Eighty-one 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 three percent of the faculty and administration. The ratio of students to faculty was 14 to 1 for fall 2008.

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 eight 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: This three-story structure houses our historical and contemporary collections that are easily accessible to the student. More than seventy percent of the seating is provided with islands, carrels, individual and group study rooms, and an attractive lounge area that allows for browsing and casual study. The library has two computer labs with access to the Internet and research databases. The Student Success Center offers career 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. The Jack T. Dugan Athletic Offices, opened in the spring of 2008, are housed in a suite overlooking the gym. 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.

Wilcox Stadium/Laughlin Track: Wilcox 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, suites, and newly-installed artificial turf.

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 $200.00. Payment of this fee completes the acceptance and pre-registration process. Accepted applicants are encouraged to pay the $200.00 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, nursing, or science should take as many units of mathematics and science as possible.

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

1. 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 for graduation.
4. Grades earned at other institutions will not be computed into the student's grade point average at Benedictine College.
5. 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.
6. A minimum of twenty-eight hours of general education is required in the following fields:

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, Studio Art, and Western Civilization I and II.

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

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

International Baccalaureate (IB)

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

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

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
Psychology SL in English	3 hours of General Psychology
Mathematics SL in English	3 hours of credit in Mathematics

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 nontraditional student shall be defined as a student of at least twenty-three years of age who has not been enrolled as a full-time student in a degree program for at least two years. 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 Director of the Student Success Center, 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.

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.

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

International Freshman Admission

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

1. International student application for admission.
2. $25 U.S. application fee.
3. Official transcripts (mark sheets) from all high schools (secondary schools) attended, secondary school leaving certificates, exit exam results and other academic credentials.
4. TOEFL or IELTS scores are required from students who graduate from secondary school in a country whose main language is not English.
5. Students who graduated from high school in the United States or Canada are required to submit ACT, SAT, TOEFL or IELTS scores.

Non-native speakers of English who score below 18 on the ACT or 860 on the math and reading portions of the SAT must also submit TOEFL or IELTS scores.

International Transfer Admission

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

1. Completed international student application for admission.
2. $25 U.S. application fee
3. TOEFL or IELTS scores if transferring from a college in a non-English speaking country.
4. Official transcripts from all schools attended after high school (secondary school).
5. If the student has fewer than 60 transfer credits, we also need official transcripts from all high schools attended, as well as secondary school leaving certificates and exit exams.

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. This is an online application that can be accessed at *www.fafsa.ed.gov/*.

Demonstration of Need

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

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

Awarding and Acceptance

After the student has been admitted and the college has received the results of the FAFSA, the student will receive notification of the award. Indication of acceptance is made by returning a signed copy of the award letter and the $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, five years for students pursuing a degree in an approved five-year program (e.g., Engineering).

Presidential Scholarships

Awards are made to students who have demonstrated outstanding academic performance. The award of full tuition is a renewable scholarship based on college involvement and academic performance. A student must have a minimum 27 ACT/1210 SAT, and a non-weighted 3.2 grade point average to be eligible. 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 student must have a minimum 27 ACT/1210 SAT, and a non-weighted 3.2 grade point average to be eligible. A maximum of five scholarships will be awarded annually, based on a competitive Honors Committee selection process.

Academic Scholarships

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

Transfer Scholarships

Awards are based on the student's cumulative GPA from all college courses. Minimum GPA is 2.50. 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 and cross-country; and for women in volleyball, soccer, basketball, softball, track, cross-country, and cheer/dance team.

Music/Theatre Awards

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

U.S. Army ROTC Scholarships

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

ROTC students are furnished free textbooks for military science courses. Students enrolled in the last two years of military science receive $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). This is an online application, which can be accessed at *www.fafsa.ed.gov.*

Kansas Comprehensive Grant: Only Kansas residents attending an in-state college are eligible to apply for the Kansas Comprehensive Grant. Qualified Benedictine College students may receive up to $3,000 per year. The grant amount is determined by the packaging formula guidelines established by the Kansas Board of Regents. 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 $5,350 for the 2009–2010 academic period. Eligibility is based on need. The FAFSA is the only application required to apply for this aid.

Federal Supplemental Educational Opportunity Grant: Gift aid up to $1,350 for the 2009–2010 academic period. Eligibility is based on need with priority given to Pell eligible students. The FAFSA is the only application required to apply for this aid.

Federal Perkins Loan (formerly NDSL): A five percent 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 required for this aid. Loan counseling is required and occurs when school begins.

Federal Subsidized Stafford Loan: This loan program allows freshmen to borrow up to $3,500; sophomores up to $4,500; juniors and seniors up to $5,500. These loans are available to students at a fixed annual interest rate of 5.6 percent for loans disbursed after July 1, 2009. 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 required applications for this aid. Loan counseling is required and can be done via the web at *http://mappingyourfuture.org/OSLC*. 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: Effective July 1, 2009, dependent and independent students are eligible for $2,000 unsubsidized Stafford loan as part of their initial base Stafford Loan eligibility. 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 (PLUS): This loan program to parents for dependent undergraduate students offers a fixed interest rate capped at 8.5 percent. Parents may borrow up to the cost of attendance minus other aid. For PLUS loans disbursed after July 1, 2009, principal repayments may be deferred to six (6) months following the student's leaving school on a full-time basis. Interest will accrue and will require monthly/quarterly repayment while the student remains in school. Eligibility is not based on need. The PLUS loan application is the only application for this aid and can be accessed via the web at *www.benedictine.edu*, 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 $1,500 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) 271-4541 / (800)-647-2881.

Endowed Scholarships

Certain restrictions apply. Please contact the Office of Financial Aid.

Thomas E. Alsop Scholarship
Bartels-Exline Scholarship
Benedictine Bottoms Research Fund
Biology Scholarship Endowment
Paul P. and Myrle M. Boatwright Scholarship
Louis H. Borserine Jr. Scholarship
William T. and Patricia Bowler Scholarship
Broderick-Devling Scholarship
Sister Mary Cyril Busenbarrick OSB Scholarship
Paul H. and Louise M. Byrd Scholarship
Dan and Terri Carey Family Award
Carrigan-Fitzgerald Scholarship
E-I-E-I-O/John Casey Scholarship
Pete Cathers Scholarship
Art and Terri Catrambone Award
Chemistry Scholarship Endowment
Chicago Scholarship
Tom Colwell, Sr. Scholarship
Corbett Scholarship
Katherine Weishar Dalzell Music Scholarship
Edith and Harry Darby Scholarship
Father Eugene Dehner OSB Scholarship
Anna S. Berezina Derrick Scholarship
Mother Lucy Dooley OSB Scholarship
Abbot Brendan Downey OSB Scholarship
J. Ernest Dunn Memorial Scholarship
Gilbert R. Estrada Scholarship
Exchange National Bank & Trust-Adair Scholarship
Patrick and Estella (Umscheid) Farrell Scholarship
Farrell-Umscheid Family Scholarship
Joseph and Kay Fisher Scholarship
The 571st Dustoff Medics Scholarship
Luisa Garcia Flood Scholarship
Forster-Powers Trust Scholarship
Cyril S.S. Fountain Scholarship
Frankenhoff, Wolters & Mother Lucy Dooley Memorial Scholarship
Bo and Terry Fraser Scholarship
Helen Jane and John Gaschen Music Scholarship
Edward and Marlene Gellings Scholarship
Gilligan Family Scholarship
Walter and Elsa Gorges Scholarship
Mary E. Graboski Scholarship
Joseph H. Gronstal Scholarship
Marshall V. and Beulah M. Hall Scholarship
Raleigh and Lucille S. Hays Scholarship
Jeanne Marie Heath Scholarship
William Randolph Hearst Scholarship
Father Alcuin Hemmen OSB Scholarship

Mother Celeste Hemmen OSB Scholarship
Thomas Hoenig SIBC Endowment
S. Bernice and Michael Horan Scholarship
Owen and Genevieve Horner Award
Henry and Mary Hunninghake Award
Kaminsky-McArthur Scholarship
Josephine and Katherine Keifer Memorial Scholarship
Kemlage Endowed Biology Travel Fund
John Kirwan Scholarship
Klopf Family Memorial Scholarship
Mary Frances Kochevar-Miller Scholarship
Kohake-Nemaha Scholarship
Judge Jay A. and Sadie W. Kyle Scholarship
Father Bertrand LaNoue OSB Scholarship
Bob '45 and Pat '47 Latz Endowed Scholarship
Charles and Ernestine Linck Scholarship
William F. Lindquist Scholarship
Alvin J. and Leona M. Lueger Scholarship
Charles G. Lyman Scholarship
Edwin and Helen McAnany Scholarship
James W. and Dorothy McBride Scholarship
Dennis J. McCarthy Memorial Scholarship
Abbot Cuthbert McDonald OSB Scholarship
John J. McGrath Priesthood Scholarship
Joy Regan McGuire Endowed Scholarship Fund
Frances McIntyre Memorial Scholarship
Leo McIntyre Scholarship
McKeever Family Scholarship
Mid-Mo Ravens Scholarship
Joseph and Sylvia Mihoover Scholarship
Dorothy (Joyce) Miller Nursing Scholarship
Robert G. Miller Scholarship
C. M. and Betty Moore Scholarship
Julian Morales and Floyd Slief Scholarship
James P. Moroney Scholarship
Moyer-Lazzo Scholarship
Michael J. Murray Scholarship
National Endowment for the Humanities Scholarship
Orin Newton Scholarship
Ralph Nolan Scholarship
Father John P. O'Connor Memorial Scholarship
Thomas P. and Anna H. O'Connor Scholarship
Laurence R. O'Donnell Memorial Scholarship
Tensie Oldfather Scholarship
Wini Shaw O'Malley Scholarship
Ann and Jack O'Sullivan Scholarship
Sister Elizabeth Overton OSB Scholarship
Piazza Family Scholarship

Father Conrad Pillar, OSB, Scholarship
Priesthood/Formation Scholarship
Donald Prouty Scholarship
Michael J. Puricelli Memorial Scholarship
Josephine Rambour Scholarship
Walter Rambour Scholarship
Robert Reintjes Scholarship
Richie Restivo Music Scholarship
Bertha Roche Scholarship
Herman J. Rome Scholarship
George L. Ross Priesthood Scholarship
Dan Rupp Memorial Scholarship
Joseph M. and Agnes C. Schaefer Scholarship
Victor A. and Agnes E. Schaefer Scholarship
Charles F. Schaff Scholarship
Schandler Steichen Scholarship
Frank Scheetz Scholarship
Donald and Roselyn Schmidt Scholarship
Rita and Jerry Schmidt Scholarship
Father Sylvester Schmitz OSB Scholarship
Lee Schneider Memorial Scholarship
Mary Domitilla Schober Scholarship
Harold and Eunice Cole Schorn Scholarship
Herman and Catherine Corpstein Schuele Scholarship
Kathryn Tonquest Senger Scholarship
Jack Shay Scholarship
John and Annalene Sheda Scholarship
Dr. William Smith Memorial Scholarship
John L. Speier Jr. Scholarship
Father Joseph Staudinger OSB Memorial Scholarship
H. Guy and Alma M. Stinson Music Scholarship
Mike and Marlene Stovall Scholarship
Phyllis Sturm Scholarship
Sister Helen Sullivan OSB Scholarship
Symon-Whitaker Memorial Scholarship
Bucky Thompson Memorial Scholarship
Thull Family Scholarship
Glenn and Mary P. Torline Scholarship
Lionel G. and Eileen E. Trujillo Scholarship
Dana Allan Villeme Memorial Scholarship
Charles L. Visnic Memorial Scholarship
Helen K. Volk Scholarship
Franz A. and Angelica Morales von Sauer Memorial Scholarship
Wahbeh Family Scholarship
John Waldman Memorial Scholarship
John T. Waldron Memorial Scholarship
Howard Westerman Sr. Memorial Scholarship
Leo R. and Aileen Wetta Scholarship

Williford-Reiss Memorial 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 Scholarship
Archdiocese of Kansas City in Kansas
Atchison Community Foundation Scholarship
Jack and Dolores Caldwell Trust - Capital City Bank Scholarship
Going the Distance Coach V Award
Griffis Memorial Scholarship and Achievement Award given by the Sisters of Mount St. Scholastica
Lanzano Scholarship
Marymount Memorial Educational Trust Fund through the Salina Diocese
Dick Maurer Memorial Fund
William G. McGowan Scholarship
Catherin V. Merrill Foundation Scholarship
Mid-Mo Ravens Current Scholarship
Minority Scholarship given by St. Benedict's Abbey
H. E. Muchnic Scholarship Fund
E. E. Newcomer Enterprises Foundation
Robert B. and Jane L. O'Connor Scholarship
Fathers Paschal and Pius Pretz Scholarship
Helen M. Rasure Current Gift Scholarship
UPS 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, the ISEP program, the Irish-American Scholar program, and the Benedictine College/Campion College bi-lateral exchange 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 Minimum 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 Office of Academic Records and Registration. It is the responsibility of the students to inform the Office of Academic Records and Registration at Benedictine College of their correct address at all times.

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 Life

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

Eight 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-three 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. It houses freshmen women.

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

Newman Hall, a 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 women in two, three, four, and six person suites.

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

Kremmeter, Legacy, and Wolf Halls, three separate apartment-style buildings, opened in fall 2008. Kremmeter houses upperclass men, Wolf houses upperclass women and Legacy is a community building on the first floor with housing for upperclass men on the second floor.

Campus housing includes four 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 Dance, and Spring Formal; intramural sports; and various "fun" events planned each year by Student Activities.

Student Health Center

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

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

Only four hours of internship can count towards graduation. 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 online news), and the *Raven* (the college yearbook), are edited by the students of the college. These publications encourage journalistic ability and serve as a means of communication for the students and faculty.

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

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

Intramurals

More than 80 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 Office of Academic Records and Registration 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
Art
Art Education
Astronomy
Athletic Training
Biochemistry
Biology
Business Administration
Chemistry
Computer Science
Criminology
Economics
Elementary Education
Engineering Physics
English
Finance
Foreign Languages
French
History
International Business
International Studies
Liberal Studies
Mass Communications
Mathematics
Music
Music Education
Natural Science
Philosophy
Physical Education
Physics
Political Science
Psychology
Secondary Education
Social Science
Sociology
Spanish
Special Education
Theatre Arts
Theatre Arts Management
Theology
Youth Ministry

Minors are offered in the following disciplines:

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

Double Majors

A student may earn a double major by fulfilling the general education requirements of the college and the requirements of two major programs including a comprehensive or standardized examination in both major fields. **Double majors may require one or more extra semesters of 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: biochemistry, international studies, 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 100 and above. These courses must include:
   a. Those courses specified by the student's major department.
   b. A total of at least 40 credit hours in courses numbered 300 or above. Transfer students are required 30 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 no more than 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.

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 classes 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 the mission of the College (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.)

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

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

Foundations

The foundations are where Benedictine College 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. The College does 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). Benedictine College believes that it is essential that students are exposed to a wide variety of perspectives, even though a course may be listed in two different foundations, it can only count for one foundation course for the student. Students must take courses that meet the following foundations:

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

Foundation Courses

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

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

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

Ar 113	Ar 322	Ar 369	Ar 421	En 201	En 403	Fr 362	Mc 384	Mu 491
Ar 116	Ar 326	Ar 381	Ar 426	En 202	En 404	Fr 363	Mu 113	Sa 304
Ar 121	Ar 350	Ar 383	Ar 451	En 301	En 405	Fr 364	Mu 190	Sa 365
Ar 213	Ar 351	Ar 384	Ar 454	En 302	En 406	Fr 365	Mu 290	Sa 366
Ar 226	Ar 352	Ar 385	Ar 464	En 303	En 411	Hi 372	Mu 291	Sa 462
Ar 251	Ar 353	Ar 386	Ar 465	En 304	En 414	Hi 373	Mu 303	Sa 464
Ar 261	Ar 355	Ar 387	Ar 481	En 311	En 420	Mc 128	Mu 390	Sa 468
Ar 290	Ar 359	Ar 391	Ar 484	En 312	Fa 149	Mc 218	Mu 391	Sa 469
Ar 317	Ar 362	Ar 392	Ch 301	En 313	Fa 150	Mc 302	Mu 400	Ta 102
Ar 318	Ar 363	Ar 393	Da 307	En 401	Fa 201	Mc 318	Mu 401	
Ar 321	Ar 368	Ar 420	En 102	En 402	Fr 304	Mc 380	Mu 490	

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

Ba 225	Ba 481	Ec 209	Ec 309	Ed 451	Ps 375	Sa 372
Ba 355	Cr 225	Ec 210	Ec 310	En 405	Ps 377	So 101
Ba 371	Ec 100	Ec 300	Ec 312	Ps 100	Py 100	So 250
Ba 383	Ec 101	Ec 306	Ec 315	Ps 325	Sa 371	So 290

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

As 130	Bi 312	Bi 370	Ch 115	Ch 380/382	Pc/Bi/Ch 205	Pc 460
As 140	Bi 313	Bi 390	Ch 123	Ch 421	Pc 210	Pc 461
Bi 107	Bi 344	Bi 457	Ch 124	Ch 431	Pc 211	Pc 480
Bi 121	Bi 345	Bi 475	Ch 231/232	Ch 461	Pc 320	Py 376
Bi 122	Bi 346	Bi 476	Ch 233/234	Ch 473/474	Pc 330	So 290
Bi 242	Bi 353	Bi 482	Ch 301	Ch 483/484	Pc 331	
Bi 243	Bi 354	Ch 101	Ch 321/322	Eg 120	Pc 350	
Bi 244	Bi 355	Ch 102	Ch 351/352	Eg 121	Pc 370	
Bi 247	Bi 356	Ch 103/105	Ch 353/354	Pc 110	Pc 372	
Bi 310	Bi 357	Ch 104/106	Ch 371/372	Pc 120	Pc 380	
Bi 311	Bi 360	Ch 114	Ch 377	Pc 160	Pc 430	

Faith: The following courses satisfy the Faith foundation.

Ec 370	Ph 308	Th 308	Th 340	Th 365	Th 395
En 313	Th 210	Th 315	Th 345	Th 370	Th 400
Hi 308	Th 240	Th 320	Th 350	Th 375	Th 410
Ph 306	Th 307	Th 330	Th 360	Th 390	Th 420

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

Ba 355	Ph 255	Ph 355	Ph 455	Ph 473	Ph 480	Th 308
Ed 451	Ph 306	Ph 373	Ph 460	Ph 475	Ph 486	
En 411	Ph 308	Ph 374	Ph 471	Ph 476	Ps 377	
Ph 101	Ph 325	Ph 441	Ph 472	Ph 477	Th 307	

Skills and Perspectives

The skills and perspectives courses are designed to ensure that the students are exposed to a variety of perspectives and learn the essential skills they will need for a successful life after college. Because the College believes that these things can be accomplished in a variety of ways, in almost any discipline, the 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
Oral Communication – 1 course
Visual Communication – 1 course
Quantitative Analysis – 1 course
Scientific Method – 1 course
Global Perspective – 1 course
Western Perspective – 1 course

Skills and Perspectives Courses

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

As 340	Bi 355	Ch 377	En 311	Fa 149	Hi 394	Pe 457	Th 340
As 360	Bi 370	Cs 493	En 312	Fa 150	Hi 395	Ph 498	Th 360
As 450	Bi 121	Ec 101	En 313	Fr 351	Hi 396	Ps 250	Th 365
Ba 223	Bi 311	Ec 209	En 325	Hi 308	Hi 417	Ps 275	Th 370
Ba 225	Bi 354	Ec 210	En 327	Hi 311	Hi 422	Py 290	Th 390
Ba 340	Bi 355	Ec 300	En 401	Hi 350	Hi 493	Py 373	Th 410
Ba 345	Bi 370	Ed 317	En 402	Hi 357	Ma 493	Sa 304	
Ba 350	Ch 231	En 102	En 403	Hi 363	Mc 216	Sa 351	
Ba 357	Ch 232	En 201	En 404	Hi 364	Mc 303	Sa 371	
Ba 383	Ch 233	En 202	En 406	Hi 366	Mc 310	Ta 381	
Ba 450	Ch 234	En 301	En 411	Hi 368	Mc 316	Ta 382	
Bi 121	Ch 321/322	En 302	En 414	Hi 372	Mc 341	Ta 383	
Bi 311	Ch 351/352	En 303	En 420	Hi 373	Mu 400	Th 315	
Bi 354	Ch 353/354	En 304	En 425	Hi 383	Mu 401	Th 320	

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

Ac 328	Ba 340	Bi 355	Ed 492/496	Hi 322	Mu 224	Se 371	Ym 460
Ar 318	Ba 345	Bi 370	En 403	Hi 331	Pe 457	Ta 125	
Ar 465	Ba 383	Ch 390/391	En 406	Hi 493	Sa 304	Ta 224	
Ar 486	Ba 445	Ch 480/481	En 411	Ma 493	Sa 351	Ta 495	
As 360	Bi 121	Ch 490/491	En 414	Mc 302	Se 222	Th 365	
Ba 223	Bi 311	Cs 493	En 420	Mc 303	Se 223	Th 410	
Ba 225	Bi 354	Ed 307	En 431	Mc 384	Se 224	Ym 380	

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

Ar 113	Ar 326	Ar 369	Ar 451	Ba 445	Cs 493	Mc 318	Th 410
Ar 116	Ar 350	Ar 381	Ar 454	Bi 121	Ed 220	Mc 384	Ym 460
Ar 121	Ar 351	Ar 383	Ar 464	Bi 311	En 312	Pe 457	
Ar 213	Ar 352	Ar 384	Ar 465	Bi 354	En 414	Ta 125	
Ar 226	Ar 353	Ar 385	Ar 481	Bi 355	En 420	Ta 215	
Ar 251	Ar 355	Ar 386	Ar 484	Bi 370	Fa 149	Ta 322	
Ar 261	Ar 359	Ar 387	Ar 486	Ch 390/391	Hi 372	Ta 354	
Ar 290	Ar 362	Ar 393	Ba 223	Ch 490/491	Ma 255	Ta 356	
Ar 317	Ar 363	Ar 420	Ba 345	Cr 350	Mc 218	Ta 477	
Ar 318	Ar 368	Ar 426	Ba 357	Cs 255	Mc 302	Ta 495	

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

Ac 209	Ac 494	Ch 104/106	Ch 421	Ec 320	Ma 203	Ma 360	Ps 250
Ac 210	As 130	Ch 114	Cs 101	Eg 120	Ma 211	Ma 457	So 375
Ac 327	As 140	Ch 115	Cs 114	Eg 121	Ma 233	Ma 465	So 475
Ac 328	As 340	Ch 123	Cs 255	Fi 390	Ma 250	Ma 480	So 476
Ac 363	As 360	Ch 124	Cs 256	Ma 104	Ma 255	Ma 493	So 496
Ac 373	As 450	Ch 301	Ec 209	Ma 107	Ma 256	Pc 110	
Ac 382	Ba 445	Ch 321/322	Ec 210	Ma 110	Ma 310	Pc 120	
Ac 401	Ba 483	Ch 351/352	Ec 309	Ma 111	Ma 315	Pc 210	
Ac 402	BCh 101	Ch 353/354	Ec 310	Ma 124	Ma 331	Pc 211	
Ac 403	Ch 102	Ch 371/372	Ec 312	Ma 131	Ma 345	Pc 440	
Ac 493	Ch 103/105	Ch 380/382	Ec 313	Ma 132	Ma 356	Pe 357	

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

As 130	Bi 312	Bi 475	Ch 123	Ch 353/354	Cs 351	Pc 380
As 140	Bi 313	Bi 476	Ch 124	Ch 371/372	Eg 120	Pe 380
Bi 107	Bi 344	Bi 482	Ch 231	Ch 377	Eg 121	Ps 250
Bi 122	Bi 345	Ch 101	Ch 232	Ch 380/382	Ma 211	Py 290
Bi 242	Bi 346	Ch 102	Ch 233	Ch 421	Pc 110	Py 371
Bi 243	Bi 353	Ch 103/105	Ch 234	Ch 431	Pc 120	So 375
Bi 244	Bi 356	Ch 104/106	Ch 301	Ch 461	Pc/Bi/Ch 205	So 475
Bi 247	Bi 357	Ch 114	Ch 321/322	Ch 473/474	Pc 210	So 476
Bi 310	Bi 360	Ch 115	Ch 351/352	Ch 483/484	Pc 211	So 496

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

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

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

Ar 290	En 404	Hi 212	Hi 373	Ph 325	Sa 304
En 102	En 406	Hi 213	Hi 383	Ph 441	Sa 351
En 201	En 411	Hi 311	Hi 394	Ph 471	So 358
En 202	Fr 361	Hi 357	Hi 395	Ph 472	Th 330
En 301	Fr 362	Hi 363	Hi 396	Ph 473	Th 340
En 302	Fr 363	Hi 364	Hi 417	Ph 476	Th 365
En 304	Fr 364	Hi 366	Hi 422	Ph 477	Th 390
En 312	Hi 105	Hi 368	Ma 290	Ph 486	
En 403	Hi 106	Hi 372	Ph 255	Py 491	

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 a student's 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.

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 Assistant Dean of the College and the student's advisor. Additionally, depending upon the magnitude of the academic dishonesty, the student may receive a failing grade for the course and the student may even be suspended or is subject to suspension or dismissal from the college.

Grading

Grade		Point Value
A	Superior work demonstrating high competency and creativity	4.0
A–		3.7
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 Office of Academic Records and Registration, secure the written approval of the faculty advisor and instructor concerned, and file the form with the Registrar. **A student is not officially withdrawn until this procedure is completed.** 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 Office of Academic Records and Registration. The grade of 'I' must be removed by the end of the semester following the granting of the incomplete. An incomplete not removed as specified will be converted to grade of 'F.'

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

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

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

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 Office of Academic Records and Registration.

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

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 Assistant 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 Director of the Student Success Center 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 the withdrawal occurs after the official withdrawal period.

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

Readmission

The Dean of the College will evaluate each case in which a student who has been dismissed for academic reasons petitions for continuation or readmission. Exceptions to the dismissal regulations may or may not be made. 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 *Summa cum laude*
3.84–3.75 *Magna cum laude*
3.74–3.50 *Cum laude*

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. A student whose account has not been paid in full is not eligible for a transcript.

Benedictine College has authorized the National Student Clearinghouse to provide transcript ordering via the Web. You can order transcripts using any major credit card. Your card will only be charged after your order has been completed. To order an office transcript(s), login to the Clearinghouse secure site: https://www.studentclearinghouse.org The site will walk you through placing your order, including delivery options and fees. You can order as many transcripts as you like in a single session. A processing fee will be charged per recipient.

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

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.

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 Office of Academic Records and Registration, 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 Virtual Bookstore Quick 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.

Payments for tuition, room, board and fees made by check, money order and cashier's check must be payable to Benedictine College. The college also accepts credit/debit cards issued through Visa, MasterCard or Discover by calling the College Business Office (913-360-7403); a convenience fee may be assessed.

Payment Policy

Payment of tuition, room, board and fees is due by August 1 for fall semester and January 2 for spring semester in order for the student to complete the registration process. Student billing statements are available on-line through OASIS after the student has registered for classes and 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). Paper statements are mailed monthly to all accounts with a balance due.

Students must complete application and file for all available financial aid, including loans, well before the start of classes in order to receive final awards of financial aid in time to be considered and used 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 cannot be used in determining the net balance due on a student's account. When making payment arrangements, allowance is made for *finalized* and *awarded* financial aid, namely scholarships, grants and any loan actually completed or received and endorsed to the college by payment deadlines.

Two payment options are available: the Standard Payment Plan or the Extended Tuition Payment Plan.

Standard Payment Plan. The standard payment plan requires payment of the total net balance due on the student account by August 1 for fall semester and January 2 for spring semester. Students are encouraged to make payment by personal check, money order, or cashier's check payable to Benedictine College and mailed to Benedictine College, PO Box 871048, Kansas City, MO 64187-1048. Credit or debit cards processed through Visa, MasterCard or Discover are also accepted by calling the College Business Office at 913-360-7403; a convenience fee may be assessed.

Students participating in programs sponsored by the Veterans Administration, ROTC, or other federal or state programs must complete a written agreement, completed by both the student and the Business Office by the August 1 and January 2 payment deadlines; not doing so may require the student to pay the balance due.

Extended Tuition Payment Plan. The college allows families to make monthly payments when enrolling and participating in one of the approved Tuition Payment Plans. Plans are offered in partnership through Educational Computer Systems, Inc. (ECSI). Enrollment and the first payment required under the Tuition Payment Plan (TPP) must be made by the

designated due dates. Families choose the payment plan from those offered which best fits individual budget needs. Families using payment plans are encouraged to make payments using automatic deductions from bank accounts or by mailing checks to ECSI. Payments made using other payment methods, such as, but not limited to, credit cards, electronic check, etc. may be subject to additional processing and/or convenience fees charged by Education Billing Services. Complete details available at www.benedictine.edu then choosing Student Billing Quick Link and referring to the Extended Payment Plan section or by calling the college Business Office at 913-360-7407. 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			
T0810	10 Payments	$85	July – April
T0809	9 Payments	$100	August – April
Fall Term Only			
T08F4	4 Payments	$50	August – November
Spring Term Only			
T08S4	4 Payments	$50	January – April

Failure to pay the balance due in full or to enroll in and make the first payment toward an approved tuition payment plan (TPP) by the required payment deadlines is subject to additional charges. Benedictine College reserves the right to assess monthly interest charges on unpaid balances, late payment charges, reasonable administrative charges, reasonable collection costs, attorney fees, and any other costs associated with or which accrue due to the delinquent status of a student account. Accounts may also be referred to a collection agency and notification may be given to the credit bureau agencies.

Interest charges and/or late payment fees may be assessed against account balances even if estimated or pending financial aid is intended to cover the balance but has not been finalized by payment deadlines. To avoid additional charges and fees, you must finalize your entire financial aid package so it can be disbursed against your balance by payment deadlines; Federal loan proceeds may not be received by the College earlier than ten days prior to the first day of classes but loan status must be in a "processed" status to be included as finalized aid. If aid is not completed by payment deadlines, you should enroll in a Tuition Payment Plan until aid is disbursed to your student account. Once aid has been credited against your Benedictine College student account, it will be transferred to your payment plan and your payment plan balance will be adjusted accordingly or closed if paid in full.

Students who have not made payments or payment arrangements by the end of the first week of classes will be assessed a $50 late payment fee. Balances unpaid thereafter will be subject to 1.5% interest monhtly on unpaid balances.

For eight-week or shorter courses, such as summer school, Tuition Payment Plans are not available. All tuition and fees are due prior to the first day 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 $200.00 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. Room damages that may be charged at the time of graduation or withdrawal will be charged to the student account and the housing deposit will be credited against the student account. The 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 Student Life 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 Student Life 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 Office of Academic Records and Registration.
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 Office of the Director of the Student Success Center and the Student Life Office.

Fees. Individual course fees will not be refunded after the first day of classes each semester.

Tuition Adjustments/Refunds. Students who drop individual courses but remain enrolled as full-time students (12 to 18 credit hours) will not see a change in the full-time tuition charge. For the first 10 days of each semester, a change in status from full-time enrollment to part-time enrollment (less than 12 credit hours) will impact charges as well as eligibility for financial aid. Part-time students are not eligible for financial aid. After the 10th day of the semester, there will be no change in tuition charges or financial aid when dropping classes that cause a student to go from full-time to part-time enrollment status; the student's enrollment status "freezes" for the purpose of charges as well as receipt of financial aid.

Students whose status changes from part-time to full-time after the first 10 days of the semester but during the time period allowed to "add" classes will see a change in charges. When enrollment status changes, students are encouraged to meet with Student Billing in the Business Office to understand how charges will be affected and with the Financial Aid Office for a clear understanding of how aid may be affected.

When a student withdraws from college or when part-time students drop individual courses, tuition charges will be adjusted following the schedule below. Students withdrawing should request a withdrawal form from the Office of the Director of the Student Success Center in order to begin the official withdrawal (exit) process. Tuition charges will be adjusted once the withdrawal date is recorded in the Office of Academic Records and Registration and entered into the student's record.

Tuition Adjustments

Week Ending	Percent Refunded
1st full week of semester	90%
2nd full week of semester	75%
3rd full week of semester	50%
To 20th day each semester	25%
After 20th day	No adjustment

Room and Meal Adjustments/Refunds. Rooms and meal plans 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 and meal plan charge are refunded less a withdrawal fee. From the week classes are scheduled to begin, room charge and meal plans are refunded on a pro-rata basis starting the day after the student has moved out of the dorm and also returned all keys to the residence director. Meal plans are adjusted using the same pro-rata date.

Student Account Credit Balance Refunds. If a student billing account reaches a credit balance (caused when financial aid, awards, and/or payments exceed the total of charges assessed), the student may choose to 1) carry the 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. Refunds created as a result of federal financial aid credits are to be disbursed to the student within fourteen calendar days after aid credits have been posted to the student's account and the student has met enrollment and attendance qualifications according to federal and/or state regulations.

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

It is possible that a student who withdraws may still have an outstanding balance payable to Benedictine College after institutional charges and financial aid have been adjusted. Students should meet with Student Billing in the Business Office to understand the adjustment process and to make payment arrangements for any remaining balances. Benedictine College reserves the right to assess monthly interest charges, late charges, administrative charges, reasonable collection costs, attorney fees, and any other costs associated with or which accrue due to the delinquent status of a student account. Accounts may also be referred to a collection agency and notification may also be given to the credit bureau agencies. ***The college reserves the right to hold transcripts until all balances have been paid in full.***

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

When students withdraw from the college, financial aid may be used to help offset the cost of attendance based upon withdrawal adjustment/refund guidelines of the Federal government. For withdrawing students receiving financial aid, adjustments to aid will be based on the last date of class attendance and as set forth in The Federal Refund/Adjustment Policies contained in the provisions of the U.S. Department of Education relating to financial aid received is summarized below. Students are encouraged to meet with the Financial Aid Office to fully understand how individual situations will be impacted.

Federal regulations require the use of the Return of Title IV Funds policy to be used for all students receiving any type of federal aid when calculating the aid a student can retain after withdrawing. This policy relates to Federal Pell and SEOG Grants, as well as Federal Perkins, 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. 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. A student who remains enrolled beyond the 60% point earns all aid for that period.

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

1. Federal 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

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.***

Government Repayments

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

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.

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

C = Core

Foundations

HP = Historical Perspectives
AE = Aesthetic Experience
PC = Person and Community
NW = Understanding the Natural World
F = Faith
PI = Philosophical Inquiry

Skills and Perspectives

WC = Written Communication
OC = Oral Communication
VC = Visual Communication
QA = Quantitative Analysis
SM = Scientific Method
GP = Global Perspective
WP = Western Perspective

Art

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: become a practicing artist; to teach art in grades PreK–12; to enter the fields of advertising, graphic design, photography, printmaking, illustration, or ceramics; to continue with graduate study; or go into museum work.

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

A minimum of 43 credit hours, which must include Art courses:
Ar 121, Drawing (3 hours)
Ar 113, Design (3 hours)
Ar 261, Painting (3 hours)
Ar 318, Junior Seminar (1 hour)
Ar 486, Professional Practices (3 hours)
Senior portfolio submitted prior to graduation (credit)
Three Art history courses (9 hours)
Seven *approved* Art elective studio courses (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.

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 113
Design (3)
An exploration of the fundamentals of visual communication using 2D and 3D design. Students will become familiar with the elements of design and organizational principles. Studio assignments will encourage creative thinking, synthesis and analysis, and problem solving. (AE, VC)

Ar 116
Basic Photography (3)
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.* (AE, VC)

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. (AE, VC)

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.* (AE, VC)

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.* (AE, VC)

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.* (AE, VC)

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. (AE, VC)

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.* (AE)

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.* (AE, VC)

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.* (AE, VC)

Ar 359
Calligraphy (3)
History and practice of letter forms as a supplement to interpretative experiences fusing form with content. (AE, VC)

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.* (AE, VC)

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.* (AE, VC)

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.* (AE, VC)

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.* (AE, VC)

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.* (AE, VC)

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.* (AE, OC, VC)

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. (AE, VC, WP)

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. (AE, VC)

Ar 318
Junior Seminar (1)
Juniors will begin preparations for their Senior Professional Practices course and Senior Show. Group Critiques will be held throughout the semester preparing the students for their first Junior Portfolio review and eventually for their Senior show. Critical reading will be assigned with weekly discussions of critical essays and articles, and short papers. (AE, VC, OC)

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. (HP, AE)

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. (HP, AE)

Ar 393
Twentieth Century Art (3)
An in-depth study of forces and personalities producing twentieth century art. *Prerequisite: Ar 391 or Ar 392.* (HP, AE, VC)

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 457
Methods of Teaching Art Education (2)
Designed to prepare students to teach art at the preK–12 level. Focus is on teaching a variety of media. In addition, the students identify suitable teaching materials, and prepare tests and critiques for the different forms of media.

Ar 486
Professional Practices (3)
This course is designed to introduce students to professional skills and practices in the visual arts in preparation for graduate school, professional advancement in the arts, and employment in art related fields. Instruction in the development of appropriate written and visual documentation for exhibition and grant proposals, along with oral presentation skills will be covered. Students will prepare for their senior portfolio review. There will also be a community service component to the class. (VC, OC)

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	Foreign Language	4
Gs 150, BC Experience	cr	Ph 175, Logic and Nature	3
Foreign Language	4	Ar 261, Painting I	3
Ar 121, Drawing	3	Art elective	3
Ar 113, Design	3		
Pe 115, Wellness for Life	1		
	17		16

Sophomore Year

So 101, General Sociology	3	Natural World Foundation (with lab)	4
Art elective	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
	15		16

Junior Year

Faith Foundation	3	Philosophical Inquiry Foundation	3
Ar 392, Art History	3	Ar 318, Junior Seminar	1
Ar 369, Watercolor	3	Ar 363, Painting	3
Art elective	3	Ar 393, Art History 2	3
Natural World Foundation	4	Elective	3
Pe Activity course	1	Art elective	3
	17		16

Senior Year

Art History elective	3	Art elective	6
Art electives	6	Electives	6
Philosophical Inquiry Foundation	3	Ar 486, Professional Practices	3
Electives	6	Portfolio Review	cr
	18		15

Astronomy

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, Astronomy, and Engineering section in this catalog or contact the chair of the department.

Biochemistry

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

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

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. (NW, WC, OC, VC)

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. (NW, SM)

Bi 310
Biology III - Mechanisms of Evolution (3)
This courses 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.* (NW, SM)

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.* (NW, WC, OC, VC)

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.* (NW, SM)

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. (NW, WC, OC, VC)

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.* (NW)

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.* (NW, SM)

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.* (NW, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

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*. (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, WC, SM)

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.* (NW, WC, SM)

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.* (NW, WC, SM)

Ch 234
Organic Chemistry II Laboratory (1)
Laboratory course involving synthesis and chemical and instrumental analysis of organic compounds. (NW, WC, SM)

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.* (NW, WC, QA, SM)

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. (NW, WC, QA, SM)

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.* (NW, WC, QA, SM)

Ch 354
Biochemistry II Laboratory (1)
Laboratory course related to the components of Ch 353. (NW, WC, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

Ch 382
Thermodynamics Laboratory (1)
Laboratory course involving physicochemical measurements related to thermodynamics. (NW, QA, SM)

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.* (OC, VC)

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.* (NW, SM)

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. (NW, SM)

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. (OC)

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.* (OC, VC)

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		
	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
	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
	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		
	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

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 prerequisited to all other 300 and 400 level courses.

Biology Major – The Introductory Course Core

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. (NW, WC, OC, VC)

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. (NW, SM)

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.* (NW, SM)

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.* (NW, WC, OC, VC)

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. (NW, SM)

Bi 242
Human Anatomy (3)
An introduction to anatomy and micro anatomy of the human organism. Lecture: two hours. Laboratory: two hours. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, SM)

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. (NW, WC, OC, VC)

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. (NW, WC, OC, VC)

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. (NW, SM)

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.* (NW, SM)

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. (NW, WC, OC, VC)

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.* (NW)

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. (NW)

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.* (NW, SM)

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.* (NW, SM)

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. (NW, SM)

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

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.

Degree Completion in Asia

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

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

The Business Department offers four majors: Accounting, Business Administration (with concentrations in Management, Marketing, Entrepreneurship, Human Resource Management, International Business, and Interdisciplinary), Finance, and International Business.

A student may declare a major in the Business Department at any time. However, a student must satisfy the requirements set forth below in order to be admitted as a major in the Business Department. Prior to satisfying the requirements for admission as a major in the Business Department, students who declare a major will be listed as PB (Pre-Business) in the Office of Academic Records and Registration. A student will not be allowed to enroll in a 400-level course offered by the Business Department unless the student has petitioned and been admitted as a major.

A student will be admitted as a major in the Business Department if the following requirements are satisfied:

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

   Ba 165, Intro to Quantitative Analysis
   Ba 265, Development and Analysis of Business Data
   Ba 223, Business Communication
   Ba 225, Principles of Management
   Ac 209, Principles of Financial Accounting
   Ac 210, Principles of Managerial Accounting
   Ec 209, Principles of Macroeconomics
   Ec 210, Principles of Microeconomics

2. The student must have an overall (college-wide) cumulative GPA of at least 2.00 and a cumulative GPA of at least 2.00 in all courses which apply toward a major in the Business Department (including the Business Block courses listed above).
3. If the first two requirements have been satisfied, the student must submit a petition for admission as a major in the Business Department and specify the major as Accounting, Business Administration (including concentration), Finance, or International Business. Students may petition for more than one major.

The Business Department recommends that students who desire a major in the Business Department should plan on the following sequence:

1. The student should declare a major in the Business Department during the freshman year or early in the sophomore year. This declaration is made with the Office of Academic Records and Registration, and the student will be listed as PB (Pre-Business). This PB declaration is not required for a student who wishes to ultimately submit a petition for admission as a major in the Business Department. However, it is highly recommended that students declare the major as early as possible so a member of the Business Department faculty can be assigned as their academic advisor and their curriculum can be planned accordingly.

2. The student should complete, with a grade of C– or better, the Business Block courses (listed above) required to be admitted as a major in the Business Department by the end of the sophomore year, or by the end of the junior year at the very latest. It is not required that the student complete the Business Block courses (with a C– or better) by the end of the sophomore or junior year. However, a student cannot enroll in a 400-level course offered by the Business Department until he or she has completed the Business Block (with a C– or better) and has been admitted as a major. Thus, for students wishing to complete their degree in four years, it is ideal that this be accomplished by the end of the sophomore year, and it is necessary to achieve this by the end of the junior year at the latest.

3. The student should submit a petition to be admitted as a major in the Business Department (Accounting, Business Administration, Finance, or International Business) by the end of the sophomore year, or by the end of the junior year at the very latest. It is not required that the student submit a petition to be admitted by the end of the sophomore or junior year. However, a student cannot enroll in a 400-level course offered by the Business Department until he or she has been admitted as a major. Thus, for students wishing to complete their degree in four years, it is ideal that this be accomplished by the end of the sophomore year, and it is necessary to achieve this by the end of the junior year at the latest.

4. Following admission into the major, the student may enroll in 400-level courses offered by the Business Department and should complete the remaining degree requirements by the end of the senior year.

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

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

Requirements Common to all Majors in the Business Department: Accounting, Business Administration, Finance, and International Business

In addition to satisfying the Degree Requirements of Benedictine College, a B.A. candidate in Accounting, Business Administration, Finance, and International Business must satisfy the following requirements:

1. The candidate in Accounting, Business Administration, Finance, or International Business must complete the General Education requirements of the College (Core, Foundations, Skills/Perspectives).

2. The candidate must complete all courses required for the major in Business Department with a grade of C– or better in each course. Courses required for the major include:

   a. The eight Business Block courses required for admission to the Business Department:
      Ba 165, Quantitative Analysis for Business
      Ba 265, Development and Analysis of Business Data

Ba 223, Business Communication
Ba 225, Principles of Management
Ac 209, Principles of Financial Accounting
Ac 210, Principles of Managerial Accounting
Ec 209, Principles of Macroeconomics
Ec 210, Principles of Microeconomics

b. The five Common Body of Knowledge courses required for all majors:
Ba 355, Business Ethics
Ba 371, Legal Environment of Business
Ba 383, Principles of Marketing
Ba 379 or Ba 479, Business Internship
Fi 390, Principles of Finance

c. The Major Requirements for Accounting, Business Administration (including concentrations), Finance, or International Business (see below).

d. A Comprehensive Senior Examination (Ac 488, Ba 488, Fi 488) or its equivalent as determined by the Business Department.

3. Students enrolled in the Bachelor of Science degree completion program in any of the college's international sites must maintain a grade of C– or better in all of the 8 core modules.

4. Policy Statements:
a. Students may petition for more than one major in the Business Department (e.g. a student may double major in Accounting and Finance, or double major in Finance and Business Administration with a concentration in Marketing, etc.).

b. If a student elects a minor in addition to a major in the Business Department, it is recommended that the minor be chosen from a discipline outside of the Business Department (e.g. a Finance major might be encouraged to consider a minor in Economics, or a Business Administration major might consider a minor in a Foreign Language, etc.).

c. The minor in Business Administration is not available to students majoring in Accounting, Finance, or International Business. However, the minor in Accounting is available to students majoring in Finance, Business Administration, and International Business.

d. For students who transfer to Benedictine College and are admitted as a major, the Business Department reserves the right to determine which transferred courses will satisfy the requirements of a major. This determination will be based on a careful review of previous course content and examination.

Major in Accounting

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

Many career choices are available in the profession of accountancy. The three principle areas of employment are in an industrial concern, public practice, and governmental agencies. In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Accounting are as follows:

Ac 327, Intermediate Financial Accounting Theory I
Ac 328, Intermediate Financial Accounting Theory II
Ac 363, Federal Income Tax Accounting
Ac 373, Cost Accounting I
Ac 401, Advanced Financial Accounting Theory I
Ac 402, Advanced Financial Accounting Theory II
Ac 420, Business Valuation & Financial Statement Analysis
Ac 493, Auditing Theory
Ac 488, Comprehensive Senior Examination (or its equivalent)
One upper-division Accounting (Ac) elective
Ba 360, Strategic Management
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.

In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Business Administration with a concentration in Management are as follows:

Ba 343, Principles of Entrepreneurship
Ba 450, Human Resource Management
Ba 360, Strategic Management
Ba 465, Production & Operations Management
Ba 488, Comprehensive Senior Examination (or its equivalent)

Choose two courses from the following:

Ba 357, Management Information Systems
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 & Economics, 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.

In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Business Administration with a concentration in Marketing are as follows:

Ba 343, Principles of Entrepreneurship
Ba 460, Strategic Management
Ba 488, Comprehensive Senior Examination (or its equivalent)
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 & Economics, 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.

In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Business Administration with a concentration in Entrepreneurship are as follows:

Ba 343, Principles of Entrepreneurship
Ba 460, Strategic Management
Ba 488, Comprehensive Senior Examination (or its equivalent)
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.

In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Business Administration with a concentration in Human Resource Management are as follows:
Ba 343, Principles of Entrepreneurship
Ba 460, Strategic Management
Ba 488, Comprehensive Senior Examination (or its equivalent)
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
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.

In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Business Administration with a concentration in International Business are as follows:
Ba 343, Principles of Entrepreneurship
Ba 460, Strategic Management
Ba 488, Comprehensive Senior Examination (or its equivalent)
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.

In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Business Administration with an Interdisciplinary concentration are as follows:
Ba 343, Principles of Entrepreneurship
Ba 460, Strategic Management
Ba 488, Comprehensive Senior Examination (or its equivalent)

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 Office of Academic Records and Registration.

Major in Finance

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

In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in Finance are as follows:

Ac 364, Tax Issues in Business Decisions
Ac 420, Business Valuation & Financial Statement Analysis
Ba 460, Strategic Management
Fi 395, Enterprise Risk Management
Fi 490, International Finance
Fi 491, Investment & Portfolio Management
Fi 495, Advanced Corporate Finance
One upper-division Economics (Ec) elective
One upper-division Finance (Fi) elective
Fi 488, Senior Comprehensive Examination (or its equivalent)

Major in International Business

Career choices in International Business include working for organizations in foreign countries, working within the US for organizations doing business internationally, or working for governmental or non-profit agencies. All functional areas of business are relevant in International Business. In addition to the eight Business Block courses and the five Common Body of Knowledge courses, the major requirements for a B.A. in International Business are as follows:

Ba 325, International Management & Culture
Ba 471, International Business Law
Ba 459, Global Business Strategy
Fi 490, International Finance
Ba 485, International Marketing
Ec 315, International Economics
Ba 488, Senior Comprehensive Examination (or its equivalent)

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
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

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 327 and Ac 328 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 327, Intermediate Financial Accounting Theory I (3 cr)
Ac 328, Intermediate Financial Accounting Theory II (3 cr)
Ac 363, Federal Income Tax Accounting (3 cr)
Ac 373, Cost Accounting I (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 C– or higher must be earned in each course counting toward the minor.

The courses required to satisfy the minor are as follows:

Ac 209, Principles of Financial Accounting
Ec 210, Principles of Microeconomics
Ba 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 340, Small Business Management
Ba 343, Principles of Entrepreneurship
Ba 345, New Venture Creation
Ba 350, Organizational Behavior
Ba 355, Business Ethics
Ba 357, Management Information Systems
Ba 371, Legal Environment of Business
Ba 398, Special Topics
Ba 450, Human Resource Management
Ba 459, International Business
Ba 465, Production and Operations Management
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. (QA)

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.* (QA)

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.* (QA)

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.* (OC, QA)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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. *Prerequisites: Ac 209 and Fi 390.*

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.* (QA)

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.* (QA)

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 125
Introduction to Business (1)
The purpose of this course is to introduce the opportunities of business as a career option and to explore various employment options within the fields in business. The necessary academic backgrounds and educational choices will be explored. Students will be expected to complete a psychological profile that will assist in their decision-making. The application of the principles of the *Rule of St. Benedict* will be examined and the importance of the liberal arts in business will be emphasized.

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 165
Quantitative Methods in Business (3)
This course investigates analytical functions, including polynomial, logarithmic, and exponential functions necessary for business majors. The mathematics of finance, matrix algebra, and linear programming are covered. Additional topics will be presented as appropriate. *Prerequisite: Freshman standing only.*

Ba 223
Business Communication (3)
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.* (WC, OC, VC)

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.* (PC, WC, OC)

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 265
Development and Analysis of Business Data (3)
Business uses three languages: words, graphics and numbers. This course focuses on the language of numbers, supplemented by graphic presentations of numeric information. Specifically, students in this course will build skills for analyzing quantitative data, deriving and interpreting statistics, applying skills to data drawn from business contexts for the purpose of deriving implications for business action. *Prerequisite: Ba 165.*

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. (WC, OC)

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 and Ba 343, or permission of the instructor.* (WC, OC, VC)

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. (WC)

Ba 355
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.* (PC, PI)

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.* (WC, VC)

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.* (PC)

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.* (PC, WC, OC)

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.* (OC, VC, QA)

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.* (WC)

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
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 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.* (GP)

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 465
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 and Ba 265.*

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 Organization Law (3)
This course covers the legal aspects of the formation, operation and dissolution of business organizations. Sole proprietorships, partnerships, corporations and limited liability organizations will be examined. Issues relating to anti-trust and securities regulations will also be presented. *Prerequisite: Ba 371.*

Ba 473
Human Resource Law (3)
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 474
Sales and Finance Law (3)
This course focuses on the law of sales contracts under the Uniform Commercial Code, and on the law of financing of business organizations. Secured Transactions under Article 9 of the UCC and creditor-debtor relations as well as Bankruptcy law will be covered. *Prerequisite: Ba 371.*

Ba 479
Business Internship (0–3 as arranged)
This internship is designed for students who need or desire to complete an internship experience and need credit hours to graduate. The Internship experience provides the opportunity to work, learn and problem solve with a for-profit or non-profit business organization. The internship gives students a "hands on" experience. In cooperation with a management level supervisor, students create a "value added" project that integrates learning concepts and principles at the completion of the internship. One hundred hours of documented work time is required for each credit. *Prerequisite: recommendation of a business department faculty member and 60 credits completed.*

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.* (PC)

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 265 and Ba 383.* (QA)

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, Ba 265.* (QA)

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.* (HP)

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 international locations where the program is offered.

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 Prehistory 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
Ba 165, Quantitative Analysis for Business	3	Ba 265, Devel & Analy of Business Data	3
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		
	16		16

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
Understanding the Natural World	4	Ba 355, Business Ethics	3
Ac 327, Intermediate Finance Theory I	3	Faith Foundation	3
Pe 115, Wellness for Life	1		
	17		15

Junior Year

Ba 383, Principles of Marketing	3	Philosophical Inquiry Foundation	3
Fi 390, Principles of Finance	3	Understanding the Natural World	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		
	16		16

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

Senior Year

Philosophical Inquiry Foundation	3	Ba 460, Strategic Management	3
Aesthetic Foundation	3	Elective	3
Elective	3	Ac 402, Adv Financial Accounting II	3
Ac 401, Adv Financial Accounting I	3	Faith Foundation	3
Ac 493, Auditing Theory	3	Ba 472, Business Organization Law	3
Ac 420, Business Valuation	3		
	18		15

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 255, Teams and Leaders	2	Ba 165, Quantitative Analysis for Bus	3
Th 101, Introduction to Theology	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Aesthetic Foundation	3	Historical Foundation	3
Gs 150, BC Experience	cr		
Ba 125, Introduction to Business	1		
	16		16

Sophomore Year

Ac 209, Financial Accounting	3	Ac 210, Principles of Mgl Accounting	3
Ec 209, Macroeconomics	3	Ec 210, Microeconomics	3
Ba 223, Business Communication	3	Ba 225, Principles of Management	3
Ba 343, Princ of Entrepreneurship	3	Understanding the Natural World	4
Philosophical Inquiry Foundation	3	Ba 355, Business Ethics	3
Pe 115, Wellness for Life	1		
	16		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	Understanding the Natural World	4
Faith Foundation	3	Concentration Course	3
Ba 357, Management Info Systems	3	Elective	3
Pe Activity course	1		
	16		16

Internship: Summer, Junior–Senior Year (2 cr)

Senior Year

Faith Foundation	3	Ba 460, Strategic Management	3
Ba 345, New Venture Creation	3	Elective	3
Elective	3	Elective	3
Concentration Course	3	Concentration Course	3
Concentration Course	3	Concentration Course	3
	15		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	Ba 265, Devel & Analy of Business Data	3
Ba 165, Quantitative Analy for Business	3	Historical Foundation	3
Foreign Language	4	Foreign Language	4
Aesthetic Foundation	3	General Elective	3
Gs 150, BC Experience	cr		
	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
Philosophical Foundation	3	Scientific Foundation	4
Pe 115, Wellness for Life	1	Historical Foundation	3
General Elective	3		
	16		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
Ba 383, Principles of Marketing	3	Ba 355, Business Ethics	3
Pe Activity Course	1		
	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	Ba 460, Strategic Management	3
General Elective	3	General Elective	3
		Fi 493, Personal Finance	2
	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	Ba 165, Quantitative Analysis for Bus	3
Ba 255, Teams & Leaders	2	Historical Foundation	3
Historical Foundation	3	Ba 223, Business Communications	3
Aesthetic Foundation	3	Aesthetic Foundation	3
Gs 150, BC Experience	cr	Pe 115, Wellness for Life	1
	14		16

Sophomore Year

Ac 209, Financial Accounting	3	Ac 210, Managerial Accounting	3
Ec 209, Macroeconomics	3	Ec 210, Microeconomics	3
Ba 355, Business Ethics	3	Ba 225, Principles of Management	3
Ba 265, Dev & Analysis of Bus Data	3	Scientific Foundation	4
Understanding the Natural World	4	Philosophical Foundation	3
	16		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
Ba 371, Legal Environment of Business	3		
Pe Activity Course	1		
	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
	18		17

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.

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 as dual credit for undergraduate courses in the student's degree program. The dual credit courses are to be determined and approved by the chair of the department.
B. An undergraduate student will be allowed to take no more than two graduate courses per semester (three per summer session) solely for graduate credit.
C. Limits on overall number of graduate courses taken by undergraduates will be set by the GSC. Please consult the graduate business program for current policies.

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 must demonstrate work experience within the first academic year of the Traditional MBA degree. The work experience requirement can be achieved via prior work experience, current work experience, undergraduate internship, graduate internship or at Director's discretion.
7. 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)

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 Academic Records and Registration.

Degree Completion

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

Directed Study

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

Grade Appeal

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

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

Incompletes

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

Probation

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

Readmission after Discontinuing Program

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

Dismissal from the Program

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

Reinstatement Following Dismissal

Two types of dismissal situations may create grounds for reinstatement: 1) a student who has a good graduate record at Benedictine College but experiences a work or personal problem which leads to poor performance; and 2) a student with a weak background in some specific academic area 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. Cannot be considered as part of the 33 credit hour requirement for graduation.*

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

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. (NW, QA, SM)

Ch 102
Extraordinary Chemistry (4)
Extraordinary Chemistry is intended for students not majoring in the natural sciences or mathematics and is designed for students with no previous formal experience in chemistry. Our daily lives are spent surrounded by chemicals; this course will explore the extraordinary chemistry of those ordinary substances and the effect they have on us and on our environment. (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

Ch 114
Chemistry for Nursing I (3)
The first of a two semester sequence intended as a broad introduction to chemistry primarily for students in nursing and allied health

fields. This course will provide an introduction to general chemistry with an emphasis on the language of chemistry and quantitative problem-solving. The semester concludes with topics in introductory organic chemistry. (NW, QA, SM)

Ch 115
Chemistry for Nursing II (3)
This course is a continuation of CH 114, and is intended as a broad introduction to biochemistry primarily for students in nursing and allied health fields. This course will provide an introduction to organic chemistry with an emphasis on organic molecules and their characteristic reactions. Following will be a study of the biochemistry of the major classes of biomolecules, with a strong focus on the relationship between chemistry and medicine. *Prerequisite: Ch 114* (NW, QA, SM)

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*. (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, WC, SM)

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.* (NW, WC, SM)

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.* (NW, WC, SM)

Ch 234
Organic Chemistry II Laboratory (1)
Laboratory course involving synthesis and chemical and instrumental analysis of organic compounds. (NW, WC, SM)

Ch 301
Chemistry of Beer and Wine (4)
An introduction to wine and beer appreciation through an examination of the chemistry of beer and wine and the factors that affect their chemical properties. The course will include a study of fermentation and metabolic processes, wine and beer composition, and sensory perception. Samples of beers and wines will be used to illustrate the sensory properties, microbiological processes and chemical components that determine wine and beer quality. Students will learn to recognize the major features of beer and wine that determine sensory quality and know the processes that produced them. Topics will include the sensory properties (including taste and aroma) of wines and beers from different raw materials (produced in various climates with different agricultural practices) and with different wine and beer production techniques. The laboratory will include classical methods of examining important characteristics of wine and beer, such as multiple methods for determination of SO_2, CO_2, color, acidity, ethanol content, residual sugar and the identification and quantification of additives. Experimentation with various production methods will also be undertaken. *Prerequisite:* ***Students must be 21 by midterm to enroll in this course.*** Note: This course does not fulfill any requirements for a major or minor in chemistry or biochemistry. (AE, NW, QA, SM)

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.* (NW, WC, QA, SM)

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. (NW, WC, QA, SM)

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.* (NW, WC, QA, SM)

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. (NW, WC, QA, SM)

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.* (NW, WC, QA, SM)

Ch 354
Biochemistry II Laboratory (1)
Laboratory course related to the components of Ch 353. (NW, WC, QA, SM)

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.* (NW, QA, SM)

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.* (NW, QA, SM)

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.* (NW, WC, SM)

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.* (NW, QA, SM)

Ch 382
Thermodynamics Laboratory (1)
Laboratory course involving physicochemical measurements related to thermodynamics. (NW, QA, SM)

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.* (OC, VC)

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.* (NW, QA, SM)

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.* (NW, SM)

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 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.

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.* (NW, SM)

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.* (NW, SM)

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. (NW, SM)

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. (OC)

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.* (NW, SM)

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. (NW, SM)

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.* (OC, VC)

Ch 499
Independent Study (1–3)
Students interested in more than two credit hours of research (Ch 480) may enroll in Independent Study with one of the chemistry professors.

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

	Freshman Year		
Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
or Ch 123, Advanced General Chem I		or Ch 124, Advanced General Chem II	
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
	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
Ma 233, Calculus III	4	Ph 175, Logic and Nature	3
Aesthetic Foundation	3	Historical Foundation	3
Pe Activity course	1	Faith Foundation	3
	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
	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
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
	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
	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
	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		
	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		
	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

Computer Science is a rapidly growing area of study—one that is important in the technological age in which we live. The Computer Science major at Benedictine College provides a balanced approach to the discipline, treating computing both as an art and as a tool for varied use. The major prepares students for graduate study in the field of computer science or for employment in an ever-expanding spectrum of occupations dependent upon computing. Most of our graduates obtain jobs in computer programming or software engineering. The minor provides a useful addition to many areas of study, including mathematics, science, business, and mass communications.

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

Criminology

Criminology is an interdisciplinary social science that studies the causes of crime and delinquency, analyzes crime patterns, and critically examines the origins and functions of criminal law and the criminal justice system. The criminology program at Benedictine College, contained in the Department of Sociology and Criminology, provides students with a rigorous introduction to the methods and materials of contemporary criminological inquiry, including classical and contemporary theories of crime and criminality, methods of theory testing and data analysis, and public policy issues related to crime prevention, control and punishment. Students who successfully complete the program requirements will be prepared well for graduate and professional school, and will have the critical thinking and communication skills necessary for postbaccalaureate training as criminal justice practitioners.

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

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

Dance

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.* (AE)

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

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

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
Ac 209, Financial Accounting
Choice of Ec 300, Contemporary Economic Thinking or Ec 370, Catholic Social Teaching
plus any three additional courses chosen from the following:
(though substitutions are possible for special needs and interests)
Ec 300, Contemporary Economic Thinking
Ec 306, Money and Banking
Ec 312, Public Finance and Fiscal Policy
Ec 315, International Economics
Ec 320, Managerial Economics
Ec 370, Catholic Social Teaching
Ec 398, Special Topics
Ec 400, Seminar In Economic Growth
Ec 401, Seminar In Economic Development
Ec 403, Seminar In Economic Policy
Ec 416, Labor and Manpower Economics
Ec 499, Independent Study In Economics

For those going on to graduate school in economics, we recommend further courses in mathematics.

The requirements for a minor in Economics:

Ec 209, Principles of Macroeconomics
Ec 210, Principles of Microeconomics
Ec 310, 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 100
Economics of Social and Public Issues (3)
This course is intended to develop and apply elementary economic analysis to current events throughout the world. We will explore social and political issues using the framework of economic reasoning; this will include introductions to demand and supply analysis in addition to elasticity and market analysis. A series of economic applications will often accompany the course material. (PC)

Ec 101
Introduction to Economics (3)
A general introduction to economics. The course is designed for non-business and non-economics majors who wish to learn the basics of economics. (PC, WC)

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. (PC, WC, QA)

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. (PC, WC, QA)

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.* (PC, WC)

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.* (PC)

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.* (PC, QA)

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.* (PC, QA)

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.* (PC, QA)

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.* (QA)

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 209 and Ec 210, or permission of instructor.* (PC)

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.* (QA)

Ec 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. (F, WC)

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.* (GP)

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 488
Senior Comprehensive (cr)

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	3	Foreign Language	4
(Hi 105, World Civ to 1648)		Elective	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
	17		17

Sophomore Year

Ec 210, Principles of Microeconomics	3	Ec 209, Principles of Macroeconomics	3
Natural World Foundation (with lab)	4	Faith Foundation	3
Aesthetic Foundation	3	Philosophical Inquiry Foundation	3
(Fa 201, Introduction to Fine Arts)		Aesthetic Foundation	3
Suggested elective: Psych or Soc	3	Natural World Foundation	4
Ac 209, Financial Accounting	3	Pe Activity course	1
	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	3	Econ elective (Cath Soc Tch. Labor)	
(Ph 325, Ethics)		Elective: Secondary Orientation	3
Elective: Secondary Orientation	3	(Ethics)	
Ma 211, Statistics	4	Elective	3–4
	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	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
	15		15

Skills and Perspectives courses are readily fulfilled by the curriculum outlined above.

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 community.
2. Use their understanding of communication and human behavior to create a classroom community that fosters positive social interaction, collaboration and active inquiry.
3. Respect and promote diversity while creating instructional opportunities that meet the needs of students from diverse cultural backgrounds and those with exceptionalities.
4. Build partnerships with students, colleagues, families and community groups to enhance communication and learning.
5. Plan and assess instruction based upon knowledge of subject matter, students, the community and curriculum goals.
6. Reflectively build community while continually evaluating the effects of their actions on others and to actively seek out opportunities to grow professionally.

An integrated course of study that includes a professional education core, a methods core, and a research and field experience core for teacher education majors enables students to develop the knowledge, skills, and critical understanding necessary for action and reflection. Through curriculum content, instructional modeling, and performance applications, students and faculty investigate multicultural and global perspectives and use technology as a medium for discovery-based teaching and learning. The course of study requires students to demonstrate mastery of concepts through developmentally sequenced performance outcomes. These are monitored through completion of prerequisites, demonstration of required proficiencies, application to the Teacher Education Program and student teaching, and comprehensive and integrative assessments.

The Education Department offers the bachelor of arts degree for a major in elementary education, leading to K–6 licensure; a major in special education, leading to K–6 and 6–12 licensure; and a major in secondary education, leading to 6–12 licensure. Special

education majors must double major in elementary education. Secondary education majors must meet licensure requirements in a content area that leads to a double major. Licensure (6–12) for secondary education majors is available in the following content areas: biology, chemistry, English, mathematics, physics, psychology, and history and government. PK–12 licensure in programs in art, health, physical education, French, Spanish, and music are available to students by completing the secondary education major and a major in Art, Health and Physical Education, French, Spanish, or a Bachelor of Music Education degree, respectively. Licensed education majors can qualify for a 5–8 Science, Math, English Language Arts, or History endorsement by passing the required content area test.

A minor in education is offered to students majoring in another field and interested in working with children and youth. An education minor is not part of any approved teacher education program, and as such, does not lead to admittance into the Teacher Education Program or to licensure. Students must declare education as a minor, develop a program plan for the minor in collaboration with their major and minor advisors, and have approval from their education advisor to enroll in courses higher than Ed 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 Teacher Education Program" 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. Minimum composite ACT score of 23 or 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, health/physical education, psychology, special education, science, social science, or theology.

Technology Proficiency

Education majors must demonstrate proficiency in educational technology. Performance standards for demonstrating proficiency are available from the Education Department and are generally met within education course requirements and through presentation of a professional portfolio or successful completion of an approved technology course. 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 2007–2008 academic year, 89 students had been formally accepted into the Benedictine College teacher preparation program; 27 of these students completed program graduation requirements in 2007–2008. Eighty eight percent of these teacher preparation program graduates who took tests for Kansas licensure passed all assessments required by the state for teacher licensure, including professional knowledge tests. In 2007–2008, the Kansas statewide aggregate pass rate on various professional knowledge examinations

ranged from 73% to 100%. In 2007–2008, the ratio of the Benedictine College teacher preparation program's supervised student teachers to supervising faculty was .71. 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:

Scientific Methods^ ..... 6 hours
Quantitative Analysis^^ ..... 7 hours
World Civilization* ..... 3 hours
American History* ..... 3 hours
Sociology (So 101, So 290 or So 354) . 3 hours
General Psychology ..... 3 hours
Technology Proficiency ..... credit
Diversity Proficiency ..... credit

An area of concentration:

Fine arts, foreign language, health and physical education, English, mathematics, natural and/or biological science, psychology, theology, 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 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 ..... 17 hours
Ed 214, Integrated Art & Music 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

Changes in Kansas State Department of Education licensure requirements will preclude requirements established by Benedictine's Education Department.

Requirements for a B.A. Degree in Special Education:

Changes in Kansas State Department licensure requirements will *preclude* requirements established by Benedictine's Education Department.

Special Education majors fulfill all the general education and teacher education requirements for the elementary education major, plus

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^ One course in life science and one in physical science required.

^^ Elementary 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 courses.

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

General Competencies for Teachers of Special Education ..... 8 hours
Ed 222, Psychology of Individuals with Exceptionalities^
Ed 322, Building School, Family and Community Partnerships for Individuals with Exceptionalities
Ed 326, Assessment of Individuals with Exceptionalities

Special Competencies for Teachers: Adaptive ..... 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: art education, biology, chemistry, English, French, mathematics, physical education, health, music education, physics, psychology, Spanish, and social science. Students must provide documentation from the Office of Academic Records and Registration that they have filed a formal declaration to pursue a double major in a content area and secondary education. (Refer to major or content area in this catalog for licensure requirements.)

Changes in Kansas State Department Licensure requirements will *preclude* requirements established by Benedictine's Education Department. Students will complete the college's general education requirements in addition to the following courses:

General Education:
Science ..... 7–8 hours
Applied Statistics ..... 4 hours
World Civilization* ..... 3 hours
Sociology (So 101, So 290 or So 354) ... 3 hours
General Psychology ..... 3 hours
Technology Proficiency ..... credit
Diversity Proficiency ..... credit

Teacher Education Program: Professional Education Core** .... 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
__ 457, Content Area Methods Field Experience
Ed 496 and/or Ed 492, Supervised Student Teaching

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^ Professional Education Core requirement.
* Secondary Education majors satisfy the college six credit hour requirement in the Historical Foundation by taking one World Civilization course and another Historical Foundation course.
** 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 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 and Music Methods (3)
Designed for the regular education classroom teacher, this course allows students to design, implement, and evaluate arts experiences, which can be integrated within the core curriculum and are developmentally appropriate, meaningful and challenging for all students. Recognizing that students use multiple modalities for learning core concepts, this course provides strategies for nurturing the visual, 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. (VC)

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 (3)
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)
Students study project-based approaches for teaching the social sciences (history, geography, civics, and economics), current events and public issues. Emphasis is placed on inquiry methods of study in the local and global communities and skills for building community in multicultural settings. Students create strategies for infusing student diversity, experiences, cultures and community resources into curriculum and instruction to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Through the use of interactive, multimedia resources, emphasis is placed on incorporating multiple learning styles in lesson design. Ed 307 must accompany this course. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 303
Science and Health Methods and Media (2)
Students study and apply learning approaches and fundamental concepts in the subject matter of science; including physical, life, and earth and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes. The students will also demonstrate knowledge, understanding, and use the major concepts of health education and encouragement of a healthy lifestyle.

Through the use of interactive, multimedia resources, emphasis is placed on incorporating multiple learning styles in lesson design. Concurrent field experience in Ed 307 will require instructional application of science and health concepts and processes in a variety of educational settings. Ed 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 Benedictine Performance Assessment (BPA). The BPA 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.* (OC)

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)
Students study and apply their knowledge, understanding, and use of the major concepts, procedures, and reasoning processes of mathematics for planning problem-based instruction and experiences in diverse classroom settings that meet the needs of all students, including tiered lessons, interactive tools and technologies. Formal and informal assessment strategies and their use in evaluating student learning processes and products will be examined as a means to meet the needs of all learners. Application of concepts in twenty hours of field experience is required. 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.

Students will work directly with K–6 students in reading, library, and language arts instruction. Responsibilities will include observation and team teaching targeted instruction; and planning and implementing a writer's workshop. Transportation for field experience is the responsibility of the student. *Prerequisite: Acceptance into Teacher Education Program.* (WC)

Ed 319
Integrated Language Arts Methods (5)
Candidates demonstrate a high level of competence in combining methods of reading, language arts and children's literature in an integrated approach to literacy. Candidates use concepts from emerging literacy, scientific based reading research, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas. Using their understanding of learning theory and the conceptual framework, educators as builders of community, candidates will evaluate instructional approaches in language arts. *Prerequisite: Acceptance into Teacher Education Program.*

Ed 320
Curriculum for Individuals with Exceptionalities (3)
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
Building School, Family and Community Partnerships for Individuals with Exceptionalities (2)
Professional block. This course is a study of the basic principles and techniques of building relationships with families, members of the school community, and the public services for students and families with individuals with exceptionalities. Emphasis is placed on life-long planning and decision-making. Basic principles of strong democratic leadership, proactive problem solving, collaboration, and organizational structure are covered. Interviews with professionals and parents are conducted to gain insight into the needs of families. Internet and community resources are researched towards the development of a comprehensive service guide. Ten hours of supervised experiences with families of individuals with exceptionalities is required. *Prerequisites: Ed 222, Ed 226, Ed 320 and acceptance into Teacher Education Program.*

Ed 324
Professional block. Methods and Materials for Individuals with Exceptionalities (3)
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. *Prerequisite: Acceptance into Teacher Education Program.*

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. *Prerequisite: Acceptance into Teacher Education Program.*

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. *Prerequisite: Acceptance into Teacher Education Program.*

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. *Prerequisite: Acceptance into Teacher Education Program.* (PC, PI)

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. *Prerequisite: Admission to Student Teaching.*

Ed 471
Special Education Student Teaching Seminar (1)
This seminar prepares and supports special education teacher candidates for the professional responsibilities of student teaching and provides a weekly forum for collaborative problem solving of situations that arise during the student teaching process. The course also prepares teacher candidates in the development of the Special Education Student Teacher Case Studies. *Prerequisite: Admission to Student Teaching.*

Ed 491
Supervised Student Teaching of Individuals with Exceptionalities (10)
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 and clinical supervisors. During student teaching, all candidates complete the Benedictine Performance Assessment (BPA), a teacher work sample. The BPA requires them to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. *Admission is by application only and approval of Committee on Teacher Education.* (OC)

Ed 496
Supervised Student Teaching in Secondary School (5–10)
Professional Block. Teaching experience in approved cooperating secondary schools. Prospective teachers observe, participate, teach, and engage in extra-class activities under the supervision of selected cooperating teachers and clinical supervisors. The student must have senior standing and an adequate background in the teaching field which normally will constitute the academic major. During student teaching, all candidates complete the Benedictine Performance Assessment (BPA), a teacher work sample. The BPA requires them to calculate learning gains, disaggregate data, and to demonstrate instructional adaptations required for meeting the needs of students of diversity and students with exceptionalities. *Admission is by application only and the approval of the Committee on Teacher Education.* (OC)

Ed 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
Fine Arts (Aesthetic Foundation)	3	Ed 201, Intro to Ed Research/Field Exp	1
Gs 150, BC Experience	cr	Faith Foundation	3
		Pe Activity course (Health)	1
	16		17
		Sophomore Year	
Ed 214, Integrated Art & Music Methods	3	Life Science (Natural World)	4
Hi 105, World Civilization (Historical Foundation)	3	Area of Concentration	3
		Philosophical Inquiry Foundation	3
Ed 220, Psychoed. Development	3	Hi 212, American History (Historical Foundation)	3
Physical Science (Natural World)	4		
Ed 222, Psychology of Individuals with Exceptionalities	3	Area of Concentration	3
		Pe 115, Wellness for Life (Health)	1
	16		17
		Junior Year	
Ma 110, Math for Elem Teachers I* (Quantitative Analysis)	4	Ed 319, Integrated Lang. Arts Methods	5
		Ed 317, Integ. Language Arts Practicum	1
So 354, Soc. of Race & Ethnic Relations (Global Perspective)	3	Ed 314, Math Methods & Assessment	3
		Ed 451, Philosophy of Education	3
Area of Concentration	3	Ma 111, Math for Elem Teachers II* (Quantitative Analysis)	3
Pe 302, Physical Education Curriculum	2		
Written Communication	3	Area of Concentration	
	15		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
		Ed 488, Senior Comp	cr
Ed 301, Social Studies Methods/Media	2	Ed 487, Core Content Area Test	cr
Ed 303, Science & Health Methods/Media	2	Ed 489, PLT Licensure Exam	cr
Ed 307, Building Community through Integrated Social Studies & Sciences	1	Ed 335, Technology Proficiency	cr
		Ed 334, Diversity Proficiency	cr
	15		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		
Foreign Language	4	Ph 175, Logic and Nature	3
Py 100, Gen. Psych (Person and Comm)	3	Foreign Language	4
Ed 200, Introduction to Education	2	Ma 110, Math for Elem. Teachers I (Quantitative Analysis)	4
Ed 201, Intro to Ed Research/Field Exp	1		
Gs 150, BC Experience	cr	Faith Foundation	3
Pe Activity course (Health)	1		
	17		17
		Sophomore Year	
Ed 220, Psychoed. Development	3	Faith Foundation	3
Ed 222, Psychology of Indiv with Excep	3	Fine Arts (Aesthetic Foundation)	3
Hi 105, World Civilization (Historical Foundation)	3	Physical Science (Natural World)	4
		Hi 212, Ameri Hist (Historical Foundation)	3
Philosophical Inquiry Foundation	3	So 101, General Sociology or	3
Ed 214, Integrated Art & Music Methods	3	So 354, Soc. of Race & Ethnic Relations	
Ed 226, Characteristics of Indv with Excep	3	Written Communication	2
	18		18
		Junior Year	
Ed 320, Curriculum for Indv with Excep	3	Ma 111, Math for Elem. Teachers II (Quantitative Analysis)	3
Ed 301, Social Studies Methods	2		
Ed 303, Sci & Health Methods/Media	2	Ed 319, Integrated Arts Methods	5
Ed 307, Building Community through Integrated Social Studies & Sciences	1	Ed 317, Integrated Language Arts Practicum	1
Ed 312, School as Community	3	Ed 451, Philosophy of Education	3
Ed 313, School as Community Research and Field Experience	1	Ed 314, Math Methods & Assessment	3
		Pe 115, Wellness for Life	1
Life Science (Natural World)	4		
Pe 302, Elem Physical Ed Curriculum	2		
	18		16
		Senior Year	
Ed 460, Personal & Social Well-being	3	Ed 322, Bldg. School, Family & Community Partnerships for Indiv. with Exceptionalities	2
Ed 462, Classroom Management	2		
Ed 470, Seminar for Student Teaching	1	Ed 324, Methods/Materials Special Ed	3
Ed 492, Supervised Student Teaching	10	Ed 326, Assessment of Indv with Excep	3
Ed 334, Diversity Proficiency	cr	Ed 491, Supervised Student Teaching of Individuals with Exceptionalities	10
Ed 335, Technology Proficiency	cr		
Ed 487, Core Content Area Exam, Elem.	cr	Ed 471, Special Ed. Student Teach Seminar	1
Ed 489, PLT Licensure Exam	cr	Ed 488, Senior Comp	cr
		Ed 486, Core Content Area Test, Spec. Ed.	cr
		Ed 485, Adaptive Content Test	cr
	16		19

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
	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	Historical Foundation	3
Ed 222, Psychology of Individuals with Exceptionalities	3	Pe 115, Wellness for Life (Health)	1
Natural World Foundation	3–4		
	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	3	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
	18		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 489, PLT Licensure Exam	cr
		Ed 335, Technology Proficiency	cr
		Ed 334, Diversity Proficiency	cr
	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 and the state-approved program is included within the degree program. The MASL program is accredited by the Kansas State Department of Education (KSDE) and by the National Council for Accreditation of Teacher Education (NCATE).

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.

School Leadership Advisory Committee
The School Leadership 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 School Leadership 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 Graduate Studies Committee, 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 400 or above on the Miller Analogies Test. In cases where the applicant already has a Master's degree in education with at least a 3.0 cumulative grade point average, the graduate entrance test is waived. In addition, 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.

Probational Admission

Applicants with less than the required GPA or scores on nationally recognized GRE or MAT examinations may be admitted on a probationary status. The status of students under this provision will be re-evaluated after the completion of the first six hours of graduate work at Benedictine College in the prescribed curriculum of the program as follows:

1. Those students who achieve a minimum GPA of 3.0 in the first six hours of the prescribed curricula will be granted regular admission status;
2. Those students who do not achieve a minimum GPA of 3.0 in the first six hours of the prescribed curricula will be dismissed from the program.

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 Academic Records and Registration.

School Leadership Licensure

Initial License

To receive institutional recommendation for K–12 Building Administrator initial 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 performance assessment, determined by KSDE, 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 (2)
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 an initial school leadership license demonstrates that he or she has met the standards prescribed by KSBE for a professional school leadership license.

Engineering

Engineering students at Benedictine College have several options to pursue their engineering careers. The engineering program is designed to produce well-rounded graduates with excellent technical capabilities, a strong moral foundation, and competence in both oral and written communication.

B.S. in Engineering Physics (See also Physics, Astronomy, and Engineering section of this catalog.)

The Engineering Physics degree is a four-year bachelor of science degree that combines the course work of a comprehensive engineering program with the deeper theoretical understanding of a physics program. Graduates with this degree will have the theoretical understanding and engineering training that make them valuable in industry or business. They can expect to find employment in areas such as engineering research, technical writing, and process engineering. See the Physics, Astronomy and Engineering section of the catalog for the requirements and suggested sequence of courses for the Engineering Physics major.

Cooperative Degree Programs with the University of North Dakota

The University of North Dakota (UND) and Benedictine College have developed five-year programs that combine liberal arts degrees in engineering physics, physics, mathematics, computer science or chemistry with ABET (Accreditation Board for Engineering and Technology) accredited degrees in chemical, civil, electrical, or mechanical engineering. UND has developed unique distance learning degree programs and has entered into an exclusive arrangement with Benedictine College to allow students to remain at Benedictine College all five years and complete an ABET-accredited degree program in one of the four above-mentioned areas along with a liberal arts degree from Benedictine College. The average credit hour load for each of these cooperative dual degree programs is 16–17 hours per semester. Students who pursue this dual degree path will receive superior preparation for careers in engineering or related fields. They will be able to obtain an engineering degree in a time frame that is shorter

than the national average. Please see below for detailed descriptions of the four ABET-accredited engineering programs as well as suggested course sequences at the end of this section.

Dual Degree Programs

Other dual-degree programs are available for students who plan to complete a specific engineering program at an engineering school other than UND, or pursue an engineering field not available at Benedictine College. This option provides the student with an engineering degree from another school as well as a liberal arts degree from Benedictine College in engineering physics, physics, mathematics, computer science or chemistry. Usually, after three years at Benedictine College, the student transfers to the other engineering program to complete that degree in two additional years. Careful scheduling of coursework will allow students to transfer most credits obtained at Benedictine College and apply these toward their engineering degree.

General Education Requirements for Dual Degree Programs

The Benedictine College faculty has agreed to a reduction in the general education requirements for students transferring from Benedictine College after three years to complete their dual degree program. This reduction will facilitate transfer to another engineering school for students pursuing engineering programs not available at Benedictine College. These requirements are reduced as follows:

Historical Perspective foundation reduced from 6 to 3 credit hours
Aesthetic Experience foundation reduced from 6 to 3 credit hours
Philosophical Inquiry and Faith foundations reduced by one course (3 credit hours) in either philosophy or theology
PE Activity course (1 credit hour) is waived.

B.S. in Chemical Engineering and B.S. in Chemistry

This dual-degree program allows students to graduate with an ABET-accredited B.S. in Chemical Engineering and a B.S. degree in Chemistry. Students will travel to the University of North Dakota for two, 2-week summer laboratory sessions.

Requirements for a B.S. in Chemical Engineering and B.S. in Chemistry

Ch 103, General Chemistry I
or Ch 123, Advanced General Chemsitry 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/Ch 232, Organic Chemistry I/ Laboratory
Ch 233, Organic Chemistry II
Ch 351, Biochemistry I
Ch 371, Quantitative Analysis
Ch 372, Quantitative Analysis Laboratory
Ch 380, Thermodynamics
Ch 441, Inorganic Chemistry
Ch 480, Research
Ch 490, Chemistry Seminar
Chemistry laboratory electives (4 hours total)
Eg 230, Statics
Engineering Science elective (3 hours)
Pc 350, Electronics

Chemical Engineering *(UND courses taken at Benedictine College via distance education)*

ChE 201, ChE Fundamentals
ChE 206, Unit Operations in ChE
ChE 301, Transport Phenomena
Ch 303, Thermodynamics
ChE 305, Separations
ChE 315, Introduction to Statistics & Numerical Methods
ChE 321, Reactor Design
ChE 408, Chemical Process Dynamics
ChE 411, Plant Design I
ChE 412, Plant Design II
ChE 493A Distance Engineering Lab II/III (summer at UND)
ChE 493A Distance Engineering Lab III/IV (summer at UND)

Required supporting courses (taken at Benedictine College):

Eg 217, Technical Communications
Ma 131, Calculus I

Ma 132, Calculus II
Ma 233, Calculus III
Ma 310, Differential Equations
Pc 210, Classical Physics I
Pc 211, Classical Physics II
Ph 325, Ethics

Recommended supporting courses:
Ch 321/Ch 322, Environmental Chemistry/ Laboratory
Ch 352, Biochemistry Laboratory
Pc 320, Relativity & Atomic Physics

B.S. in Civil Engineering and B.S. in Engineering Physics

Program details expected to be available in Fall 2009.

B.S. in Electrical Engineering and B.S. in Mathematics

This dual-degree program allows students to graduate with an ABET-accredited B.S. in Electrical Engineering and a B.S. degree in Mathematics. Students will travel to the University of North Dakota for two, 2-week summer laboratory sessions.

Requirements for B.S in Electrical Engineering and B.S. in Mathematics

Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Ma 250, Linear Algebra
Ma 255, Discrete Math Structures I
Ma 310, Differential Equations
Ma 315, Probability & Statistics
Ma 356, Modern Algebra I
Ma 360, Modern Algebra II
or Ma 480, Introduction to Real Analysis
Ma 493, Directed Research
Math electives (2 courses)

Electrical Engineering *(UND courses taken at Benedictine College via distance education)*
EE 201, Intro to Digital Electronics
EE 202, EE Laboratory
EE 206, Circuit Analysis
EE 306/307, Circuit Laboratories I and II (summer at UND)
EE 308/309, Junior Laboratories I and II (summer at UND)
EE 313, Linear Electric Circuits
EE 314, Signals and Systems
EE 316, Electric & Magnetic Fields
EE 401, Electric Drives
EE 405, Control Systems I
EE 409, Distributed Networks
EE 421, Electronics II
EE 452, Embedded Systems
EE 480, Senior Design I
EE 481, Senior Design II
EE electives (3 courses)

Required supporting courses (taken at Benedictine College):
Ch 103, General Chemistry I
Ch 105, General Chemistry I Laboratory
Cs 200, Programming Short Course
Ec 210, Principles of Microeconomics
Eg 120, Introduction to Engineering
Eg 217, Technical Communications
Eg 230, Statics
Ph 325, Ethics
Pc 210, Classical Physics I
Pc 211, Classical Physics II
Pc 350, Electronics
Ph 325, Ethics

B.S. in Mechanical Engineering and B.S. in Engineering Physics

This dual-degree program allows students to graduate with an ABET-accredited B.S. in Mechanical Engineering and a B.S. degree in Engineering Physics. Students will travel to the University of North Dakota for two, 2-week summer laboratory sessions.

Requirements for a B.S. in Mechanical Engineering and B.S. in Engineering Physics

Eg 110, Technical Drawing
Eg 120, Introduction to Engineering
Eg 121, Introduction to Engineering Laboratory
Eg 217, Technical Communications

Eg 230, Statics
Eg 231, Dynamics
Eg 3XX, Engineering Economics
Eg 320, Mechanics of Materials
Eg 321, Experimental Analysis of Stress & Strain
Eg 330, Fluid Mechanics
Eg 331, Experimental Analysis of Fluid Mechanics
Eg 350, Properties of Materials
Eg 351, Structures & Properties of Materials Laboratory
Pc 210, Classical Physics I
Pc 211, Classical Physics II
Pc 320, Relativity & Atomic Physics
Pc 321, Modern Laboratory I
Pc 322, Nuclear & Elementary Particle Physics
Pc 323, Modern Laboratory II
Pc 350, Electronics
Pc 380, Thermodynamics
Pc 460, Optics
Pc 461, Optics Laboratory
Pc 480, Condensed Matter Physics

Mechanical Engineering *(UND courses taken at Benedictine College via distance education)*
Engr 100, Professional Development
EE 206, Circuits
ME 322, Kinematics & Dynamics
ME 323, Machine Component Design
ME 323L, Machine Design Laboratory (summer at UND)
ME 418C, Manufacturing Processes
ME 418L, Manufacturing Processes Laboratory (summer at UND)
ME 429, Introduction to Finite Elementary Analysis or ME 426, Mechanical Vibrations
ME 446, Gas Turbines
or ME 4XX, Energy Management
ME 474, Heat and Mass Transfer
ME 476, Inter. Fluid Mechanics
or ME 477, Compressible Fluid
ME 483, Mechanical Measurements Lab (summer at UND)
ME 487, Engineering Design
ME 488, Engineering Design

Required supporting courses (taken at Benedictine College):
Ch 103, General Chemistry I
or Ch 123, Advanced General Chemistry I
Ch 105, General Chemistry Laboratory
Ch 104, General Chemistry II
or Ch 124, Advanced General Chemistry II
Ch 106, General Chemistry II Laboratory
Cs 200, Programming Short Course
Ec 210, Principles of Microeconomics
Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Ma 310, Differential Equations
Ma 315, Probability & Statistics
Ph 325, Ethics

Recommended supporting courses:
Ma 250, Linear Algebra
Ma 331, Numerical Computation
Pc 330, Mechanics I
Pc 331, Mechanics II

Eg 110
Technical Drawing (3)
A course in graphical communication, expression and interpretation applicable to engineering, sciences, and other technology fields of study. The ability to visualize in three dimensions is developed through shape description, sketching and multi-view projection exercises. The course includes, but is not limited to, the engineering and architectural scales, engineering lettering, geometric constructions, use of instruments, dimensioning, sectional and auxiliary views. The introduction to descriptive geometry is an essential aspect of this course. Computer Aided Design is the primary computer drafting tool used in conjunction with manual instruments of drawing.

Eg 120
Introduction to Engineering (3)
This course serves as an introduction to the engineering profession and to its various disciplines. This course is designed to give students the opportunity to learn how to solve

engineering analysis and design problems. Students will develop various skills, sharpen communication skills, and be exposed to professional development in the form of team building, technology tools, and project management. In addition, students will have the opportunity to learn from professional engineers and scientists through case studies and industry overview. *Prerequisite: Freshmen standing or permission of the instructor.* (NW, QA, SM)

Eg 121
Introduction to Engineering Laboratory (1)
This course is an introduction to engineering practices which directs the student toward the engineering profession. Laboratories will focus on engineering ethics, communication, teamwork and fundamental engineering concepts, and will introduce MatLab as a vital engineering computational tool. Engineering first principles common to all engineering disciplines are used in the application, discovery, explanation and use in the solution of basic engineering problems and questions. (NW, QA, SM))

Eg 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.

Eg 217
Technical Communications (3)
This course is an introductory course in fundamental written and oral technical communication skills emphasizing communication of technical information. Students will learn to write executive summaries, proposals, short memos, progress reports, and white-papers. They will also prepare and deliver effective presentations on topics that focus on new engineering product designs, ideas or research objectives for a variety of purposes and audiences.

Eg 230
Statics (3)
This course is an introductory course in mechanics which directs the student toward the use of Newtonian Physics in the solution of statically determinate particles and rigid bodies when acted upon by outside forces. These solutions will result in the quantification of external forces, resultant forces, reactions and moments (or coupled forces) as well as associated positions for equivalent force systems. *Prerequisites: Pc 210, Pc 211 and Ma 132.*

Eg 231
Dynamics (3)
This course is a continuation course in mechanics which directs the student toward the use of Newtonian Physics in the solution of dynamically determinate particles and rigid bodies when acted upon by outside forces. These solutions will result in the quantification of absolute and relative motion, force, mass and acceleration, work and energy, impulse and momentum. *Prerequisite: Eg 230.*

Eg 320
Mechanics of Materials (3)
This course directs the student in the basic concepts of stress and strain that result from axial, transverse, and torsional loads on bodies loaded within the elastic range. The student will be directed to the application and use of shear and movement equations and diagrams; combined stresses; Mohr's circle; beam deflections; and columnation and equations dealing with the mechanics of materials. *Prerequisites: Eg 240 and Ma 310.*

Eg 321
Experimental Analysis of Stress and Strain (1)
This course provides the student with the laboratory procedures common to the mechanical design area. The methods and applications of tension and bending tests will be explored with the practices and procedures dealing

with but not limited to: strain rosette analysis, tension, torsion, and bending tests, fatigue, photoelasticity, and brittle coatings. *Corequisite: Eg 320.*

Eg 330
Fluid Mechanics (3)
This course provides the student an introduction to the static and dynamic properties of ideal and real fluids. The application and use of continuity, energy, and momentum principles in the engineering and study of laminar, turbulent, compressible, and incompressible fluid flow. The study of laminar and turbulent flow of fluids in closed conduits and open channels; flow through orifices, weirs, and venturi meters; and flow in pipe networks and pumping systems are emphasized. *Prerequisites: Eg 320 and Eg 321, or permission of instructor.*

Eg 331
Experimental Analysis of Fluid Mechanics (1)
This laboratory course emphasizes the application of fluid mechanics to the application, design, and study of fluid systems with a concentration on real fluids. *Corequisite: Eg 330.*

Eg 350
Properties of Materials (3)
A course in engineering materials and their applications. The technological uses of metals, ceramics, plastics, and composite materials are discussed and explained in terms of their basic atomic structure, and mechanical, thermal, optical, electrical, and magnetic properties. Material selection in engineering design is emphasized. *Prerequisites: Ma 132 and Pc 211.*

Eg 351
Structures and Properties of Materials Lab (1)
This laboratory course consists of quantitative metallography, heat treating practice, mechanical property measurements and metallurgical design of the thermal mechanical treatment of metals. *Corequisite: Eg 350 or permission of instructor.*

Eg 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.

Eg 420
Process Control and Optimization (3)
This course gives an introduction to the analysis and design of process control systems for industrial processes, including control tuning and the design of multi-variable control schemes. *Prerequisite: Ma 310 and senior standing.*

Eg 421
Process Control and Optimization Laboratory (1)
This laboratory course consists of the application and design of process control systems to actual, experimental, and theoretical production environments. *Corequisite: Eg 420 or permission of instructor.*

Eg 460
Engineering Design I (2)
This course provides an introduction to engineering design with a comparison between the scientific method and the engineering. The concept of need as it pertains to the design process with the development of skills associated with the use of modern and classic sources of information in the method, means, and mode of design are presented. *Prerequisite: Junior standing.*

Eg 461
Engineering Design I Laboratory (1)
Focus on the design process and the design method with the development of interdisciplinary teams is a high priority of the laboratory in the development of a final design project. *Corequisite: Eg 460, or permission of instructor and project advisor.*

Eg 480
Engineering Design II (1)
Continuation of the design sequence. *Prerequisites: Eg 460 and Eg 461.*

Eg 481
Engineering Design II Laboratory (2)
A continuation of the design sequence, which includes a final technical design report and appropriate display material for Benedictine College Discovery Day. *Corequisite: Eg 480, or permission of instructor and project advisor.*

Eg 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 Benedictine College/UND Combined Program for a bachelor of science degree in Chemistry and Chemical Engineering

		Freshman Year	
Ch 103, General Chemistry I	3	Ch 104, General Chemistry II	3
or Ch 123, Advanced General Chem I		or Ch 124, Advanced General Chem II	
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	Pc 211, Classical Physics II	4
Gs 150, BC Experience		Eg 217, Technical Communications	3
Pc 210, Classical Physics I	4		
	15		15
		Sophomore Year	
Ch 231, Organic Chemistry I	3	Ch 233, Organic Chemistry II	3
Ch 232, Organic Chemistry I Lab	1	Ch 371, Quantitative Analysis	3
Th 101, Introduction to Theology	3	Ch 372, Quantitative Analysis Lab	1
Ma 233, Calculus III	4	Ch 380, Thermodynamics	3
ChE 201, ChE Fundamentals	**3**	**ChE 206, Unit Operations in ChE**	**3**
Eg 230, Statics	3	Ph 175, Logic and Nature	3
	17		16
		Summer Laboratory at UND	
ChE Distance Engineering Lab II/III	**3**		
		Junior Year	
Ch 351, Biochemistry I	3	Faith Foundation	3
Historical Foundation	3	Ma 310, Differential Equations	3
Person & Community/UND Entr Elect	3	**ChE 315, Intro to Stats & NM**	**3**
Ch 441, Inorganic Chemistry*	3	**ChE 305, Separations**	**3**
ChE 303, Thermodynamics	**4**	**ChE 321, ReactorDesign**	**3**
Philosophical Inquiry	3		
	16		15

Suggested Sequence of Courses for a Benedictine College/UND Combined Program for a bachelor of science degree in Chemistry and Chemical Engineering (continued)

	Summer Laboratory at UND		
ChE Distance Engineering Lab III/IV	**3**		
Ch 480, Research*	1		
	Senior Year		
Ch Laboratory Elective	2	Aesthetic Foundation	3
Ch 490, Chemistry Seminar	3	Ch Laboratory Elective	2
Aesthetic Foundation	3	Faith Foundation	3
ChE 301, Transport Phenomena	**4**	Ph 325, Ethics	3
ChE 408, Chemical Process Dynamics	**3**	Engineering Science Elective	3
	15		14
	Fifth Year		
ChE 411, Plant Design I	**4**	**ChE 412, Plant Design II**	**5**
Pe 115, Wellness for Life	1	Foreign Language	4
Foreign Language	4	PC 350, Electronics	4
Ch 441, Inorganic Chemistry	3	Pe Activity course	1
Historical Foudation	3		
	15		14
		Program Total	**158**

UND Essential Studies, as well as ChE Business/Entrepreneurship elective must be fulfilled by appropriate Benedictine College courses.
ChE 303, ChE 305, and ChE 321 will count as BC Advanced Chemistry Electives.
*Ch 480 assumed to be performed at UND through summer research.
ChE 102 and ChE Distance Engineering Lab I waived for BC students who complete BS or BA in Chemistry.

See http://www.und.edu/dept/sem/che/che_checourses.html for UND course descriptions.

Suggested Sequence of Courses for a UND Electrical Engineering/Benedictine College Mathematics Dual Degree (UND courses taught at Benedictine College are listed in bold print.)

		Freshman Year	
Ch 103, General Chemistry I	3	**EE 201 Intro to Digital Electronics**	**2**
Ch 105, General Chemistry I Lab	1	**EE 202 EE Laboratory**	**1**
Ma 131, Calculus I	4	CS 200 Programming Short Course*	2
Eg 120, Introduction to Engineering	3	Ma 132, Calculus II	4
Gs 150, BC Experience		Pc 211, Classical Physics II	4
Pc 210, Classical Physics I	4	En 101, English Composition	3
	15		16
		Sophomore Year	
EE 206 Circuit Analysis	**3**	**EE 313 Linear Electric Circuits**	**3**
Eg 217, Technical Communications	3	PC 350 Electronics (EE321)	4
Ma 233, Calculus III	4	Ec 210 Principles of Microeconomics	3
Ma 255 Discrete Math Structures I	3	Ma 310, Differential Equations	3
Eg 230, Statics	3	Ma 250 Linear Algebra	3
	16		16
		Summer Laboratory at UND	
EE 306 Circuits Laboratory I	**1**	offered every summer	
EE 307 Circuits Laboratory II	**1**	offered every summer	
	2		
		Junior Year	
EE 314 Signals and Systems	**3**	**EE 409 Distributed Networks**	**3**
EE 316 Electric & Magnetic Fields	**3**	**EE 421 Electronics II**	**3**
Historical Foundation	3	**EE 452 Embedded Systems**	**3**
Ma 356 Modern Algebra I	3	Ma 315 Probability & Statistics	3
Philosophical Inquiry	3	Faith Foundation	3
Th 101, Introduction to Theology	3	Ph 175, Logic and Nature	3
	18		18
		Summer Laboratory at UND	
EE 308 Junior Laboratory	**2**	offered every other summer	
EE 309 Junior Laboratory II	**2**	offered every other summer	
	4		

		Senior Year	
EE Elective	**3**	**EE Elective**	**3**
Historical Foundation	3	**EE 405 Control Systems I**	**3**
Aesthetic Foundation	3	**EE 401 Electric Drives**	**3**
Basic/Appl. Sci. Elective	3	Ph 325 Ethics	3
Engr. Sci. Elective	3	Ma Elective	3
	15		15
		Fifth Year	
EE 480 Senior Design I	**3**	**EE 481 Senior Design II**	**3**
EE Elective	**3**	Foreign Language	4
Ma 493 Directed Research	2	Pe Activity course	1
Foreign Language	4	Ma Elective	3
Engineering Science Elective	3	Ma 360 Modern Algebra II or	
Pe 115, Wellness for Life	1	Ma 480 Intro to Real Analysis	3
		Faith Foundation	3
	16		17
		Program Total	**167**

See http://www.ee.und.edu/html/programs/undergrad/courses.html for UND course descriptions.

Suggested sequence of courses for a UND Mechanical Engineering/ Benedictine College Engineering Physics Dual Degree

		Freshman Year	
Pc 210, Classical Physics I	4	Pc 211, Classical Physics II	4
Eg 120, Introduction to Engineering	3	Ma 132, Calculus II	4
Eg 121, Introduction to Engineering Lab	1	En 101, English Composition	3
Ph 175, Logic and Nature	3	Eg 110, Technical Drawing	3
Ma 131, Calculus I	4	Cs 200, Programming Short Course	2
Gs 150, BC Experience	cr		
Pe 115, Wellness for Life	1		
	16		16
		Sophomore Year	
General Chemistry I	3	Ch 104, General Chemistry II	3
or Ch 123, Advanced Gen Chem		or Ch 124, Advanced Gen Chem	
Ch 105, General Chemistry Lab	1	Ch 106, General Chemistry Lab	1
Ma 233, Calculus III	4	Ma 310, Differential Equations	3
Eg 350, Properties of Materials	3	Eg 217, Technical Communications	3
Eg 351, Struct & Prop of Materials Lab	1	Eg 231, Dynamics	3
Eg 230, Statics	3	Eg 320, Mechanics of Materials	3
Ec 210, Princ of Microeconomics	3	Eg 321, Exper Analy of Stress & Strain	1
	18		17

Suggested sequence of courses for a UND Mechanical Engineering/ Benedictine College Engineering Physics Dual Degree (continued)

		Junior Year	
Pc 320, Relativity & Atomic Physics	3	**ME 323, Mach Component Design**	**3**
Pc 321, Modern Physics Lab I	1	Pc 322, Nuclear & Elem Part Physics	2
Eg 330, Fluid Mechanics	3	Pc 323, Modern Physics Lab II	1
Eg 331, Exper Analy of Fluid Mech	1	**EE 206, Circuits**	**3**
ME 322, Kinematics & Dynam	**3**	Pc 350, Electronics	3
ME 418C, Manufact Processes	**3**	**ME 474, Heat & Mass Transfer**	**3**
Pc 380, Thermodynamics	3		
	17		15
		Summer Laboratory*	
ME 483, Mech Measurements Lab	**3**		
ME 323L, Mach. Design Lab	**1**		
ME 418L, Manuf Processes Lab	**1**		
	5		
		Senior Year	
ME 487, Engineering Design	**2**	**ME 488, Engineering Design**	**3**
Eg 3XX, Engineering Econ (or Engr 460)	3	**ME 429, Intro to Finite Elem Analysis**	**3**
ME 476, Inter. Fluid Mechanics	**3**	**or ME 426, Mech. Vibration**	
or ME 477, Compressible Fluid Flow		Historical Perspective	3
Aesthetic Experience	3	Faith Foundation	3
Historical Perspective	3	Pc 460, Optics	3
Th 101, Introduction to Theology	3	Pc 461, Optics Laboratory	1
Th 101, Introduction to Theology	3	**Engr 100, Prof Devel**	**1**
	17		17
		Fifth Year	
Engr 100, Prof. Devl	**1**	**ME 446, Gas Turbines**	**3**
Faith Foundation	3	**or ME 4XX, Energy Management**	
Ph 325, Ethics	3	Pc 480, Condensed Matter Physics	3
Foreign Language	4	Aesthetic Experience	3
Pe Activity course	1	Foreign Language	4
Ma 315, Probability & Statistics	3	Philosophical Inquiry	3
	15		16
		Program Total	**168**

See hpp://www.me.und.edu for UND course descriptions.

English

Beyond the important goals of 1) helping students achieve proficiency in reading and writing, 2) acquainting students with their rich cultural and literary heritage, and 3) providing a solid foundation for the future graduate student or English teacher, the department seeks through literature to vitalize lives with the wisdom, spirit, and voices of great men and women; to move both students and teachers toward wiser and more humane relationships with themselves and others, with life's tragedy and comedy, sordidness and grandeur.

Requirements for a major in English

1. Required Courses (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. (C)

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. (AE, WC, WP)

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. (HP, AE, WC, WP)

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. (HP, AE, WC, WP)

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.* (HP, AE, WC, WP)

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.* (HP, AE, WC, WP)

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.* (AE, WC)

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.* (HP, AE, WC, WP)

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.* (AE, WC)

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.* (HP, AE, WC, VC, WP)

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.* (AE, F, WC, GP)

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.* (WC)

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.* (WC)

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.* (AE, WC)

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.* (AE, WC)

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.* (HP, AE, WC, OC, WP)

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.* (HP, AE, WC, WP)

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.* (AE, PC)

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.* (HP, AE, WC, OC, WP)

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.* (AE, PI, WC, OC, WP)

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.* (HP, AE, WC, OC, VC)

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.* (HP, AE, WC, OC, VC)

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.* (WC)

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. (OC)

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.

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		
	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		
	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		
	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
	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 121
Intermediate Composition (3)
This course will continue to develop composition skills as students advance to academic writing across the curriculum. Using a variety of paragraph development methods, students will write expository essays based on authentic college level readings. Discussion and analysis of the readings are integral to the writing process and will prepare students for advanced composition and reading classes. *Prerequisite: 75% or higher on a writing assessment.*

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.

Es 198
Special Topics (1–3)
Topics taught on an interest or need basis will be offered from time to time. These courses will be treated in a lecture/discussion or lab format depending on the topic, which will be specified in the course title. These courses may be taken more than once if subject matter varies sufficiently.

Es 205
Advanced Integrated Skills (3)
This course continues to address the needs of students in listening, speaking, reading, and writing with the same emphasis as in Es 105. However, materials, assignments and activities will reflect a higher academic level. *Prerequisite: Intermediate Integrated Skills or 500+ TOEFL score.*

Es 222
Advanced Composition and Research (3)
This course focuses on writing research papers using both APA and MLA style citations. Library resources and internet databases will be used in collecting information. Paraphrasing to avoiding plagiarism will be addressed. Two research papers (7–10 pages) will be required. *Prerequisite: Intermediate Composition or 500+ TOEFL score.*

Es 273
Reading Across the Curriculum (3)
This advanced level course provides a variety of reading materials authentic to the college disciplines within the humanities, social sciences and sciences. Students will learn jargon specific to the disciplines to improve their vocabulary and employ strategies to improve comprehension and critical thinking.

Es 293
Public Speaking (3)
This advanced level course focuses on oral presentations ranging from three-minute introductory speeches to twenty-minute power point presentation/discussion. Students will work on creating introductions with a clearly

stated thesis, organizing information in a logical manner, using transitional words and phrases, and creating insightful conclusions. Students will address credibility of information and must cite sources. Practice in pronunciation, grammar and vocabulary building is integral to the class.

Environmental Science

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 CO_2 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 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

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. (AE, WC, VC)

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. (AE, WC)

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. (AE)

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 a desire to strengthen basic learning skills and thus insure their success in college studies. The content of the course focuses on developing the following academic skills: time management, reading comprehension, test taking skills, personal resource development, note taking, and exploring a major. In addition, the course explores the multiple intelligences and the corresponding pathways to learning.

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. (C)

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. Emphasis is also placed on utilizing the various online data bases, catalogs and governments documents available to all Benedictine students.

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

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 (24)

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 263, Pe 350, Pe 303.
3. Leisure Management: Pe 100 or Pe 101, Pe 365, Pe 401, Pe 205, Pe 404.
4. Strength and Conditioning: Pe 310, Pe 320, Pe 422, and Pe 423.

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 374, Pe 366, Pe 380, Pe 406, Pe 407, 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. A cumulative GPA of 2.5.
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.
7. Completed application to the ATEP and two letters of recommendation.
8. Declare Athletic Training as academic major.
9. A completed health history and physical exam must be on file with the school nurse. This health history must include a current MMR, tuberculosis screening, and hepatitis B immunization.
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.

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

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

*Transfer students may satisfy these requirements from another institution. Approval from the BC Program Director is required for this substitution.

Activity Courses

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. (C)

Pe 117
Bowling and Golf (1)
Learning skills and techniques in bowling and golf. Fee. Classes held at bowling lanes and golf course. Applicable fees may be assessed.

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 athletic training Board of Certification (BOC). Emphasis will be placed on prevention, evaluation, management, and rehabilitation of athletic injuries. Laboratory experience will include taping techniques and using modalities in a training room setting.

Pe 302
Elementary Physical Education Curriculum (2)
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 310
Introduction to Personal Training (3)
This course is an introductory course to prepare the student for certification as a Personal Trainer. Exercise prescription, technique, and client assessment will be included.

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 320 Essentials of Strength and Conditioning (3)
This course will cover the essential component of strength and conditioning as they pertain to the modern athlete. This includes the body's physical response to exercise, adaptations to anaerobic training, nutritional factors in sport, performance testing, program design, and administration of athletics conditioning.

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 and Officiating Football (2)
This course will examine the techniques of officiating football and the study of the rules, theory, practice, and methods of coaching football.

Pe 352
Theory of Coaching and Officiating Basketball (2)
This course will examine the techniques of officiating basketball and the study of the rules, theory, practice, and methods of coaching basketball.

Pe 353
Theory of Coaching and Officiating Baseball and Softball (2)
This course will examine the techniques of officiating baseball and softball and the study of the rules, theory, practice, and methods of coaching baseball and softball.

Pe 354
Theory of Coaching and Officiating Track and Field (2)
This course will examine the techniques of officiating track and field and the study of the rules, theory, practice, and methods of coaching track and field.

Pe 355
Theory of Coaching and Officiating Soccer (2)
This course will examine the techniques of officiating soccer and the study of the rules, theory, practice, and methods of coaching soccer.

Pe 357
Tests and Measurements in Health and Physical Education (3)
Introduction to statistics, study of various tests, the practical application of tests in the field of Health, Physical Education, and Exercise Science. (QA)

Pe 361
Therapeutic Exercise and Rehabilitation (3)
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. Emphasis will be placed on how and why these modalities are used in the treatment of injuries. Appropriate psychomotor skills will be instructed in a laboratory setting. *Prerequisites: Pe 210 and Pe 263.*

Pe 364
Recognition and Evaluation of Upper Extremity Athletic Injuries (3)
This course is designed to provide the student with the cognitive and psychomotor skills necessary for injury assessment of upper extremity injuries of the physically active. Appropriate psychomotor skills necessary for athletic injury assessment will be conducted in a laboratory setting. *Prerequisites: Pe 263 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 and Officiating Volleyball (2)
This course will examine the techniques of officiating volleyball and the study of the rules, theory, practice, and methods of coaching volleyball.

Pe 374
Recognition and Evaluation of Lower Extremity Athletic Injuries (3)
This course is designed to provide the student with the cognitive and psychomotor skills necessary for injury assessment of lower extremity injuries of the physically active. Appropriate psychomotor skills necessary for athletic injury assessment will be conducted in a laboratory setting. *Prerequisites: Pe 263, Pe 364, and Bi 242.*

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. (SM)

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 407
Pharmacology in Athletic Training
This course is designed to provide the student with the cognitive and psychomotor competencies that relate to the pharmacology and the athletic trainer. Prescription and over-the-counter medications common in the practice of athletic training will be discussed. *Prerequisites: Pe 263, Pe 374, Pe 361, and Pe 362.*

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 422 I
Strength and Conditioning Practicum (1)
This course is designed to give the student the practical experience necessary for strength and conditioning. Students are expected to implement a pre-season, in-season, and/or post-season strength and conditioning program for an assigned team.

Pe 423 II
Strength and Conditioning Practicum (1)
This course is designed to give the student the practical experience necessary for strength and conditioning. Students are expected to implement a pre-season, in-season, and/or post-season strength and conditioning program for an assigned team.

Pe 457
Methods and Techniques of Teaching Physical Activities and Health (3)
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. (WC, OC, VC)

Pe 488
Senior Comprehensive (cr)

Pe 499
Independent Study (credit arranged)
Projects arranged with one or two student majors. Research, experience, and readings in the field of health, physical education, coaching or recreation. Meetings arranged at the discretion of the instructor. *Prerequisite: Permission of department chair.*

Suggested sequence of courses for a bachelor's degree in Physical Education

Freshman Year

	cr		
Gs 150, BC Experience		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
	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
	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		
	15		15

Senior Year

Pe 222, Techniques of Lifetime Sport	2	Pe 402, Organization & Admin of Physical Ed. And Sport	2
Pe 380, Kinesiology	3		
Pe Concentration	3	Pe Concentration	2
Electives	8	Electives	12
	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
		Foreign Language	4
Pe 210, First Aid & Personal Safety	2	Faith Foundation	3
En 101, English Composition	3	Ph 175, Logic and Nature	3
Th 101, Introduction to Theology	3	Pe 115, Wellness for Life	1
Person and Community Foundation	3		
Electives	3		
	15		15

Sophomore Year

Bi 242, Human Anatomy	3	Bi 243, Human Physiology	3
Pe 364, Recog & Eval of U.E. Athl Injuries	3	Aesthetic Foundation	3
Pe 209, Personal & Community Health	2	Pe 374, Recog & Eval of L.E. Athl Injuries	3
Foreign Language	4	Pe 362, Therapeutic Modalities	4
Written Communication Skill	3	Pe 213, Beginning A.T. Clinical Prac. II	1
Pe 212, Beginning A.T. Clinical Prac. I	1	Faith Foundation	3
	16		17

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
Faith Foundation	3	Pe 366, Physiology of Exercise	3
Pe 312, Beginning A.T. Clinical Prac. I	1	Pe 303, Basic Nutrition	3
Aesthetic Foundation	3	Pe 313, Intermediate A.T. Clinical Prac. II	1
Electives	4	Philosophical Inquiry Foundation	3
		Elective	1
	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
Pe 407, Pharmacology	2	Electives	7
Oral Communication	3		
	14		17

History

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. (HP, GP, WP)

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. (HP, GP, WP)

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. (HP, WP)

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. (HP, WP)

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. (GP)

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. (HP, F, WC, GP)

Hi 311
Russian History (3)
A survey of the course of Russian History from 1812 through the Czarist period ending with contemporary Russia. (HP, WC, GP, WP)

Hi 312
Native America, 1492–1864 (3)
The first half of this survey course introduces students to Native North American cultures through 1864. Topics covered include pre-Columbian Native American societies and cultural traditions, the impact of European colonization, the fur trade, military and religious conquest, Indian Removal, and Native American resistance.

Hi 313
Native America Since 1864 (3)
The second half of this survey course covers the Indian wars of the west, Native American responses to the government's assimilation policies, Indian revitalization movements, Native American participation in WW I and WW II, the impact of the government's relocation and termination policies, the rise (and fall) of the "Red Power" movement, and current issues such as Indian gaming and self-determination.

Hi 314
Native American Warfare (3)
This course focuses on Native American warfare from the perspective of the native peoples themselves. It covers intertribal warfare, the different ways in which Native American cultures viewed and conducted wars, how their systems of warfare changed as a result of technological changes introduced by Europeans, how they operated on both strategic and tactical levels, the impact of warfare with Europeans and the United States, and the contributions of Native Americans in all the branches of the modern U. S. military. The course also introduces students to the problem of conventional versus unconventional warfare.

Hi 315
Rise of the American Republic, 1800–1865 (3)
Major themes in this course are the territorial expansion of the United States and the dramatic consequences of political, demographic, social, and economic change that gave rise to sectional tensions within American society that threatened to dissolve bonds of union. A Civil War was necessary to restore a sense of unity to the nation.

Hi 316
The Age of Reform, 1865–1919 (3)
The period from the end of the Civil War to World War I was characterized by the rise of industrial capitalism, the creation of a powerful federal government, and confrontations between different social classes in

American society. The period culminated in the rise of progressivism and President Wilson's crusade to remake global politics along American democratic principles.

Hi 317
Prosperity & Depression, 1919–1941 (3)
The United States emerged from World War I as one of the most advanced and prosperous countries in the world, only to lose its confidence and self-esteem following the stock market crash of 1929. This course analyzes the dramatic rise and spectacular collapse of the American nation, and the subsequent attempts by President Roosevelt to restore the promise of what is usually called the "American dream."

Hi 318
U. S. Since 1945 (3)
Beginning with World War II, this course traces the rise of the United States as the dominant power in the world and the problems it faces as its hegemony was and is challenged both domestically and internationally. Among the topics covered are the Cold War, the struggle for minority civil rights, domestic political developments, international politics, environmental and social issues, the collapse of Soviet communism, and the rise of international terrorism.

Hi 321
History of Latin America (3)
A survey of Latin American history from 1492 to the present with emphasis on comparative social and institutional development of Latin American nations. (GP)

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. (OC)

Hi 325
World War I (3)
The First World War ushered both the end of the true Romantic era and the modern age. This is due, in part, to the global scope of the war, and in part to the intensity of the war, both on the front and in the home areas. This course, therefore, is designed to ask the following questions: Why was the war different than previous wars? How did it come about? Why was it so difficult to win or lose? Why did it last as long as it did? What was its legacy for the 20th century?

Hi 326
World War II (3)
The Second World War is one of the most catalystic of recent world events. It reshaped the balance of power in the world; it forced peoples of all nations to reevaluate traditional relationships between themselves and their government, their social assumptions, and their cultural perceptions. What happened?

This course seeks to provide answer to that question by examining the war in a social, military, and diplomatic context. Socially, this course will examine the rise of totalitarian societies, life during wartime, and the impact of "total war." We will be discussing life in Japan, the US, the USSR, Nazi Germany, Fascist Italy, and the areas of occupation in Asia, Africa and Europe.

Hi 327
French Revolution and Napoleonic Era (3)
The Enlightenment, French Revolution and the consolidation of the two by Napoleon and the First Empire are watershed events in human history, ending the last vestiges of the ancient regime and ushering in the modern age. This course is designed to familiarize the student with the causes of the French Revolution, its major events, the rise of Napoleon Bonaparte, the creation and dissolution of the First Empire, and the impact of all of this on Europe and the world. Obviously, we are going to focus on French history, however,

this is a EUROPEAN history course, and we will be examining the rise of Great Britain, the Habsburg Monarchy, Prussia, and the Romanov dynasty.

Hi 328
Modern Germany (3)
Germany evolves in a unique way, even among the liberal nation/states that come to the forefront of the post-Napoleonic age. Unlike Britain and France—or even Russia—"German nationalism," or a sense of the unique items that must make up a national identity, is not a clear and unequivocal issue. Are the Austrians Germans? Why are the Barvarians part of "Germany" but not the Tyrolese? Paradoxically, and possibly because in part of this problem of identity, the Germans have been in the 19th and 20th century the most vociferous defenders of national identity, even going so far as to destroy millions of "non-Germans" during World War II. This course is designed to give the student a sense of the unique struggle of Germany with this item and to give the student knowledge of the forces shaping Germany and the ability to recognize and interpret the manifestation of those forces in Germany today.

Hi 329
Piracy, Exploration and Early Imperialism (3)
The early modern period (1492–1800) sets the stage and establishes the tenor of international relations for the modern period. This course will seek to look at the early modern period from three distinct angles;

The role and rise of European nation-states and the teleology of the nation-state system, including international relations in the imperial sphere;

The impact of such development on the Americas, Africa, and Asia, including the evolution of colonial/imperial policy as an item distinct from the sociopolitical evolution of the European nation-states; and the importance, development and role of the unenfranchised/outlaw element, such as the evolution of piracy, smuggling, and slave trading.

Hi 330
Modern Imperialism (3)
This course will cover imperialism in the 19th & 20th century and examine the 21st century (all 4&1/2 years of it). Obviously, attention must be paid to the main contours of European and American history, but the main thrust will be non-Western. The impact and process of imperialism in South America, Asia, Africa, and the Middle East will be covered. The historiographical construct of empire will be addressed as well. At course's end, the student will be able to discuss the main theories of how imperialism develops, construct an extensive chronology of imperial activity throughout the 19th & 20th century, describe the social, economic, cultural and political/diplomatic effects and consequences of such activity, and relate such knowledge to events occurring in the world today.

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. (OC)

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 350
Ancient Egypt (3)
This course covers the pharoanic period of ancient Egypt, from the unification of Upper and Lower Egypt, c. 3100, to the inclusion of Egypt in the Roman Empire in 31 BCE. It will provide students with an understanding of the major events and personages in Egyptian history with an emphasis on the pharaoh, the royal family and court and temple culture but also cover social movements and the influence of outside contact on pharoanic culture. (WC, GP)

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). (HP, WC, WP)

Hi 355
Ancient Greece (3)
This course will cover the history of the Greeks from the beginning of the Mycenean Age, roughly 2000 BC, until the advent of Alexander the Great in the third century BC. It will expose students to the major political, military, social, cultural and intellectual developments of the Greeks, including the disparate developments of the poleis of Sparta and Athens.

Hi 357
Rome (3)
This course will cover the history of the Roman people from the origins of Rome in the eighth century BC to the fall of the Western Roman Empire in the fifth century AD. It will familiarize students with the major political, social, cultural and economic developments during the republican period, the foundation and expansion of the physical empire, and the period of imperial government. (WC, WP)

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. (HP, WC, WP)

Hi 364
Medieval Lay Religion (3)
This course will provide an institutional and social history of the participation and experiences of laypeople in medieval Christianity from the eleventh to the fifteenth centuries. It will focus on the history of major lay religious movements and on the participation of the laity in major events related to religion, such as the Crusades. We will also discuss lay devotion to saints and the development of the confraternal movement. (WC, WP)

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. (HP, WC, GP, WP)

Hi 368
Medieval Nuns (3)
This course will examine the experiences of religious women in the middle ages, beginning with the women around the early desert fathers and ending with Catherine of Siena. We will focus primarily on women living under monastic rules but will compare their experiences with those of laywomen, non-monastic religious women and monks. (WC, WP)

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 eco-nomic, political, and religious life of the Italian city-states and the emerging nations of western and central Europe. (HP, AE, WC, VC, WP)

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. (HP, AE, WC, WP)

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. (HP, WC, WP)

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. (HP, WC, WP)

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. (HP, WC, WP)

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. (HP, WC, WP)

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. (HP, WC, WP)

Hi 418
U.S. Military History (3)
This survey intends to introduce students to the entire range of the American military experience from the Indian wars of the early colonial period to the Iraq and Afghanistan wars. Students will learn how the modern US armed forces developed within a distinct American context and tradition. The course will also give students insights into the way wars and the military have transformed American society and culture.

Hi 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. (HP, WC, WP)

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. (WC, OC)

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		
	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
	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
	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
	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

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.

Journalism and Mass Communications

The major in Journalism or Mass Communications is designed to prepare students for entry-level positions in reporting, digital media, public relations, video production, photography, web design, publicity, media production and advertising. The major is also an excellent preparation for graduate study in communications or journalism.

Students become active decision-makers in producing the student-run publications *The Circuit* (the campus newspaper), *eCircuit* (the online news), and *Raven* (the college yearbook), as part of their practicum experiences. 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 communications-related careers such as public relations or advertising.

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-minus or better must be earned in each Journalism and Mass Communications Department course. However, students must earn an overall C average or better in all department coursework to satisfy the major.

Core courses (20 hours):
Mc 115, Introduction to Mass Media
Ar 116, Basic Photography
Mc 128, Layout and Design
Mc 216, News Writing
Mc 218, Video Production
Mc 280, Web Design I
Mc 485, Senior Seminar

Plus three hours of practicum, chosen from:
Mc 222, Mc 223, Mc 322, Mc 323, News Practicum*

*Course is one credit hour. One practicum must be taken during senior year. A student may take a combination of yearbook, news, and radio practicums.

Mc 220, Mc 221, Mc 320, Mc 321, Yearbook Practicum*
Mc 230, Mc 231, Mc 330, Mc 331, Online News Practicum*
Mc 250, Mc 251, Mc 350, Mc 351, Radio Practicum*

Electives—15 hours:
Mc 215, News Media
Ar 216, Graphic Design I
Mc 301, Events Management
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
Mc 380, Web Design II
Ar 384, Advanced Photography
Mc 398, Special Topics
Mc 475, Mass Media Law and Ethics

Minor in Mass Communications or Journalism
A minor consists of 18 hours. Students must complete Mc 115 and Mc 216, plus 12 additional upper-division hours in journalism or mass communications courses. A C-minus or better must be earned in each Journalism or Mass Communications Department course. However, students must earn an overall C average or better in all department coursework to satisfy the minor.

International Students
The JMC department welcomes and encourages international students (students whose primary language is not English) to seek a major or minor in the department. However, because of the intensive language requirements, all International students must submit proof of language proficiency to the department before taking writing courses or declaring a major or minor in Journalism or Mass Communications. International students are required to declare a major/minor before the start of their second semester in the program. Language proficiency is met by achieving the appropriate score as required by the college for admission. (See section of catalog titled International Students.)

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.* (AE, VC)

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.*

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 providing students with media literacy skills enabling them to understand how mass media messages are created, how those messages are transmitted through various mediums to specific audiences and the underlying social, political and economic effects of mass media messages. This is not a writing course.

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*Course is one credit hour. One practicum must be taken during senior year. A student may take a combination of yearbook, news, and radio practicums.

Mc 128
Layout and Design (3)
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. (AE)

Mc 215
New Media (3)
This course introduces students to new communication technologies used in journalism and mass communications. Students will explore technologies related to publishing, audio/video production and Internet-based communication. Students will also be introduced to the basic concepts of digital publishing. The course will explore new technologies as they become available. The primary goal of the class is to expose students to digital tools, but not necessarily make them proficient with those tools.

Mc 216
News Writing (3)
This course introduces students to news writing for print, with brief introductions to broadcast, public relations, and online copywriting. Students will learn news-gathering techniques and the fundamentals of news writing which emphasizes accuracy and precision following the Associated Press Stylebook. Students will have opportunities to conduct interviews and write weekly news articles using AP style. (WC)

Mc 218
Video Production I (3)
Examines the techniques of video production based on applied contemporary video editing techniques and the use of digital and non-linear editing equipment. Major emphasis placed on applying hands-on application of basic concepts involving shoot, editing, lighting and sound. (AE, VC)

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.** Student publications are open to all students, regardless of major.

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.** Student publications are open to all students, regardless of major.

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.** Student publications are open to all students, regardless of major.

Mc 250, 251, 350, 351
Radio Practicum (1)
Laboratory work on *BC Reports* audio programming. Students engage in the practical tasks of producing audio programming from story concept and reporting to editing and

airing audio segments. Students meet regularly with the adviser to discuss production techniques and issues plus receive professional critiques. **At least one practicum must be completed as a senior.** Student publications are open to all students, regardless of major.

Mc 280
Web Design I (3)
This introductory course examines site conceptualization, design principles, site navigation and audience analysis. The primary focus of the course is on developing skill in HTML and CSS coding. Visual design concepts will also be discussed in relationship to designing for a specific audience while balancing aesthetic appeal with practical application. Students will apply these concepts in the design of a published website.

Mc 301
Events Management (3)
Students will explore the concept and techniques involved in developing and managing events for tourism, cultural, organizations, business and sports. Topics include concept and design, feasibility, legal issues, marketing and promotion, financial management and event execution. The course draws on case studies and projects to explore the application of each concept. *Prerequisite: Mc 216 or permission of instructor.*

Mc 302
Advertising Principles (3)
Outlines the principles underlying advertising for print, radio, television, outdoor, and online, including campaign development and media placement. Examines the roles of advertising and marketing, including integrated marketing communications and direct mail. Students have opportunities to write advertising copy and plan an advertising project. Includes discussion of legal and ethical issues related to advertising. *Prerequisites: Mc 115 and Mc 216, or permission of instructor.* (AE, OC, VC)

Mc 303
Public Relations Principles (3)
Presents a brief history of public relations and discusses its relationship to marketing and advertising. Emphasis is on the practical application of public relations in business, educational institutions, social welfare organizations, government and military across multiple media. Includes discussion of industry ethics, responsibilities and careers. Students will have opportunities to plan and write public relations materials, including a public relations project. *Prerequisites: Mc 115 and Mc 216, or permission of instructor.* (WC, OC)

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. *Prerequisite: 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: Mc 216 or permission of instructor.* (WC)

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 that is published in the campus newspaper. *Prerequisites: Mc 115 and Mc 216.* (WC)

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.* (AE, VC)

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.* (WC)

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 II (3)
This is an advanced class in web design. Students will be introduced to advanced concepts and skills in coding, programming and site development. Students will also be introduced to advanced navigation techniques and the integration of data from databases. *Prerequisite: Mc 280 with a grade of C or better.* (AE)

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.* (AE, OC, VC)

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 a project that demonstrates competency in a concentration area (e.g., journalism, publication design, advertising, public relations and photojournalism). Student projects will be reviewed by a faculty panel and, when appropriate, professionals in the concentration area. Students will also prepare an electronic portfolio of their work *Prerequisite: Senior standing.*

Mc 488
Senior Comprehensive (cr)

Mc 499
Independent Study (Credit arranged)
Independent study courses include tutorials and directed readings. 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, News Writing	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/Ar117, Basic Photography/Lab	4
Mc 128, Layout and Design	3		
	16		17

Sophomore Year

Elective	3	Bi 121, General Biology	4
Hi 106, World Civilization since 1648	3	Philosophical Inquiry Foundation	3
Elective	3	Mc Elective	3
Mc 280, Web Design I	3	Hi 213, US History since 1865	3
Mc 220, Mc 222, or Mc 230 Practicum	1	Elective	3
Mc 307, Basic Broadcasting	3		
	16		16

Junior Year

Elective*	3	Philosophy Inquiry Foundation	3
Mass Communications electives*	9	Mass Communications electives*	6
Natural World Foundation	4	Faith Foundation	3
Mc 221, Mc 223 or Mc 231 Practicum	1	Elective*	3
		Pe 115, Wellness for Life	1
	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
	16		16

*These are to be upper-division courses.

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 Associate Dean of the College and the curriculum committee by the end of the second semester of the student's junior year. In all events no proposal will be accepted after the deadline for application for graduation.

Mathematics and Computer Science

The Mathematics and Computer Science Department at Benedictine College is committed to maintaining a curriculum that provides students with the necessary tools to enter a career in their field with a broad, solid knowledge of mathematics or computer science. Our students are provided with the knowledge, analytical, and problem solving skills necessary to function as mathematicians or computer scientists in our world today.

The mathematics curriculum prepares students for graduate study, for responsible positions in business, industry, and government, and for teaching positions in secondary and elementary schools. Basic skills and techniques provide for entering a career as an actuary, banker, bio-mathematician, computer programmer, computer scientist, economist, engineer, industrial researcher, lawyer, management consultant, market research analyst, mathematician, mathematics teacher, operations researcher, quality control specialist, statistician, or systems analyst.

Computer science is an area of study that is important in the technological age in which we live. The computer science major at Benedictine College provides a balanced approach to the discipline, treating computing both as an art and as a tool for varied use. The major prepares students for graduate study in the field of computer science or for employment in an ever-expanding spectrum of occupations dependent upon computing. The minor provides a useful addition to many areas of study, including mathematics, science, business, and mass communications.

Requirements for a major in Mathematics:

Ma 131, Calculus I
Ma 132, Calculus II
Ma 233, Calculus III
Ma 250, Linear Algebra
Ma 255, Discrete Mathematical Structures I
Ma 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 101, Computer Science Fundamentals
or 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.* (QA)

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 only one of the following: Ma 107 or Ma 104 or Ba 165. *Prerequisite: Have never passed College Algebra (Ma 104) or its equivalent with a B or higher or taken a course above College Algebra.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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. Note: Credit will not be given if the student has taken Ba 265. *Prerequisite: Ma 104 or its equivalent.* (QA, SM)

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.* (QA)

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.* (QA)

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 combinational circuitry, counting principles, graph theory, and an introduction to elementary number theory. Attention is given to various methods of proof, in particular to mathematical induction. *Prerequisite: Approval through placement. Dual-listed as Cs 255.* (QA, VC)

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.* (QA)

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).* (WP)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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.* (QA)

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 future mathematics teacher with an overview of the methodology of teaching mathematics at the middle and secondary school level. Topics include but are not limited to planning and teaching effective lessons, assessment, and the use of technology in instruction. Available resources are examined in an effort to generate an enthusiastic and creative approach to teaching. Application of concepts in twenty hours of field experience is required. *Prerequisites: Enrollment in Secondary Mathematics Education and Ed 257.* (QA)

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.* (QA)

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.* (QA)

Ma 488
Senior Comprehensive (cr)

Ma 493
Directed Research (2)
Prerequisites: Junior or senior mathematics major and permission of the department chair. (WC, QA, OC)

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. (QA)

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.* (QA)

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 combinational circuitry, counting principles, graph theory, and an introduction to elementary number theory. Attention is given to various methods of proof, in particular to mathematical induction. *Prerequisite: Approval through placement. Dual-listed as Ma 255.* (VC, QA)

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.* (QA)

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.* (SM)

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
Senior Comprehensive (cr)

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.* (WC, OC, VC)

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	Cs 114, Intro to Computer Science I or Natural World Foundation	4
Pe 115, Wellness for Life	1		
Gs 150, BC Experience	cr	Pe Activity course	1
	15		16

Sophomore Year

Ma 233, Calculus III	4	Ma 250, Linear Algebra	3
Ma 255, Discrete Math. Structures I	3	Aesthetic Foundation	3
Natural World Foundation (with lab)	4	Faith Foundation	3
Ph 175, Logic and Nature or Cs 101	3	Historical Foundation	3
Person and Community Foundation	3	Natural World Foundation or Cs 114	4
	17		16

Junior Year

Ma 356, Modern Algebra I	3	Ma 360, Modern Algebra II or Ma 480, Intro to Real Analysis	3
Ma 315, Probability and Statistics or Mathematics elective	3	Mathematics elective	3
Electives	4	Electives	4
Aesthetic Foundation	3	Faith Foundation	3
Philosophical Inquiry Foundation	3	Philosophical Inquiry Foundation	3
	16		16

Senior Year

Mathematics elective or Ma 315, Probability and Statistics	3	Ma 480, Intro to Real Analysis or Ma 360, Modern Algebra II	3
Ma 493, Directed Research	2	Mathematics elective	3
Electives	11	Electives	10
		Ma 488, Senior Comprehensive	cr
	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	Cs 114, Intro to Computer Science I or Natural World Foundation	4
Th 101, Introduction to Theology	3	Ed 200, Introduction to Education	2
Py 100, General Psychology	3	Ed 201, Intro to Educ Rsch & Field Exp	1
Gs 150, BC Experience	cr	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
Ph 175, Logic and Nature or Cs 101	3	Aesthetic Foundation	3
Pe 115, Wellness for Life	1	Faith Foundation	3
Ed 257, Gen Secondary Methods/Media	2	So 290, World Geography	3
Ed 258, Gen Secondary Methods Prac	1	Philosophical Inquiry Foundation	3
Hi 212 or Hi 213, U.S. History	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
		Ed 332, Teaching Reading in the Content Areas	2
Ma 290, Math History or Ma 457, Secondary Math Curriculum	2	Ed 451, Philosophy of Education	3
Natural World Foundation (with lab)	4	Faith Foundation	3
Aesthetic 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
		Ed 470, Student Teaching Seminar	1
Ma 457, Secondary Math Curriculum or Ma 290, Math History	2	Ed 496, Supervised Student Teaching in Secondary Schools	10
Ed 312, School as Community	3	Ed 488, Senior Comp/PLT	cr
Ed 313, School as Community Research and Field Experience	1		
Electives	6		
Ma 488, Senior Comprehensive	cr		
	17		16

Suggested sequence of courses for a bachelor's degree in Computer Science

Freshman Year

Cs 101, Comp Sci Fund (suggested)	3	Cs 114, Intro to Computer Science I	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	Ph 175, Logic and Nature	3
Pe 115, Wellness for Life	1		
Pe Activity course	1		
Gs 150, BC Experience	cr		
	16		17

Sophomore Year

Cs 115, Intro to Computer Science II	4	Cs 256, Discrete Math. Structures II	3
Cs 255, Discrete Math. Structures I	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
	17		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		
	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	9	Cs 488, Senior Comprehensives	cr
		Electives	9
	16		15

Medical Technology

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

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

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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

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 also have the option of participating in an exchange program through the college's affiliation with ISEP. Additional fees may apply.

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.

Florence courses

It 100 (4); It 102 (4)
Offered through our semester in Florence program, It 100 (4) and It 102 (4) provide students with an immersion experience in the Italian language. Students gain a basic

*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.

ability to communicate in the target language and gain understanding and appreciation of Italian culture. Emphasis is on integrating the four skills of the language: speaking/listening/reading and writing in order to provide students with a high novice-low intermediate level of proficiency at the end of the semester.

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. (AE)

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. (GP)

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. (WC)

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. (HP, WC, WP)

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. (AE, WP)

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. (AE, WP)

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. (AE, WP)

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. (AE, GP)

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)

German

Gn 100 (4)
The first semester German course introduces students to the language and culture of the modern German-speaking world. The communicative approach taken in this course focuses on learning to use basic German language forms, in meaningful contexts across spoken and written genres. The course aims to develop students' ability to interpret (not merely read or listen), communicate (not merely give and receive information), and perform (not merely write or speak) in German.

Gn 102 (4)
This second semester German course continues instruction begun in German 100. By the end of German 102, students will be familiar with most basic structures of German language and will have developed basic cultural knowledge about the German-speaking world. As vocabulary and grammar sophistication grow, students will become increasingly proficient at expressing their thoughts, feelings, opinions on a variety of subjects related to everyday life in past, present and future times. To this aim, lessons center on communicative as well as cultural aims.

Gn 203 (3)
By the end of German 203, students will be familiar with basic structures of the German language and will have developed cultural knowledge about the German-speaking world. As vocabulary and grammar sophistication grow, students will become increasingly proficient at expressing their thoughts, feelings and opinions on a variety of matters situated within the discourses of everyday life. The communicative approach taken in this course focuses on learning to use of basic German language forms, i.e., grammar and vocabulary, in meaningful contexts across both spoken and written genres. The course

aims to develop students' ability to interpret (not merely read or listen), communicate (not merely give or receive information), and perform (not merely write or speak) in German.

Gn 204 (3)
This course is a continuation of Intermediate German 203. With a content-based approach to language instruction, the course helps students to not only review and expand their German language proficiency, but also to develop such proficiency within a meaningful context that supports the development of specific content knowledge—in this case, the country and culture of Germany. Intermediate German 204 covers modern & contemporary German themes such as Heimat & Exile (the notion of home and exile), culture and identity. During the semester students will explore these themes against the backdrop of German literature, geography, language and dialect, music, art, architecture, food and drink, and history. Authentic texts representing a number of genres will serveto enrich student's developing content knowledge on Modern and Contemporary Germany. Concurrently, advanced grammar instruction will deepen student's knowledge of the German language.

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)
Person and Community (1 course)
Natural World (1 course with or without lab)
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, Foreign Language, or International Studies or International Business majors or minors.* (AE, WC, OC, WP)

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, Foreign Language, or International Studies or International Business majors or minors.* (GP)

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: Sa 204; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (WC, OC, WP)

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: Sa 204; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (AE)

Sa 366
Survey of Spanish Literature (3)
This survey will touch upon the most important literary works of Spanish literature of all periods. *Prerequisite: Sa 204; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (AE)

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: Sa 204; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (HP, PC, WC)

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: Sa 204; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (HP, PC, WC)

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: Sa 304; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (AE)

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: Sa 304; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (AE)

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: Sa 304; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (AE)

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: Sa 304; available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.* (AE)

Sa 471, 472
Directed Readings (1, 2, 3)
Independent study designed to broaden and integrate the particular student's comprehension of Hispanic literature and culture and make up for any deficiencies of a student's background in the area. Only for majors in the discipline. *Prerequisite: Available only to Spanish, Foreign Language, or International Studies or International Business majors or minors.*

Sa 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
	15–16		17

Student should select courses from the following Foundations during the freshman year:

Historical Perspectives (1 course)
Person and Community (1 course)
Natural World (1 course with or without lab)
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		
	15–16		15

Junior Year

Sa 304, Intro to Literature	3	Study Abroad (to include Sa 371, Spanish Civilization and Culture or Sa 372, Latin Amer Civ and Culture)	17
Philosophical Inquiry Foundation	3		
Electives	9		
	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
	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 minors in Latin, Classics and a course of studies in Greek. Instruction in the language, literature and history of the ancient Romans are studied. The principal objectives of the courses are as follows: 1) to give students sufficient grasp of the languages to enable them to read literature with some degree of appreciation; 2) to introduce the students to Roman life, philosophy and political institutions, and to assist them in evaluating the Classical contribution to the development of Western Civilization; and 3) to improve students' powers of thought and expression by accurate translations.

The requirements for a minor in Latin:
La 103, Beginning Latin I
La 104, Beginning Latin II
La 311, Latin Prose Authors
La 312, Latin Prose Authors
La 411, Latin Poets
La 412, Latin Poets
Latin 459, 460 and/or 499 may be substituted for one or more of the above courses with permission of the chair of the department.

The requirements for a minor in Classics:
La 103, Beginning Latin I
La 104, Beginning Latin II
Gr 103, Beginning Greek I
Gr 104, Beginning Greek II
*and **any two** of the following courses:*
La 311, Latin Prose Authors (3 hours)
La 312, Latin Prose Authors (3 hours)
La 411, Latin Poets (3 hours)

La 412, Latin Poets (3 hours)
Gr 311, Greek Prose Authors (3 hours)
Gr 312, Greek Prose Authors (3 hours)

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

As an institutional member of the National Association of Schools of Music, Benedictine College offers majors leading to a bachelor of arts with a major in music degree and to a bachelor of music education degree. Two additional areas of emphasis within the Bachelor of Arts in Music program include Music Marketing and Music Composition. Students have the opportunity to study music through the minor program.

Mission of the Music Department:

The Benedictine College Music Department strives to present opportunities for students that meet the artistic, creative, and scholarly demands of those who intend to pursue teaching, performance or other careers in music. The Department enhances the cultural activities of the college and serves the student body with offerings in applied music and with vocal and instrumental ensembles.

There are many concerts and recitals presented on campus by students, faculty and guest artists. These are presented as an educational experience for the students and for the cultural enrichment of the entire community.

Goals:

1. The Music Department aims to provide for students in the liberal arts degree programs (Bachelor of Arts degree with a major in Music, Bachelor of Arts with a major in Music with Emphasis in Music Composition, Bachelor of Arts with a major in Music with Emphasis in Music Marketing) educational opportunities, performance experiences, and expectation of standards on a national level to prepare them for entrance into study on the graduate level and/or preparation for a professional career in music.
2. The Music Department aims to provide professional training for those students desiring to teach PreK–12 general music through the Bachelor of Music Education degree program.
3. The Music Department aims to successfully meet standards required by the appropriate accrediting agencies: National Association of Schools of Music (NASM), Kansas State Department of Education (KSDE), and the National Council for the Accreditation of Teacher Education (NCATE).
4. The Music Department aims to provide all students the opportunity to perform in ensembles, participate in music courses and applied music, and to attend musical events for their cultural development.
5. The Music Department aims to provide an atmosphere that fosters scholarship and independent research to reflect the character of Benedictine College as America's Discovery College.

Procedure for Acceptance into the Music Program as a Major:

1. After successful completion of Mu 100 the student formally applies to the department.
2. The student will be administered a Freshman Jury/Interview. The music department faculty will determine the status of the student with the following indicators:
   - Acceptance into the department without reservations
   - Acceptance into the department with reservations

Probationary acceptance into the department
Denial of acceptance into the department

3. The Sophomore Barrier Jury/Interview will determine the final status of the student as a major in the department.

Departmental Procedures:

1. There is a concert attendance requirement for all music majors and minors.
2. Candidates for all music degrees must give either a public recital or, by special arrangement, a semi-public recital before the faculty during the senior year.
3. Piano proficiency examinations are administered at the end of every semester by the music faculty. After completion of Mu 111 music majors must enroll in Mu 402 every semester until proficiency is achieved. This proficiency will be determined by examination.
4. A senior comprehensive will be administered to all students majoring in music prior to graduation.
5. The music department will accept no grade below a "C–" in any music course in the curriculum for the music major or minor.
6. All students majoring in music must submit a portfolio prior to graduation for assessment by the music faculty. The portfolio will contain programs in which the student has participated, practice logs, scholarly work and other procedural, participation and interest documents. The portfolio is a component of the Mu 488 Senior Comprehensive credit.
7. The music department requires documentation of minimum practice through practice logs for applied music. The minimum requirement is five hours weekly for one credit and ten hours weekly for two credits.
8. All applied students are assessed at the end of the semester through recital participation or by a jury examination.
9. Applied students are assessed at the end of the 200 level of applied music to determine eligibility for upper-division credit (300 and above).
10. All departmental procedures are outlined in the *Benedictine College Music Student Handbook, 2008*. Majors in music education should refer to the *Education Handbook* regarding specific rules and procedures for the Benedictine College Department of Education.

Degree Requirements:

Bachelor of Arts degree with a major in Music (49 credit hours in music):

1. Music Theory:
   Mu 100, Fundamentals of Music Theory and Aural Skills (2)
   Mu 101, Music Theory and Aural Skills I (3)
   Mu 103, Music Theory and Aural Skills II (3)
   Mu 110, Functional Keyboard I (1)
   Mu 111, Functional Keyboard II (1)
   Mu 200, Music Theory & Aural Skills III (3)
   Mu 300, Music Theory & Aural Skills IV (3)
2. Music History:
   Mu 190, World Music Literature: Repertoire and Analysis (3)
   Mu 400, Music History and Literature I (3)
   Mu 401, Music History and Literature II (3)
3. Mu 304, Introduction to Conducting (1)
4. Mu 402, Piano Proficiency (cr)
5. Mu 487, Senior Recital (1)
6. Mu 488, Senior Comprehensive (P/F)
7. Applied Music:
   Eight semesters (1 credit each of a major instrument resulting in a senior recital).
8. Ensembles:
   Eight semesters (1 credit each) of the major ensemble.
9. Six hours of upper-division music electives (300 level or higher).
10. Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329).
11. General Education Requirements.
12. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

Bachelor of Arts with emphasis in Music Marketing (61 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)

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 304, Introduction to Conducting (1)
4. Mu 402, Piano Proficiency (cr)
5. Mu 487, Senior Recital (1)
6. Mu 488, Senior Comprehensive (P/F)
7. Applied Music:
   Eight semesters (1 credit each of a major instrument resulting in a senior recital)
8. Ensembles:
   Eight semesters (1 credit each) of the major ensemble
9. Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)
10. Business Courses
    Ec 210, Principles of Microeconomics (3)
    Ac 209, Principles of Financial Accounting (3)
    Ba 383, Principles of Marketing (3)
    Fi 390, Principles of Finance (3)
    Plus two additional courses (6 credits) from the Business Administration list of elective courses for BA minors.
    Note: Internship recommended but not required.
11. General Education Requirements.
12. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

Bachelor of Arts in Music with emphasis in Music Composition (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 313, Counterpoint (2)
   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 304, Introduction to Conducting (1)
4. Mu 402, Piano Proficiency (cr)
5. Mu 487, Senior Recital (1)
   Composition recital requirement:
   The Senior Composition Recital requirement for this degree can be met in any of the four following ways:
   a. A recital of original work with the option of a lecture/recital format.
   b. A recital consisting of two-thirds original composition and one-third performance on the primary instrument/voice.
   c. Five composition premiere performances on major concerts or recitals during the sophomore through senior years of study documented by score, program, and recording.
   d. One composition for orchestra or concert band and three composition premiere performances documented by score, program, and recording.
6. Mu 488, Senior Comprehensive (P/F)
7. Applied Music:
   Four semesters (1 credit each of a major instrument)
8. Ensembles:
   Eight semesters (1 credit each) of the major ensemble

9. Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)
10. General Education Requirements.
11. Electives to meet the 128 credits required for graduation (must include 40 credit hours of upper-division credit).

Bachelor of Music Education degree:
(104 required credit hours in music and professional education)

1. Music Theory:
   Mu 100, Fundamentals of Music Theory and Aural Skills (2)
   Mu 101, Music Theory & Aural Skills I (3)
   Mu 103, Music Theory & Aural Skills II (3)
   Mu 110, Functional Keyboard I (1)
   Mu 111, Functional Keyboard II (1)
   Mu 200, Music Theory & Aural Skills III (3)
   Mu 300, Music Theory & Aural Skills IV (3)
2. Music History:
   Mu 190, World Music Literature: Repertoire and Analysis (3)
   Mu 400, Music History and Literature I (3)
   Mu 401, Music History and Literature II (3)
3. Mu 304, Introduction to Conducting (1)
4. Mu 402, Piano Proficiency (cr)
5. Mu 487, Senior Recital (1)
6. Mu 488, Senior Comprehensive (P/F)
7. Applied Music:
   Seven semesters (2 credits each of a major instrument resulting in a senior recital).
8. Ensembles:
   a. Seven semesters (1 credit each) of the major ensemble and three semesters (1 credit each) of the secondary ensemble. (Instrumental majors must take 7 semesters band, 3 semesters concert chorale. Vocal majors must take 7 semesters concert chorale, 3 semesters band.) If the major ensemble is orchestra, an additional 3 total hours of chorus and band, combined, are required.
   b. Two semesters (1 credit each) of chamber ensemble.
   c. Mu 114, Opera Workshop (1 credit)
9. Music Education
   Mu 106, Class Voice (2)
   Mu 117, Stringed Instruments (2)
   Mu 118, Woodwind Instruments (2)
   Mu 119, Brass & Percussion Instruments (2)
   Mu 224, Vocal Communication and Technique (2)
   Mu 302, Orchestration/Arranging (2)
   Mu 309, Music Methods PreK–12 (3)
   Mu 404, Instrumental Conducting (1)
   Mu 424, Choral Conducting (1)
10. Concert Attendance
    Six semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129, Mu 228, Mu 229, Mu 328, Mu 329)
11. 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)
12. Methods
    Ed 257, General Secondary Methods and Media (2)
    Ed 332, Teaching Reading in the Content Area (2)
13. 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)
14. Tests 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)
15. General Education Requirements:
    English Composition (3) (En 101)
    Understanding the Natural World (7–8). (One course must include a lab.)
    Applied Statistics (4) (Ma 211)
    World Civilization (Hi 105 or Hi 106)
    Sociology (3) (So 280, So 290 or So 354)
    General Psychology (3) (Py 100)
    Faith (6)

Logic and Nature (3) (Ph 175)
Theology (3) (Th 101)
Wellness for Life (1) (Pe 115)
Philosophical Inquiry (3)
1 Physical Education Activity course
BC Experience (cr) (Gs 150)
The foreign language requirement is waived for students seeking certification through the Bachelor of Music Education degree program.

Students receiving certification and the degree of Bachelor of Music Education are certified to teach instrumental and vocal PreK–12 music in Kansas.

Music Minor (22 credit hours):

1. Music Theory:
   Mu 100, Fundamentals of Music Theory and Aural Skills (2)
   Mu 101, Music Theory and Aural Skills I (3)
   Mu 110, Keyboard Fundamentals (1)
2. Music History:
   Mu 190, Music Literature (3)
3. Applied Music:
   Two semesters of major instrument (1 credit each)
4. Ensembles:
   Two semesters of major ensemble.
5. Nine credit hours of any additional music courses.
6. Two semesters of credit (cr) for Concert Attendance (Mu 128, Mu 129).

Music Theory Courses

Mu 100
Fundamentals of Music Theory and Aural Skills (2)
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. *Corequisite: 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. *Corequisite: 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 evolving art form. *Prerequisite: Mu 101.* (AE)

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.* (AE)

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 402
Piano Proficiency (cr)
All music majors must pass piano proficiency prior to graduation. Students must meet minimum requirements in the areas of harmonization, transposition, scales, improvisation, sightreading, and theoretical functional skills.

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 113
Music Appreciation (3)
Introduction to basic musical terms and music history, including important forms, genres, composers, historical styles and representative works. Includes development of critical listening skills for life-long music appreciation. This course will focus on Western 'art' music, with a brief discussion of global and popular styles. (AE)

Mu 190
World Music Literature: 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. (HP, AE)

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.* (HP, AE, WC)

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.* (HP, AE, WC)

Mu 499
Independent Study
Prerequisite: Permission of Department Chair.

Music Education Courses

Mu 117
String Instruments (2)
Basic instruction in performance techniques for violin, viola, cello, string bass and guitar, with emphasis on methods of pedagogy, including the Suzuki approach. *Prerequisite: Mu 100.*

Mu 118
Woodwind Instruments (2)
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 PreK–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.* (OC)

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 PreK–12 (3)
This class is designed for students seeking teacher certification in PreK–12 music. The class will include curriculum design and techniques appropriate for a successful PreK–12 music program. Course open to music education majors only. *Corequisite: Ed 257.*

Mu 404
Instrumental Conducting (1)
Technique of reading, interpreting, and conducting instrumental scores. Practical application of techniques for the purpose of PreK–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 PreK–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, resonation, 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 (1)
An ensemble of twelve to thirty singers devoted to performing sacred music of all eras at masses and selected liturgies on campus and in the community throughout the academic year. 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)
Students are to attend eight major events and four student recitals each semester. 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
Women's 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
A. Chamber Music—Strings (1)
B. Chamber Music—Brass (1)
C. Chamber Music—Woodwinds (1)
D. 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. 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)
Music Education degree candidates receive credit for the senior comprehensive through successful completion of the Praxis II Examination in Music for PreK–12 Kansas certification. Bachelor of Arts in Music candidates are administered the Education Testing Service (ETS) examination in music. To receive credit for the senior comprehensive students must also submit their music portfolios and receive an "acceptable" rating by the music faculty.

Suggested sequence of courses for a bachelor of arts degree with a major in Music

		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		
	17		17
		Sophomore Year	
Mu 103, Music Theory & Aural Skills II	3	Mu 200, Music Theory & Aural Skills III	3
Historical Perspectives	3	Oral Communication	3
Health (Pe Activity course)	1	Understanding the Natural World	4
Applied Music	1	Electives	3
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		
	15		15
		Junior Year	
Mu 300, Music Theory & Aural Skills IV	3	Mu 400, History of Music I	3
Philosophical Inquiry	3	Quantitative Analysis	3
Global Perspective	3	Applied Music	1
Faith	3	Mu 402, Piano Proficiency	cr
Applied Music	1	Ensemble	1
Ensemble	1	Mu 329, Concert Attendance	cr
Mu 328, Concert Attendance	cr	Music electives	1
Elective	3	Electives	6
	17		15
		Senior Year	
Mu 304, Intro to Conducting	1	Person & Community	3
Mu 401, History of Music II	3	Philosophical Inquiry	3
Electives	8	Understanding the Natural World	3
Ensemble	1	Applied Music	1
Faith	3	Ensemble	1
Applied Music	1	Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
		Elective	3
	17		15

Suggested sequence of courses for a Bachelor of Music Education degree

Freshman Year

Mu 100, Fund of Music & Aural Skills	2	Mu 101, Music Theory & Aural Skills I	3
Mu 110, Functional Keyboard I	1	Mu 111, Functional Keyboard II	1
Mu 190, World Music Literature	3	Th 101, Introduction to Theology	3
Applied Music	2	Mu 118, Woodwind Methods	2
Mu 106, Class Voice	2	Mu 114, Opera Workshop	1
Ensemble	1	Ensemble	1
Mu 128, Concert Attendance	cr	Mu 129, Concert Attendance	cr
Gs 150, BC Experience	cr	Hi 105 or Hi 106, World Civilization	3
Ed 200, Introduction to Ed.	2	Ma 211, Applied Statistics	4
Ed 201, Introduction to Ed/Field	1	Applied Music	2
En 101, English Composition	3		
	17		20

Sophomore Year

Mu 103, Music Theory & Aural Skills II	3	Mu 200, Music Theory & Aural Skills III	3
Py 100, General Psychology	3	Mu 224, Vocal Communication & Technique	2
Faith	3	Understanding the Natural World	4
Applied Music	2	Ed 222, Psych of Indiv with Excep	3
Ensemble	1	Applied Music	2
Mu 228, Concert Attendance	cr	Ensemble	1
Pe 115, Wellness for Life	1	Mu 229, Concert Attendance	cr
Chamber Ensemble	1	Chamber Ensemble	1
Sociology, So 290	3	Mu 117, String Instruments	2
		Secondary Ensemble	1
	17		19

Junior Year

Health (Pe Activity course)	1	Mu 302, Orchestration/Arr	2
Mu 304, Introduction to Conducting	1	Mu 400, History of Music I	3
Mu 119, Brass & Percussion	2	Applied Music	2
Ed 312, School as Community	3	Mu 404, Instrumental Conducting	1
Ed 313, School as Comm/Field Ex	1	Mu 424, Choral Conducting	1
Mu 300, Music Theory & Analysis IV	3	Ed 451, Philosophy of Education	3
Ph 175, Logic and Nature	3	Ed 332, Teaching Reading/Content Area	2
Faith	3	Mu 402, Piano Proficiency	cr
Applied Music	1	Ensemble	1
Ensemble	1	Mu 329, Concert Attendance	cr
Mu 328, Concert Attendance	cr	Mu 387, Junior Recital (optional)	cr
		Ed 220, Psych Ed Development	3
		Secondary Ensemble	1
	19		19

Senior Year

Mu 401, History of Music II	3	Ed 460, Personal & Social Well-being	3
Mu 309, K–12 Music Methods	3	Ed 462, Classroom Management	2
Ed 257, Secondary Methods & Media	3	Ed 470, Student Teaching Seminar	1
Applied Music	2	Ed 492, Supervised Student Teaching/Elem	5
Ensemble	1	Ed 496, Supervised Student Teaching/Sec	5
Mu 487, Senior Recital	1	Ed 487, Core Content Test	cr
Mu 488, Senior Comprehensive	cr	Ed 488, Senior Comprehensive	cr
Philosophical Inquiry	3	Ed 489, Licensure Requirement	cr
Secondary Ensemble	1	Ed 334, Diversity Proficiency	cr
		Ed 335, Technology Proficiency	cr
	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 Financial Accounting	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
Historical Perspective	3	Understanding the Natural World	3
Health (Pe Activity course)	1	Electives	8
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		
Ec 210, Principles of Microeconomics	3		
	15		16
		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	Mu 402, Piano Proficiency	cr
Applied Music	1	Applied Music	1
Ensemble	1	Ensemble	1
Mu 328, Concert Attendance	cr	Mu 329, Concert Attendance	cr
Elective	3	Electives	9
Business elective	3		
	17		15
		Senior Year	
Mu 401, History of Music II	3	Ba 383, Principles of Marketing	3
Fi 390, Principles of Finance	3	Visual Communication	3
Applied Music	1	Philosophical Inquiry Foundation	3
Ensemble	1	Understanding the Natural World	4
Faith	3	Ensemble	1
Business elective	3	Applied Music	1
Global Perspective	3	Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
	17		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	Elective	3
Gs 150, BC Experience	cr		
Mu 128, Concert Attendance	cr		
	16		16
		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
Historical Perspective	3	Oral Communication	3
Health (Pe Activity course)	1	Understanding the Natural World	3
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		
	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
Global Perspective	3	Quantitative Analysis	3
Faith	3	Mu 402, Piano Proficiency	cr
Ensemble	1	Ensemble	1
Mu 328, Concert Attendance	cr	Mu 329, Concert Attendance	cr
Elective	3	Mu 410, Composition/Electronic Media	2
		Mu 313, Counterpoint	2
	18		14
		Senior Year	
Mu 490, Music Composition	2	Person and Community	3
Mu 302, Orchestration/Arranging	2	Mu 491, Music Composition	2
Mu 401, History of Music II	3	Philosophical Inquiry	3
Ensemble	1	Understanding the Natural World	4
Faith	3	Ensemble	1
Elective	3	Mu 487, Senior Recital	1
		Mu 488, Senior Comprehensive	cr
	14		14

Natural Science

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 abovementioned 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 and Pre-Nursing

The college offers liberal arts and science courses which are essential to the preclinical training of future nurses. The college provides one, two, or four years of prenursing 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.

Benedictine College has initiated a nursing program, with the intention of starting nursing classes in the 2010–2011 academic year pending authorization and accreditation. For information on Pre-Nursing classes please contact Dr. Daniel Bowen, dbowen@benedictine.edu.

Occupational Therapy and Physical Therapy

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

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

The pharmacy program is a 6-year program including two years of pre-pharmacy coursework followed by four years of professional training. Students wishing to obtain a Doctor of Pharmacy degree may complete their pre-pharmacy requirements at Benedictine College. Pre-pharmacy requirements vary between different pharmacy schools, but they generally include the following courses:

Bi 121, General Biology I
Bi 247, Human Anatomy and Physiology
Bi 360, Microbiology
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 233, Organic Chemistry II
Ch 234, Organic Chemistry II Laboratory
En 101, English Composition
En 102, Introduction to Literature
Ma 131, Calculus I
Se 222, Speech Communication
Plus eighteen credit hours humanities/social sciences.

Students may get more information on campus from the chair of the Chemistry and Biochemistry Department.

Philosophy

Philosophy has as its purpose to direct students' attention to fundamental but often unnoticed aspects of human experience and to uncover and analyze the hidden presuppositions of their intellectual and emotional commitments. In doing so, it seeks also to integrate the knowledge 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
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 three other Philosophy courses
Proficiency Requirement:
Students must pass a proficiency test in symbolic logic.
Recommended:
The study of Greek or Latin

The requirements for a minor in Philosophy:

Ph 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. (PI)

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. (C)

Ph 198
Special Topics (1–4)
These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175.*

Ph 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

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*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.

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.* (PI, WP)

Ph 298
Special Topics (1–4)
These are topics not included in the regular catalogue. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175 or Ph 231.*

Ph 306
Faith and Reason I (4)
This is the first course in a three-semester sequence meeting the general education requirements in the *Faith* and *Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This first course addresses works written from 600 B.C. through 1000 A.D. *Prerequisites: Th 101, and either Ph 175 or Ph 231.* (F, PI)

Ph 308
Faith and Reason III (2)
This is one-half of the third course in a three-semester sequence meeting the general education requirements in the *Faith* and *Philosophical Inquiry* Foundation areas. The classes are taught using the *Great Books* approach. Great texts in philosophy and theology will be read, analyzed, and discussed, with a special emphasis upon the relationship between the two disciplines: the harmony of faith and reason. This course addresses works written from about 1700 to the present. *Prerequisites: Ph 306 and Th 307. Corequisite: Th 308.* (F, PI)

Ph 325
Ethics (3)
The course in ethics deals with the subject matter of ethics and its proper method. It considers the ultimate end of man and the nature of human freedom, followed by the nature of habits, virtues and vices, and the necessity of virtues for a stable moral life. Having examined some of the virtues in detail, the various ways of life in accord with them are discussed. At appropriate places, recent value theories are also examined. *Prerequisite: Ph 175 or Ph 231.* (PI, WP)

Ph 355
Political Philosophy (3)
Political philosophy is an analysis of the foundations of political society and authority made in the light of ethics and man's search for happiness. It includes a discussion of the broad variety of political organizations as they are related both to this foundation and the varying human condition, as well as the relationship of the ideal or utopian to practical life. *Prerequisite: Ph 175 or Ph 231. Ph 325, Ethics, strongly recommended.* (PI)

Ph 373
Metaphysics (3)
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.* (PI)

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.* (PI)

Ph 398
Special Topics (1–4)
These are topics not included in the regular catalog. This course may be taken more than once if the subject matter varies sufficiently. *Prerequisite: Ph 175 or Ph 231.*

Ph 441
Social Ethics (3)
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.* (PI, WP)

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.* (PI)

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.* (PI)

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.* (PI, WP)

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.* (PI, WP)

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.* (PI, WP)

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.* (PI, GP)

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 postmodernism and attempts to recover the philosophical tradition (Maritain and Strauss). *Prerequisite: Ph 175 or Ph 231.* (PI, WP)

Ph 477
Modern Anglo-American Philosophy (3)
The course begins with the late 19th-century antecedents of Anglo-American Philosophy in the realisms of Frege and Peirce and the idealism of Bradley. It continues with consideration of later American pragmatism as found in James, Dewey, and Rorty and logical atomism, logical positivism, emotivism, and naturalism as treated by analytic philosophers such as Russell, Wittgenstein, Moore, Carnap, Ayer, Quine, Rawls, or McIntyre. *Prerequisite: Ph 175 or Ph 231.* (PI, WP)

Ph 480
Aesthetics (3)
Aesthetics deals with philosophical questions concerning the arts. Problems related to distinctions in the fine arts and their media, creation, expression and imitation in the fine arts, the relation of art to ethics, and beauty in nature and art are all dealt with. *Prerequisites: Ph 175 or Ph 231, and two courses in literature or the fine arts.* (PI)

Ph 486
Philosophy of Law (3)
This course is concerned with the nature of law, including a comparison of descriptive and prescriptive law, an investigation of natural law both historically and systematically, and the relationship of natural law to human positive law, to constitutional law, to the "law of nations" and to custom. *Prerequisite: Ph 175 or Ph 231, Ph 325, Ethics, and/or Ph 485, Political Philosophy, strongly recommended.* (PI, WP)

Ph 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)
Philosophy majors finishing up their junior year may choose to submit an application to write and publicly defend a senior philosophy thesis as one of their elective courses. While the department sees in the writing and defense of a thesis an extremely valuable "capstone" experience, students should note that the approval process is competitive, and that some applications may not be approved. Enrollment in the course will not go beyond the number of philosophy faculty able to direct a thesis in a given year. This course takes the place of a comprehensive examination in philosophy for those completing it. (WC)

Ph 499
Independent Study (3)
The permission of the department chair is required for this course. It may be taken more than once if the subject matter varies sufficiently.

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		
	16		16

Sophomore Year

Th 240, New Testament I: Synoptic Gospels	3	Foreign Language II	4
		Ph 255, Philosophical Psychology	3
Pe Activity course	1	Natural World II	4
Ph 231, Philosophy of Nature	3	Electives	6
Foreign Language I	4		
Electives	6		
	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		
Aesthetic Experience I	3	Th 320, Sacraments and Liturgy	3
Electives	4	Aesthetic Experience II	3
		Elective	3
	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
	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		
	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		
	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		
	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
	16		15

Physics, Astronomy, and Engineering

The Department of Physics, Astronomy, and Engineering offers a wide variety of courses and programs that examine and employ the laws of nature from both theoretical and applied perspectives. The courses are of value and importance to all liberally educated persons. Introductory level courses are available for students interested in any discipline, as well as for those students with specific interests in science or engineering regardless of their background or preparation. Intermediate level courses are available for students wishing to concentrate in scientific or technical fields, and a broad spectrum of advanced courses for students planning to pursue in-depth studies of physics, astronomy, engineering or related fields are provided. The department emphasizes hands-on experience and laboratory work in its programs.

Our graduates have been highly successful in pursuing further study in graduate programs in a variety of scientific and engineering disciplines. Historically, about three-fourths of our graduates have successfully pursued advanced degrees. Others have accepted positions in business or industry, or at research laboratories, while some have pursued careers in law, medicine and the religious life, for example.

Our Engineering Physics program leads to a bachelor's degree that combines the strengths of our physics program with the unique academic, social and spiritual atmosphere of the college.

Additionally, a program leading to secondary education teaching certification in physics is available.

Requirements for a B.S. degree in Astronomy: (60 hours)

As 130, The Sun and Solar System (4)
As 140, Stars and Stellar Systems (4)
As 340, Introduction to Astrophysics (3)
As 360, Solar System Astrophysics (3)
As 450, Galaxies and Cosmology (3)
Pc 210/211, Classical Physics I & II (8)
Pc 320, Relativity and Atomic Physics (3)
Pc 321, Modern Physics Laboratory I (1)
Pc 322, Nuclear and Elementary Particle Physics (2)
Pc 323, Modern Physics Laboratory II (1)
Pc 330, Mechanics I (3)
Pc 331, Mechanics II (3)
Pc 370, Electricity and Magnetism I (3)
Pc 372, Electricity and Magnetism II (3)
Pc 380, Thermodynamics (3)
Pc 430, Quantum Mechanics (3)
Pc 440, Plasma Physics (3)
Pc 460, Optics (3)
Pc 461, Optics Laboratory (1)
As 499, Independent Study/Research (1–3)
plus four semesters of Pc 490, Physics Colloquium (cr)

Required supporting courses: (25 hours)
Ch 103, General Chemistry I (3)
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II (3)
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I (1)
Ch 106, General Chemistry Laboratory II (1)
Cs 200, Programming Short Course (FORTRAN or C++) (2) or Cs 114, Introduction to Computer Science I (4)
Ma 131, Calculus I (4)
Ma 132, Calculus II (4)
Ma 233, Calculus III (4)
Ma 310, Differential Equations (3)

Recommended supporting courses:
Ma 250, Linear Algebra (3)
Ma 255, Discrete Mathematical Structures (3)
Ma 315, Probability and Statistics (3)
Ma 331, Numerical Computation (3)

Requirements for a B.S. degree in Physics: (44–46 hours)

Pc 210/211, Classical Physics I & II (8)
Pc 320, Relativity and Atomic Physics (3)

Pc 321, Modern Physics Laboratory I (1)
Pc 322, Nuclear and Elementary Particle Physics (2)
Pc 323, Modern Physics Laboratory II (1)
Pc 330, Mechanics I (3)
Pc 331, Mechanics II (3)
Pc 350, Electronics (3)
Pc 370, Electricity and Magnetism I (3)
Pc 372, Electricity and Magnetism II (3)
Pc 380, Thermodynamics (3)
Pc 430, Quantum Mechanics (3)
Pc 460/461, Optics with Laboratory (4)
Pc 480, Condensed Matter Physics (3)
and four semesters of Pc 490, Physics Colloquium (cr)
Pc 499, Independent Study/Research (1–3)

Required supporting courses: (25 hours)
Ch 103, General Chemistry I (3)
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II (3)
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I (1)
Ch 106, General Chemistry Laboratory II (1)
Cs 200, Programming Short Course (FORTRAN or C++) (2) or Cs 114, Introduction to Computer Science I (4)
Ma 131, Calculus I (4)
Ma 132, Calculus II (4)
Ma 233, Calculus III (4)
Ma 310, Differential Equations (3)

Recommended supporting courses:
Ma 250, Linear Algebra (3)
Ma 255, Discrete Mathematical Structures (3)
Ma 315, Probability and Statistics (3)
Ma 331, Numerical Computation (3)

Requirements for a B.A. degree in Physics: (34–35 hours)

Pc 210/211, Classical Physics I & II (8)
Pc 320, Relativity and Atomic Physics (3)
Pc 321, Modern Physics Laboratory I (1)
Pc 322, Nuclear and Elementary Particle Physics (2)
Pc 323, Modern Physics Laboratory II (1)
Pc 330, Mechanics I (3)
Pc 350, Electronics (3)
Pc 370, Electricity and Magnetism I (3)
Pc 460/461, Optics with Laboratory (4)
and four semesters of Pc 490, Physics Colloquium (cr)
plus two additional upper-division courses in physics or astronomy (6–7)

Required supporting courses: (25 hours)
Ch 103, General Chemistry I (3)
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II (3)
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I (1)
Ch 106, General Chemistry Laboratory II (1)
Cs 200, Programming Short Course (FORTRAN or C++) (2) or Cs 114, Introduction to Computer Science I (4)
Ma 131, Calculus I (4)
Ma 132, Calculus II (4)
Ma 233, Calculus III (4)
Ma 310, Differential Equations (3)
Pc 499, Independent Study/Research (1–3)

Recommended supporting courses:
Ma 250, Linear Algebra (3)
Ma 255, Discrete Mathematical Structures (3)
Ma 331, Numerical Computation (3)

Requirements for a B.S. degree in Engineering Physics: (62 hours)

Eg 110, Technical Drawing (3)
Eg 120, Introduction to Engineering (3)
Eg 121, Introduction to Engineering Laboratory (1)
Eg 230, Statics (3)
Eg 231, Dynamics (3)
Eg 320, Mechanics of Materials (3)
Eg 321, Experimental Analysis of Stress and Strain (1)
Eg 330, Fluid Mechanics (3)
Eg 331, Experimental Analysis of Fluid Mechanics (1)
Eg 350, Properties of Materials (3)
Eg 351, Structures and Properties of Materials Laboratory (1)
Eg 420, Process Control and Optimization (3)
Eg 421, Process Control and Optimization Laboratory (1)
Eg 460, Engineering Design I (2)
Eg 461, Engineering Design I Laboratory (1)
Eg 480, Engineering Design II (2)
Eg 480, Engineering Design II Laboratory (1)

Ma 131, Calculus I (4)
Ma 132, Calculus II (4)
Ma 233, Calculus III (4)
Ma 310, Differential Equations (3)
Pc 210/211, Classical Physics I & II (8)
Pc 320, Relativity and Atomic Physics (3)
Pc 321, Modern Physics Laboratory I (1)
Pc 322, Nuclear and Elementary Particle Physics (2)
Pc 323, Modern Physics Laboratory II (1)
Pc 350, Electronics (3)
Pc 380, Thermodynamics (3)
Pc 460, Optics (3)
Pc 461, Optics Laboratory (1)
Pc 480, Condensed Matter Physics (3)

Required supporting courses: (25 hours)
Ch 103, General Chemistry I (3)
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II (3)
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I (1)
Ch 106, General Chemistry Laboratory II (1)
Cs 200, Programming Short Course (FORTRAN or C++) (2) or Cs 114, Introduction to Computer Science I (4)

Recommended supporting courses:
Ma 250, Linear Algebra (3)
Ma 315, Probability and Statistics (3)
Ma 331, Numerical Computation (3)

Requirements for a minor in Physics:
(21–23 hours)
Pc 210/211, Classical Physics I & II (8)
Pc 320, Relativity and Atomic Physics (3)
Pc 321, Modern Physics Laboratory I (1)
Pc 322, Nuclear and Elementary Particle Physics (2)
Pc 323, Modern Physics Laboratory II (1)
plus two additional courses in the department above the 100 level (6–8)

Requirements for certification for physics teaching grades 6–12:
As 140, Stars & Stellar Systems (4)
As/Pc 499, Independent Study (1–3)
Bi 457, Methods of Teaching Secondary Science (2)
Ch 103, General Chemistry I (3)
or Ch 123, Advanced General Chemistry I
Ch 104, General Chemistry II (3)
or Ch 124, Advanced General Chemistry II
Ch 105, General Chemistry Laboratory I (1)
Ch 106, General Chemistry Laboratory II (1)
Ch 380, Thermodynamics (3)
Pc 210/211, Classical Physics I & II (8)
Pc 320, Relativity & Atomic Physics (3)
Pc 321, Modern Physics & Laboratory I (1)
Pc 322, Nuclear & Elementary Particle Physics (2)
Pc 323, Modern Physics Laboratory II (1)
Pc 490, Physics Colloquium (cr)

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. (NW, QA, SM)

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. (NW, QA, SM)

As 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.

As 340
Introduction to Astrophysics (3)
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.* (WC, QA)

As 360
Solar System Astrophysics (3)
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.* (WC, OC, QA)

As 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.

As 450
Galaxies and Cosmology (3)
This course covers our own galaxy, other galaxies, the large-scale structure of the universe, and the evolution of the unverse. 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.* (WC QA))

As 499
Independent Study (1–3)
Independent study in the form of experimental or theoretical student research, research papers, and machine shop techniques is performed under the guidance of a staff member.

Pc 110
Concepts in Physics (4)
This one-semester, algebra-based course covers a wide range of physics topics including Newtonian mechanics, thermodynamics, electricity and magnetism, optics, and modern physics. The conceptual and historical aspects of these topics are also discussed. There are three lecture sessions and one lab session per week. (NW, QA, SM)

Pc 120
Acoustics (4)
Acoustics is the study of the production, propagation, and perception of sound in its various forms (speech, music, noise, etc.). This course covers the fundamentals of acoustics and their application to music and other areas such as environmental sound and sound reproduction systems. It is recommended to music majors and others interested in sound. No formal

background in music or college-level mathematics or science is required. There are three class meetings and a lab period each week. (NW, QA, SM)

Pc 160
The Origins of Major Theories in Science (3)
The student will be introduced to major hypotheses in several different areas of natural science by reading original writings by the creators of these hypotheses. After examination of the original hypothesis in its original context and with its original implications, the student will examine the current status of this hypothesis as a central paradigm in our modern understanding of the natural world. Thus, the student will be exposed to central ideas in very different areas of our modern understanding of nature. (NW)

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 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. (NW, SM)

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.* (NW, QA, SM)

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.* (NW)

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.* (NW)

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.* (NW)

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.* (NW)

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.* (NW)

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.* (NW)

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.* (NW, SM)

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, Schröedinger'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.* (NW)

Pc 435
Mathematical Methods for Physics (3)
Basic mathematical topics and techniques used in the study of physics are examined. This includes topics such as infinite series, complex analysis, matrices, tensor analysis, the calculus of variations, recursion relations, Legendre polynomials, and Bessel functions.

Pc 440
Plasma Physics (3)
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.* (QA)

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.* (NW)

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.* (NW)

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.* (NW)

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.

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		
	16		18

Sophomore Year

Ch 103, General Chemistry I or Ch 123, Advanced Gen Chem I	3	Ch 104, General Chemistry II or Ch 124, Advanced Gen Chem 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	3–4	Foreign Language	4
Pc 320, Relativity & Atomic Physics	3	Historical Perspective	3
Pc 321, Modern Physics Lab I	1	Pc 322, Nuc & Elem Part Phys	2
Pe Activity course	1	Pc 323, Modern Physics Lab II	1
	16–17		17

Junior Year

As 340, Introduction to Astrophysics	3	As 450, Galaxies & Cosmology	3
Pc 330, Mechanics I	3	Person and Community	3
Philosophical Inquiry	3	Cs 200, Programming Short Course	2
Pc 490, Physics Colloquium	cr	Pc 331, Mechanics II	3
Faith	3	Pc 460, Optics	3
Elective	3–4	Pc 461, Optics Lab	1
		Pc 490, Physics Colloquium	cr
		Aesthetic Experience	3
	15–16		18

Senior Year

As 360, Solar System Astrophysics	3	Pc 372, Electricity & Magnetism II	3
Historical Perspective	3	As 499, Independent Study	1
Pc 370, Electricity & Magnetism I	3	Pc 440, Plasma Physics	3
Pc 430, Quantum Mechanics	3	Pc 490, Physics Colloquium	cr
Pc 490, Physics Colloquium	cr	Philosophical Inquiry Foundation	3
Pc 380, Thermodynamics	3	Aesthetic Experience	3
Faith	3	Elective	3
	18		16

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	3–4	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
Pe 115, Wellness for Life	1		
	15–16		18
	Sophomore Year		
Ch 103, General Chemistry I or Ch 123, Advanced Gen Chem	3	Ch 104, General Chemistry II or Ch 124, Advanced Gen Chem	3
Ch 105, General Chemistry I Lab	1	Ch 106, General Chemistry II Lab	1
Ma 233, Calculus III	4	Ma 310, Differential Equations	3
Philosophical Inquiry	3	Cs 200, Programming Short Course	2
Elective	3	Faith	3
Oral Communications	3	Historical Perspective	3
	17		15
	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 Experience	3	Pc 350, Electronics	3
Historical Perspective	3	Pc 460, Optics	3
Elective	3	Pc 461, Optics Lab	1
		Pc 490, Physics Colloquium	cr
		Pe Activity course	1
	16		17
	Senior Year		
Pc 370, Electricity & Magnetism I	3	Pc 372, Electricity & Magnetism II*	3
Pc 380, Thermodynamics	3	Person and Community	3
Pc 430, Quantum Mechanics*	3	Pc 490, Physics Colloquium	cr
Pc 490, Physics Colloquium	cr	Aesthetic Experience	3
Faith	3	Pc 480, Condensed Matter Physics*	3
Elective	3–4	Elective	3
		Pc 499, Independent Study	1–3
	15–16		16–18

*Indicates a course not required for the B.A.

**Students not ready for Calculus I this semester should enroll in Ch 103/105 or Ch 123/124 instead of Classical Physics.

Suggested sequence of courses for a bachelor of science degree in Engineering Physics

Freshman Year

Pc 210, Classical Physics I	4	Pc 211, Classical Physics II	4
Eg 120, Introduction to Engineering	3	Ma 132, Calculus II	4
Eg 121, Introduction to Engineering Lab	1	En 101, English Composition	3
Foreign Language	3–4	Eg 110, Technical Drawing	3
Ma 131, Calculus I	4	Foreign Language	4
Gs 150, BC Experience	cr		
Pe 115, Wellness for Life	1		
	16–17		18

Sophomore Year

Ch 103, General Chemistry I or Ch 123, Advanced Gen Chem	3	Ch 104, General Chemistry II or Ch 124, Advanced Gen Chem	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
Th 101, Introduction to Theology	3	Cs 200, Programming Short Course	2
Ph 175, Logic and Nature	3	Tech Comm	3
Eg 230, Statics	3	Ma 310, Differential Equations	3
		Eg 231, Dynamics	3
	17		18

Junior Year

Pc 320, Relativity & Atomic Physics	3	Historical Perspective	3
Pc 321, Modern Physics Lab I	1	Pc 322, Nuclear & Elem Part Physics	2
Ec 210, Principles of Microeconomics	3	Pc 323, Modern Physics Lab II	1
Eg 320, Mechanics of Materials	3	Eg 330, Fluid Mechanics	3
Eg 321, Exper Analy of Stress & Strain	1	Eg 331, Exper Analysis of Fluid Mech	1
Eg 350, Properties of Materials	3	Pc 350, Electronics	3
Eg 351, Struc & Prop of Materials Lab	1	Pc 460, Optics	3
Philosophical Inquiry	3	Pc 461, Optics Laboratory	1
	18		17

Senior Year

Faith	3	Historical Perspective	3
Pc 380, Thermodynamics	3	Eg 480, Engineering Design II	2
Eg 420, Process Control & Optimization	3	Eg 481, Engineering Design II Lab	1
Eg 421, Process Control & Optim Lab	1	Pc 480, Condensed Matter Physics	3
Eg 460, Engineering Design I	2	Philosophical Inquiry	3
Eg 461, Engineering Design I Lab	1	Faith	3
Aesthetic Experience	3	Pe Activity course	1
	16		16

Political Science

The Department of Political Science combines the energies of students and departmental faculty in active learning and honest scholarship. The goals of the department are these: 1) to employ the principles of discovery learning in developing an understanding of both the foundational concepts of systems of government and the theoretical concepts that animate contemporary public affairs; 2) to create a balanced perspective among the subdisciplines within political science; 3) to empower students to integrate lessons learned in other disciplines with those framed in political science; and 4) to prepare students for an effective transition, after graduation, to either career employment or graduate studies.

The department recommends that every major in political science completes at least one guided, practical program such as a local internship; a structured service learning experience; a semester in Washington, D.C.; an international travel program; placement with a state or local agency or an administrative, legislative or judicial assignment. The department develops these opportunities and matches students, depending on their interests and skills. The curriculum provides academic credit for such programs.

For 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, 2004 and 2008; 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. (PC)

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. (WC, QA, SM)

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. (WC)

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. (HP, PC)

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. (HP, PC)

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. (HP, PC, PI)

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		
	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
	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
		Political Science Internship/Service Learning Experience (elective)	1–4
		Foundation (understanding the natural world), e.g., So 290, As 130 or Ch 101	3–4
Ps 360, International Relations	3	Non-departmental elective (upper-division)	3
Foundation course (philosophical inquiry)	3		
Non-departmental elective (upper-division)	5		
	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		
	15		15

Pre-Law

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

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 & Cognition (3)
Py 376, Biopsychology (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 415, Psychology of Human Emotion (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 teacher certification in Psychology:
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
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, Biopsychology:
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. (PC)

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 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.* (WC, SM)

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 303, 304
Research Practicum (3)
The practicum is an opportunity to work with faculty in all aspects of psychological 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, or Py 350, and permission of instructor.*

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 350
Research Seminar (3)
In Research Seminar faculty and small groups of students discuss primary sources, develop original hypotheses, and design research plans to test the predictions. Seminar participants together develop the materials for testing the predictions, obtain IRB approval before executing the research plan, collect data by testing human research participants, analyze statically the data, and submit a final APA style research report. Research teams are encouraged to prepare their reports for presentation or publication. Research Seminar is strongly recommended for students who plan to pursue postgraduate education. *Prerequisites: Ma 211, Py 290, and permission of instructor.*

Py 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 Cognition (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.* (SM)

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.* (WC)

Py 376
Biopsychology (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.* (NW)

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 415
Psychology of Human Emotion (3)
This course is intended to provide a broad interdisciplinary exploration of the experience and diversity of human emotion. It is the goal of the course to provide students with a heightened awareness and appreciation of the unique and important role that emotions play in human functioning, as well as developing a rich understanding of the biological, psychological, and interpersonal factors that contribute to the experience and expression of human emotions.

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.* (WP)

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, Py 290, and either Py 303/304 or Py 350.*

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		
	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
	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
	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		
	16		16

Social Science

The social science major is designed specifically for those students preparing to pursue a career in secondary school teaching. Drawing from all the social sciences, it aims at providing the student with a broad-based program meeting the requirements for certification to teach all or most of the usual social sciences offered in secondary schools. Since the requirements of such a program are fairly precisely laid down by certifying bodies there may be less overall choice within the major as outlined; however, it is to be expected that students choosing a teaching career in social studies would find their interests lie along the lines of the requirements. For more information regarding this program please contact the chair of any of the departments included in this major.

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):
So 290, World Regional 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.

Ss 488
Senior Comprehensive Exams (cr)
The Social Science major is required to take a comprehensive exam in his or her senior year. The exam will cover world and American history, geography, economics, sociology, and political science.

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		
	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
So 290, World Regional Geography	3	Hi 106, World Civ. Since 1648	3
Se 222, Speech Communication	2		
	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		
	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		
	16		16

Sociology and Criminology

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:
So 101, Introduction to Sociology
So 358, Sociological Theory
So 375, Research Methods in Sociology
So 496, Senior Seminar in Sociological Inquiry
A course in Statistics (with advisor approval)

Sociology Electives
A total of 33 elective credit hours are required, to be selected from the following courses:
So 201, Social Problems
So 250, Sociology of Culture
So 290, World Regional Geography
So 351, Population and Society
So 353, Marriage and the Family
So 354, Sociology of Race and Ethnic Relations
So 374, Complex Organizations
So 424, Applied Sociology
So 451, Religion in Culture and Society
So 453, Social Stratification
So 483, Cities and Social Change
So 482, Social Psychology*
So 398, Special Topics in Sociology
So 379/479, Internship in Sociology

Up to 9 elective credit hours may be taken from the following:
Cr 302, Juvenile Delinquency
Cr 326, Criminology
Pe 209, Personal and Community Health
Ba 350, Organizational Behavior
Ps 275, Public Policy Analysis
Ps 460, Public Administration
Py 473, Theories of Personality
Py 401, Introduction to Counseling Psychology
Py 482, Social Psychology*

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, Introduction to Sociology
So 358, Sociological Theory
and four additional Sociology-prefix courses.

Careers in Sociology:
Administration (hospital, mental health, social agencies, voluntary services), *social systems analysis, business and industry* (advertising, employee relations, marketing, personnel, research), *community planning, counseling* (alcohol, drugs, employment, guidance, mental health, rehabilitation), *environmental research and planning, government* (data analysis, personnel, research), *market research, minority and race relations staff, public housing staff, public opinion research, public relations, regional planning and development, research advertising, census, marketing research, public opinion research, teaching, aging* (geriatric aides, area agencies on aging, planning and research services to aging), *urban affairs, policy analysis, planning and coordination, human resources development, health services administration, program analysis, staff aide, management of public systems,* and many more.

Requirements for a Major in Criminology

Core Requirements
Cr 225, Introduction to Crime and Justice
Cr 302, Juvenile Delinquency

*Students may only take So 482 or Py 482.

Cr 326, Criminology
So 101, Introduction to Sociology
So 375, Research Methods in Sociology
So 496, Senior Seminar in Sociological Inquiry
A course in Statistics (with advisor approval)
Py 100 is recommended, and is required for some allied electives in psychology. (See Allied Electives.)

Criminology Electives (15 credit hours are required)
Cr 350, Crime Analysis
Cr 365, White-Collar and Corporate Crime
Cr 398, Special Topics in Criminology
Cr 463, Policing and Social Control
Cr 465, Corrections and Social Control
Cr 379/479, Internship in Criminology*

Allied Electives (12 credit hours are required)
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
So 353, Marriage and the Family
So 354, Sociology of Race and Ethnic Relations
So 483, Cities and Social Change
Other relevant criminology-related courses with advisor approval.

Requirements for a Minor in Criminology
Cr 225, Introduction to Crime and Justice
Cr 302, Juvenile Delinquency
Cr 326, Criminology
and 9 additional credit hours of Criminology-prefix courses.

Careers in Criminology:
Criminal justice administration (law enforcement or corrections), *crime analysis, law enforcement* at the local, state, or federal level, *community corrections, juvenile justice, homeland security, private security* (including corporate security, private police and private prisons), *fraud investigation, counseling* (alcohol, corrections, delinquency, drug, employment, guidance, mental health, rehabilitation), *policy analysis, planning and coordination,* and many more.

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. (PC)

Cr 302
Juvenile Delinquency (3)
Juvenile delinquency and juvenile justice in the United States 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: Sophomore standing or above.*

Cr 326
Criminology (3)
Examines the causes, types, and patterns of crime in society. Major schools of thought and

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* An internship is *not* required but is strongly recommended.

current research are introduced, compared, and contrasted in the study of crime and its social context. *Prerequisite: Sophomore standing or above.*

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 or permission of instructor.* (VC)

Cr 365
White-Collar and Corporate Crime (3)
This course offers a comprehensive exploration of white-collar and corporate crime and its control. Specifically, it examines some of the competing definitions of white-collar crime and elements of trust, respectability and risk in relation to white-collar crime; problems in measuring white-collar crime and assessing its cost, and problems in identifying the victims of white-collar crime. The course will also examine various specific types of white-collar crime, including: corporate crime, occupational crime, and governmental crime. A systematic review of the theories and accounts that seek to explain white-collar crime is examined. The final portion of the course is devoted to law and the social control of white-collar crime; regulating white-collar crime; prosecuting, defending, and adjudicating white-collar crime; and the challenge of responding to white-collar crime. *Prerequisite: Sophomore standing or instructor permission. Cr 225 and Cr 326 are recommended.*

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.*

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.

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 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 or permission of instructor.*

Cr 486
Directed Readings in Criminology (1–3)

Cr 499
Independent Study (1–3)

So 101
Introduction to 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. (PC)

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.

So 250
Sociology of Culture (3)
Explores the treatment of culture in the sociological literature. Investigates the ways in which various manifestations of culture give form, meaning, and direction to our individual and collective lives. The various ways that culture shapes our lives of both our inner selves and our connection to our natural and social environment is treated. (PC)

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. (PC, NW, GP)

So 351
Population and Society (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. *Suggested prerequisite: So 101.* (GP)

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. *Suggested prerequisite: So 101.*

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 interethnic contacts on persons, social organizations, institutions, and cultures. Study includes a world perspective. *Prerequisite: So 101.*

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. *Suggested prerequisite: So 101.* (HP, WP)

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. *Suggested prerequisite: So 101.*

So 375
Research Methods in Sociology (3)
The purpose and techniques of social research. Designed to provide a broad overview of the logic of social research, of the process of research design, and of the major types of data collection techniques and methods of data analysis. After completion of the course you should have a basic understanding of social research methods and have mastered a number of research skills that will be applicable for a wide range of undertakings. *Prerequisite: So 101.* (QA, SM)

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.*

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.

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, resumés, interviews, etc.). *Prerequisite: So 101.*

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. *Suggested prerequisite: So 101.*

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. *Suggested prerequisite: So 101.*

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.* (QA, SM)

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. (QA, SM)

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. Prerequisite: So 101.*

So 483
Cities and Social Change (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. *Prerequisite: So 101.*

So 486
Directed Readings in Sociology (1–3)

So 496
Seminar in Sociological Inquiry (3)
This course will act as a complement to So 375. This course will provide seniors with the opportunity to apply theory and methods to a selected topic of relevance in today's society. Furthermore, students will complete original research which will be presented in an open forum for the department. *Prerequisite: So 375 or instructor approval.* (QA, SM)

So 499
Independent Study (1–3)

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
		Foreign Language	4
Th 101, Introduction to Theology	3	Aesthetic Foundation	3
Cr 225, Intro. to Crime and Justice	3	So 101, Introduction to Sociology	3
Gs 150, BC Experience	cr	Pe Activity course	1
Pe 115, Wellness for Life	2		
	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
	16		15–16

Junior Year

Western Perspective	3	So 375, Research Methods	3
Cr 302, Juvenile Delinquency	3	Cr 350, Crime Analysis (Visual Comm.)	4
Philosophical Inquiry Foundation	3	Allied Elective**	3
Criminology Elective*	3	Electives	3–4
Allied Elective**	3	Criminology Elective*	3
Elective	3		
	18		16–17

Senior Year

So 475, Sociological Research I	4	So 496, Seminar in Soc. Inquiry	3
Criminology Elective*	3	Electives	6
Criminology Elective*	3	Cr 479, Internship in Criminology	3–4
Allied Elective**	3	Allied Elective**	3
Electives	3–6		
	16–19		15–16

* Refer to Criminology Electives

** Refer to Requirements for a Criminology major for suggested courses.

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
		Ph 175, Logic and Nature	3
Gs 150, BC Experience	cr	Pe Activity	1
Pe 115, Wellness for Life	2		
	15		16

Sophomore Year

Philosophical Inquiry	3	Historical Perspective	3
Historical Perspective	3	So 290 (or Understanding Natural World)	3–4
Aesthetic Experience	3	Philosophical Inquiry	3
Understanding Natural World	4	A course in Statistics	3
Faith Foundation	3	Scientific Method (So 375, Res Meth)	3
	16		15–16

Junior Year

Western Perspective (or So 358)	3	Global Perspective (one of the following: So 280, 290, 351, 450)	3
Sociology Course	3		
Sociology Course	3	Sociology Course	3
Sociology Course	3	Sociology Course	3
General elective	3	General elective	3
		General elective	3
	15		15

Senior Year

General elective	3	So 496, Seminar in Soc. Inquiry	3
Sociology Course	3	Sociology Course	3
Sociology Course	3	Sociology Course	3
Sociology Course	3	General elective	3
General elective	3–4	General elective	3–4
	15–16		15–16

Speech 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 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. (OC)

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.* (OC)

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.* (OC)

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, discussion, style, and delivery. Includes an introduction to processes of argumentation and debate. *Prerequisite: Se 222, Ba 223 or permission of instructor.* (OC)

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

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 interdepartmental 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

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* 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.* (AE)

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. (OC, VC)

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.* (VC)

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. (OC)

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.* (VC)

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.* (VC)

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.* (VC)

Ta 381
Theatre History and Literature to 1750 (3)
A study of plays and productions from primitive man through the English restoration. (HP, WC)

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. (HP, WC)

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. (HP, WC)

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.* (VC)

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. (OC, VC)

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 (Hi 105, World Civilization to 1648)	3	Th 101, Introduction to Theology	3
		Pe 115, Wellness for Life	1
Ta 115, Fundamentals of Acting A	3		
	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
		Historical Foundation	3
Person and Community Foundation	3	Theatre Elective	3
Ar 121, Drawing or Ar 213, Figure Drawing	2–3		
	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 Ta 356, Costume Design	3
Ta 322, Scene Design	3		
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
	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
	21		17

Theology

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 200, 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; up to one youth ministry course may also count (but not more than one youth ministry course).

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 and Youth Ministry Courses:

Th 101, Introduction to Theology
Th 200, Christian Moral Life
Ym 380, Themes in Youth Ministry I
Ym 385, Themes in Youth Ministry II
Ym 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
Ym 430, Religious Communication
Ym 460, Contemporary Religious Education

Six hours of electives (note: any theology or youth ministry 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

Theology/Secondary Education Major:
The Theology/Secondary Education major is designed to prepare theology graduates to become outstanding high school theology teachers. Throughout courses, associated field experiences, and culminating with a 12-week supervised teaching internship in a Catholic high school, graduates will demonstrate a mastery of theology content as well as pedagogical competency as a beginning teacher. Although this program does not qualify for Kansas state teacher licensure, graduates will nevertheless meet the same high standards required of all teacher education program candidates.

Theology Curriculum:
Th 101, Introduction to Theology (3)
Th 200, Christian Moral Life (3)
Th 210, Old Testament I: Pentateuch (3)
Th 240, New Testament I: Synoptic Gospels (3)
Th 320, Sacraments and Liturgy (3)
Th 330, Christian Marriage (3)
Th 365, Introduction to World Religions (3)
Th 370, Catholic Social Teaching (3)
Th 390, History of the Catholic Church I: From Apostolic Times to the 16th Century (3)
Th 395, History of the Catholic Church II: From the Reformation to the Present (3)
Th 450, Seminar (3)
Th 457, Methods of Teaching Theology (2)
Ym 460, Contemporary Religious Education (3)

Education Curriculum: See "Requirements for a B.A. Degree in Secondary Education" (Education Department)

Requirements for a Minor in Theology:
18 credit hours with the following distribution:

Th 101, Introduction to Theology
Th 200, Christian Moral Life

3 hours – Biblical Studies. One course chosen from:
Th 210, Old Testament I: Pentateuch
Th 315, Old Testament II: Wisdom Literature
Th 240, New Testament I: Synoptic Gospels
Th 350, New Testament II: Pauline Literature

9 hours electives (note: any theology course many 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:
Ym 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. (C)

Th 200
Christian Moral Life (3)
This course is an examination of the way that all the principles of the moral life (nature, grace, law, virtue, happiness, etc.) work together to bring humans to their ultimate end. Students are specifically taught how to become virtuous and happy. The second half of the course studies the individual virtues and their corresponding moral norms.

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. (F, GP)

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. (F, GP)

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.* (F, PI)

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.* (F, PI)

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. (F, WC)

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. (F, WC)

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. (F, WP)

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. (F, WC, WP)

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. (F)

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. (F, GP)

Th 355
American Catholic History (3)
Volunteerism, separation of Church & State, and religious pluralism are a few of the factors that make the United States a distinct culture offering unique opportunities and challenges for the growth of the Catholic Church in

America. Raising questions of identity this course will trace the growth of the Church in America from the time of exploration, through the three Plenary Councils, study American bishops' involvement in the first and second Vatican Councils, and highlight other related issues up to the present time. This course will introduce students to some of the key historical figures, events, and phenomena that make up the American Catholic experience, exploring the various ways in which history, theology, and culture intersect.

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. (F, WC)

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. (HP, F, WC, OC, GP, WP)

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. (F, WC)

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. (F)

Ym 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. (OC)

Ym 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 JPII 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. (HP, F, WC, WP)

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. (HP, F)

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. (F)

Th 405
Christian Bioethics (3)
This course is designed to teach students how to make ethical decisions by examining moral methodology within the realm of Bioethics. The first half of the course is a study of moral principles with a special emphasis on current Church teaching and the Catholic tradition. The second half of the course is an application of these principles to bioethical issues.

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.* (F, WC, OC, VC, GP)

Th 420
The Protestant Tradition (3)
This class will explore some of the major thought, figures and traditions of Protestantism. Special attention will be given to the theological thought of key Protestant reformers (including Luther, Calvin, and Zwingli) and to major events and ideas associated with Anabaptism and the English Reformation. Major causes of the Protestant Reformation, including the Roman Catholic Church's situation at the time, will also be explored. Important developments in the thought and history of Protestantism in the United States will also be considered, focusing especially on Protestant Evangelicalism. Attention will be given to influential figures, denominations, and movements. (F)

Ym 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 457
Methods of Teaching Theology (2)
This advanced course in methods of teaching theology prepares students with specific knowledge of the principles and processes involved in planning for secondary theology instruction and evaluation in Catholic high schools. Students will explore and use a variety of methods and media to teach religion lessons.

Ym 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. (OC, VC)

Ym 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 488
Senior Comprehensive (cr)

Ym 488
Senior Comprehensive (cr)

Th 499
Independent Study
The department invites students (individuals or groups) to propose areas of special interest to them for investigation. *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		
	14		16

Sophomore Year

Person and Community Foundation	3	Aesthetic Foundation	3
Theology – New Testament	3	Theology – Doctrinal	3
Philosophical Inquiry Foundation	3	Th 200, Christian Moral Life	3
Natural World Foundation	4	Electives	8
Elective	3		
	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
	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
	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	3	Ph 175, Logic and Nature	3
Historical Foundation	3	Historical Foundation	3
Foreign Language	4	Theology – Old Testament	3
Pe Activity course	1		
	14		16

Sophomore Year

Aesthetic Foundation	3	Aesthetic Foundation	3
Theology – New Testament	3	Theology – Historical	3
Philosophical Inquiry Foundation	3	Th 200, Christian Moral Life	3
Natural World Foundation	4	Py 364, Dev. Psychology II	3
Elective	3	Electives	5
	16		17

Junior Year

Ym 380, Themes in Youth Ministry I	3	Ym 385, Themes in Youth Ministry II	3
Philosophical Inquiry Foundation	3	Youth Ministry – Evangelization	3
Natural World Foundation	3–4	Pe 115, Wellness for Life	1
So 201, Social Problems or	3	Py 401, Counseling Psychology	3
Cr 302, Juvenile Delinquency		Electives	6
Elective	3		
	15–16		16

Senior Year

Theology – Ecumenical	3	Theology Electives	6
Ph 325, Ethics	3	Electives	7
Py 482, Social Psychology	3	Ym 479, Youth Ministry Internship	3
Electives	7	Ym 488, Senior Comprehensive	cr
	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, engineering physics, English, French, history, international business, international studies, liberal studies, mass communications, mathematics, music, music education, philosophy, physical education, physics, political science, psychology, secondary education, social science, sociology, Spanish, special education, theatre arts, theatre arts management, theology, 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
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.

School of Faith

Benedictine College, in collaboration with the Archdiocese of Kansas City in Kansas, initiated the Institute for Religious Studies in 1990. The summer of 2008, Holy Family School of Faith (a canonical public association of the faithful in the Archdiocese) partnered with the institute, and the merger of faculty, courses, and coursework has changed the institution into the Benedictine College School of Faith. This program provides on-going theological formation for Catholic school teachers, catechists, lay ministers, 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/sof. For additional information contact the Academic Director of Benedictine College School of Faith by phone (913-360-7571); FAX (913-360-7584); or email (mtsakanikas@benedictine.edu).

Study Abroad

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

Florence Campus. Benedictine College offers an opportunity for students to spend a semester in Florence, Italy. The Florence Campus is fully sponsored by Benedictine College. Courses offered in Florence may vary each semester and amount to 15 credit hours. The program is currently offered in the fall and in the spring semesters and is under the supervision of a Benedictine College faculty member and a residence director. Freshmen and transfer students are normally eligible after they spend a semester on the main campus in Atchison. Admission requirements include the payment of the study abroad fee, the participation in the orientation meetings, the arrangement for adequate travel medical insurance coverage, and the ability

of Benedictine College to reasonably meet special needs. Application deadlines are October 31 for the spring semester and March 31 for the fall semester. Special student applications are individually assessed and the final decision is subject to the consent of the Dean of the College.

Benedictine College-Sponsored Foreign-Language Schools. Benedictine College offers an opportunity for students to study French and Spanish language and culture at affiliated institutions. Currently, students can study French at Accord Language School in Paris, France, and at Université Catholique de l'Ouest in Angers, France. Students can also study Spanish at the CLIC language institute in Seville, Spain and at La Universidad del Sagrado Corazón in San Juan, Puerto Rico, and the Cemanahuac Language School in Cuernevaca Mexico. To apply, students should contact the chair of the Department of Modern Foreign and Classical Languages. The program is offered in the fall, spring, and summer terms. Admission requirements include the payment of the study abroad fee, the participation in the orientation meetings, the arrangement for adequate travel medical insurance coverage, and the ability of Benedictine College to reasonably meet special needs. Application deadlines vary. Special student applications are individually assessed and the final decision will be subject to the consent of the chair of the Department of Foreign Languages.

Exchange Programs. Approved exchange programs for Benedictine College students are as follows: ISEP Exchange, the Irish-American Scholar Program, and the Campion College in Sidney, Australia. Students can apply for a semester or a year exchange. Students are eligible after a year of coursework at Benedictine College. The GPA requirement is 2.75 for most institutions. Some ISEP locations may require foreign language skills. Admission requirements include the payment of the study abroad fee, the participation in the orientation meetings, the arrangement for adequate travel medical insurance coverage, and the ability of the hosting institution to reasonably meet special needs. The application deadlines depend on the partnering institutions; specific information about the application process is available at the study abroad office.

Other Study Programs Abroad. For programs not administered or sponsored by Benedictine College, the College requires that students obtain approval for their course of study before the stated deadline; without prior approval, credit cannot be transferred to Benedictine College. Approval forms are available on line.

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

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, Café, Tower Classroom and all residence hall lounge areas except St. Joseph Hall. To access the network, students must have a network user name and password.

Network access is available to all students from the computer labs located in the Library and Westerman Hall.

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 Student Success Center, Career Development and Academic Assistance Services, and the Art Department.

The Student Success Center

The Student Success Center is located on the main level of the library and designed to accommodate the needs of the entire college community. Career Development and Academic Assistance Services are located in the Student Success Center. Academic Assistance Services provides trained peer tutors who 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. Career Development assists students with choosing a major, career planning and job search preparation.

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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 Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Conference of Academic Deans
American Library Association
American Theological Library Association
Associated Collegiate Press
Association of Benedictine Colleges and Universities
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
International Assembly for Collegiate Business Education
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 Office of Advancement, Benedictine College, 1020 North Second Street, Atchison, Kansas 66002. Telephone: 913/360-7414.

campus map

Benedictine College
2008 - 2009

- Parking
- ① St. Benedict's Abbey & Church
- ② Library
- ③ St. Benedict Hall
- ④ Westerman Hall (Science Bluilding)
- ⑤ St. Martin's Memorial Hall
- ⑥ Haverty Center & Raven Roost
- ⑦ Raven Stadium
- ⑧ St. Scholastica Hall
- ⑨ Courtney S. Turner Hall
- ⑩ Student Union
- ⑪ Amino Center
- ⑫ McDonald Hall
- ⑬ Snowden House
- ⑭ Newman Hall
- ⑮ Cafeteria
- ⑯ Bishop Fink Hall
- ⑰ St. Scholastica Plaza
- ⑱ Ferrell Hall
- ⑲ St. Benedict's Parish Church
- ⑳ St. Joseph Hall
- ㉑ Kremmeter Apartments
- ㉒ Legacy Apartments
- ㉓ Wolf Apartments

map of Atchison

Benedictine College 2008 - 2009

Directions from KCI Airport to Benedictine College:

• Take I-29 North to Exit 20 (Sign says to Weston/ Tracy. (7.5 miles)

• After exiting at Exit 20, turn left and proceed over the overpass, continue straight on 273 North/Elm Grove Road through Tracy to fork in the road. (1 Mile)

• At the fork, turn right onto 273 North towards Weston/Atchison to four-way stop. (4.6 miles)

• At the four-way stop, turn right onto 273 North/45 North to US 59. (15 Miles)

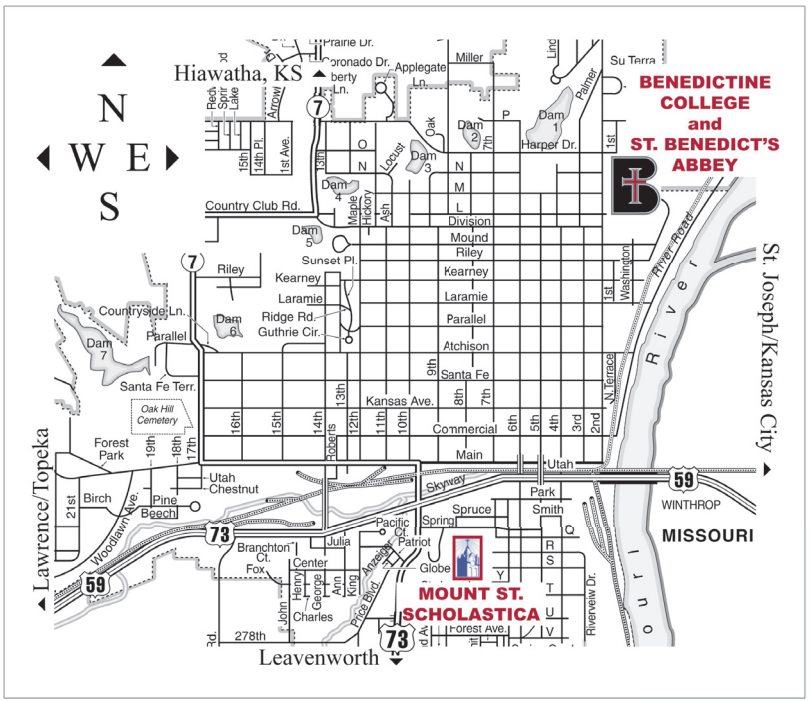
• Take a left onto US 59 towards Atchison. (3.8 Miles)

• After crossing over the Missouri River Bridge, turn right on 4th Street. Cross railroad tracks to the stoplight. Turn right at the stoplight onto Main Street.

• Travel two blocks east on Main Street, which curves left and becomes 2nd Street.

• Travel 10 blocks on 2nd Street to Benedictine College.

• Campus entrance is on your right.



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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.