

College of Saint Benedict/Saint John's University

2012-2013 Academic Catalog Table Of Contents

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1 Introduction

1.1 Two Colleges, One Education

The College of Saint Benedict and Saint John's University are two liberal arts colleges located four miles apart in Central Minnesota. Saint Benedict's is a college for women and Saint John's is a college for men. The students of these two colleges share in one common education, as well as coeducational social, cultural and spiritual programs. The colleges encourage students to come to terms with their own personal development in relation to their peers and to bring that enriched understanding into the lively coeducational life which characterizes the two campuses.

The College of Saint Benedict and Saint John's University have a common curriculum, identical degree requirements and a single academic calendar. All academic departments are joint, and classes are offered throughout the day on both campuses. The academic program is coordinated by the Provost, who is assisted by the Vice Provost and the Academic Dean. In addition, there is one admission office, a joint registrar's office, a combined library system, joint academic computing services and a myriad of joint student activities and clubs. The two campuses are linked by free bus service throughout the day and late into the night.

The colleges enroll approximately 3900 students from 40 states and 45 foreign countries and trust territories. Saint Benedict's enrolls 2000 women; Saint John's enrolls 1900 men. The combined faculties include approximately 300 professors, among them Benedictines and lay professors with diverse religious and cultural backgrounds. Many faculty members, both lay and Benedictine, live on or near the campuses and participate actively in campus life.

The liberal arts education provided by the College of Saint Benedict and Saint John's University is rooted in the Catholic university tradition and guided by the Benedictine principles of the colleges' founders and sponsoring religious communities. These principles stress cultivation of the love of God, neighbor -and self through the art of listening, worship, and balanced, humane living. The liberal arts, valuable in themselves, are the center of disciplined inquiry and a rich preparation for the professions, public life and service to others in many forms of work. Graduates of the two colleges have a distinguished record in each of these areas.

Recognition of individual worth without regard for wealth or social standing is explicit in The Rule of Benedict. In harmony with this principle, the College of Saint Benedict and Saint John's University seek to exemplify an authentically Christian concern for human rights and to make education broadly available to students on the sole criterion of ability to benefit from enrollment in the colleges. While the College of Saint Benedict and Saint John's University have historically served first their own region, they welcome growing numbers of students and faculty from diverse cultures and regions, and increasingly serve a national and international community.

The College of Saint Benedict and Saint John's University are registered as private institutions with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institutions. Credits earned at the institutions may not transfer to all other institutions.

1.2 Coordinate Mission, Values and Vision

The Board of Trustees of the College of Saint Benedict and the Board of Regents of Saint John's University adopted a single statement of mission and values and vision for the future which guides the colleges in planning.

Coordinate Mission and Vision

The mission of the College of Saint Benedict and Saint John's University is to provide the very best residential liberal arts education in the Catholic university tradition. They foster integrated learning, exceptional leadership for change and wisdom for a lifetime.

On the undergraduate level, the College of Saint Benedict enrolls women and Saint John's University enrolls men. Together the two colleges make these mission commitments to their students:

A coherent liberal arts curriculum which focuses on questions important to the human condition, demands clear thinking and communicating, and calls forth new knowledge for the betterment of humankind.

- The colleges will excel in study of the intersection of global cultures and community sustainability, leavened by the commitments of the Catholic intellectual life.

An integrative environment for learning which stresses intellectual challenge, open inquiry, collaborative scholarship and artistic creativity.

- The colleges will excel as learning communities promoting the integration of professional and personal lives through opportunities for experiential learning.

An emphasis on the personal growth of women and men which incorporates new knowledge about the significance of gender into opportunities for leadership and service on each campus and across both campuses.

- The colleges will excel, individually and coordinately, in cultivation and reflection on the social, spiritual and physical development of men and women.

An experience of Benedictine values which fosters attentive listening to the voice of God, awareness of the meaning of one's existence and the formation of community built on respect for individual persons.

- The colleges will excel in fostering the understanding and cultivation of the individual and communal vocation of all, informed by the Catholic intellectual tradition, Benedictine values, ecumenism and respect for diverse cultures.

Cultivation of the habit of promoting the common good which is formed by knowledge, faith and an open-hearted response to the needs of others.

- The colleges will excel in fostering understanding of Catholic social teachings and consequent action to improve the well-being of the underserved, enhance overall community life and protect the environment.

1.3 Undergraduate Learning Goals and Objectives

Academic

Student learning at the College of Saint Benedict and Saint John's University is based in the mission statements of each institution and the coordinate mission statement. It is represented by the integrated system of learning goals articulated below.

1. Graduates will be able to analyze the influence of the Catholic and Benedictine traditions on the human condition.
 2. Graduates will be able to integrate knowledge from the liberal arts and sciences as they explore the human condition.
 3. Graduates will be able to integrate the liberal arts and sciences with the skills, values and depth of knowledge specific to a major field of study in preparation for further professional development.
 4. Graduates will be able to apply clear thinking and communication skills to the exploration of fundamental questions of the human condition.
 5. Graduates will be able to establish patterns of life-long learning to seek and integrate knowledge of self and the world.
 6. Graduates will be able to provide leadership and service in community to improve the human condition.
 7. Graduates will be able to communicate sensitivity to and understanding of gender and cultural differences in order to improve the human condition.
-

Student Development

Coordinate

Note: Number in parenthesis denotes complementary academic learning goal.

Graduates will be able to understand and practice Benedictine values as a way of life and this will be demonstrated by their ability to:

- Initiate, organize and be responsible for their own ongoing learning. (2)
- Develop the skills necessary to succeed in the world of work. (3)
- Practice inclusive dialogue, problem solving and written and verbal communication skills. (4)
- Integrate physical, emotional, social, spiritual, intellectual and occupational aspects of their development. (5)
- Develop a capacity for shared ethical leadership and become agents of social change. (6)
- Develop the capacity for life long service to community. (6)

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Undergraduate Learning Goals and Objectives

- Create true partnerships between men and women which are based on equity, integrity and respect. (7)
- Seek and value diversity in every aspect of their lives. (7)
- Develop the capacity to create global community. (7)
- Develop the capacity to reflect on the nature of one's purpose for existence through the process of spiritual reflection.

College of Saint Benedict

- Through living and learning in both separate and co-educational environments, graduates of the College of Saint Benedict will be able to:
 - Know and value herself as a woman.
 - Work for equity and justice for herself and others.
 - Understand the wholeness of life and her connection to community.
 - Take risks and challenge herself to learn, grow and thrive throughout her life.
 - Develop healthy behaviors which create emotional and physical well being.
 - Develop confidence and self-esteem.
 - Claim and act on her own authority.

Saint John's University

Through living and learning in both separate and co-educational environments, graduates of Saint John's University will be able to:

- Know and value himself as a man.
- Risk the inner journey of mindfulness, sensitivity and vulnerability.
- Develop confidence, self-esteem, emotional maturity and humility.
- Build community by forming lasting relationships.
- Challenge the prevailing confining/limiting expectations of gender and culture to foster mutuality.
- Work for non-violence, equity and justice in the home and community.
- Practice healthy lifestyles which foster the achievement of individual potential.

1.4 The College of Saint Benedict: An Overview

1.4.1 College of Saint Benedict Mission and Vision

The mission of the College of Saint Benedict is to provide for women the very best residential liberal arts education in the Catholic university tradition. The college fosters integrated learning, exceptional leadership for change and wisdom for a lifetime.

The College of Saint Benedict commits the following to its students:

A unified liberal arts curriculum, which expands the traditional knowledge base to include women's experience and promotes teaching methods that facilitate women's learning.

An integrative environment for learning, which ensures the quality of women's learning by recognizing the interdependence of women's personal and cognitive development.

An emphasis on the personal growth of women, which celebrates women and provides a culture that explicitly values women, allowing the student to see herself as a person of value.

An experience of Benedictine values grounded in a women's monastic community, which allows the student to see her gender in active church roles and enhances the student's faith and spiritual life.

The opportunity to observe and practice leadership and service so that women recognize their ability and have confidence in their power to contribute to their community and to become agents for change.

The capacity to make their place in the world and ensure success in their careers and their lives.

The College of Saint Benedict offers these mission commitments in partnership with Saint John's University-providing a laboratory where women and men can achieve new respect and genuine partnerships with one another.

Vision

Our history is characterized by a fierce belief in the power of liberal education, an engagement with the world around us, responsiveness to the needs of society, an enduring commitment to our Catholic and Benedictine Heritage, and an unwavering focus on women's development as leaders, professionals,

Introduction The College of Saint Benedict: An Overview

and scholars. We envision our future as grounded in these same commitments, and we embrace the changes and challenges impacting the world with the same courage, strength, and boldness of our foremothers.

1.4.2 Overview

The College of Saint Benedict was founded by the Sisters of the Order of Saint Benedict, who received an educational charter from the State of Minnesota in 1887 and offered their first college courses in 1913. The institution was one of the first colleges in the Upper Midwest established for the undergraduate education of women.

Located on 315 acres adjacent to the town of St. Joseph, the Saint Benedict's campus is an impressive combination of contemporary and carefully restored and maintained turn-of-the-century buildings. Though the earliest buildings date from the late 1800s, the campus is centered around the modern 40,000 square foot Clemens Library completed in 1986, the Lottie and Frank J. Ardolf, Jr. Science Center completed in 1992, the S.L. Haehn Campus Center completed in 1996, and the Gorecki Dining and Conference Center completed in 2007. The college is also the home of the Benedicta Arts Center, one of the Upper Midwest's most highly regarded cultural arts facilities, and the Claire Lynch Hall, the campus athletic facility. The campus opens toward the recently restored Sacred Heart Chapel, the center for spiritual worship for both the sisters of Saint Benedict's Monastery and the college's students, faculty and staff.

Since its founding in the sixth century, the Order of Saint Benedict has actively encouraged its men and women to participate in the work of the world, not just education and the intellectual life but also other occupations that support the full development of individuals in the context of community.

As such, the Benedictine influence contributes to the close community of faculty, staff and students at the college. Most students - approximately 85 percent - live on campus. The campus residential program includes the active participation of many Benedictine and lay professionals who live and interact with the students they advise.

Saint Benedict's curriculum is taught by a distinguished faculty, with a diverse educational and religious background. Many members of the faculty excel in research and scholarship, in addition to their primary commitment to teaching. The educational program is enhanced by the Robert and Marie Jackson Professorship in Education and the Barbara Gray Koch and David Koch Chair of Catholic Thought and Culture.

The College of Saint Benedict exists to explore and encourage the full potential of women. This extends to encouraging women's leadership roles in student organizations, clubs and standing college committees as well as participation in a broad range of varsity, intramural and club sports. In recent years, Saint Benedict's intercollegiate athletes have earned championships in the Minnesota Intercollegiate Athletic Conference (MIAC) volleyball, basketball and soccer as well.

1.4.3 Buildings

Sacred Heart Chapel (1913)

Introduction
The College of Saint Benedict: An Overview

Renovated 1983.

Renner House (2005)

The President's Residence.

Academic and Student Development Buildings

Main Building: Gertrude Hall (1898), **Teresa Hall** (1913)

Administrative offices; social science, humanities, nursing offices, and classrooms; Teresa Reception Center.

Renovated 1989.

Mary Hall Commons (1956)

Administrative and staff offices for counseling, housing, student activities, bookstore.

Renovated 1999.

Henrita Academic Building (1961)

Humanities, social science and education offices and classrooms; Writing Center; Math Lab.

Renovated 1994.

Murray Hall (1961)

Administrative and student offices and classrooms; racquetball courts.

Renovated 1996.

Gorecki Dining and Conference Center (2007)

Student dining; conference and gathering spaces.

Benedicta Arts Center (1964)

Fine arts classrooms and offices, Gorecki Family Theater, Colman Theater, Escher Auditorium, Helgeson Dance Studio, Darnall Amphitheater, music library, art galleries, studios, rehearsal and practice rooms, ticket office.

Renovated 1978, 2006.

Swimming Pool Building (1973)

Pool and offices.

Academic Services Building (1974)

Registrar, Academic Advising, Global Center, Education Abroad, Career Services.

Renovated 2000.

Claire Lynch Hall (1984)

Gymnasium, physical education classrooms, exercise and weight rooms, offices.

Clemens Library (1986)

Library, media services, computer public access area, conference and study rooms, St. Teresa Rare

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The College of Saint Benedict: An Overview

Book Collection.
Renovated 2001.

Lottie and Frank J. Ardolf, Jr. Science Center (1992)

Chemistry and nutrition classrooms, laboratories and offices; general classrooms for sciences and humanities.

International/Multicultural House (1995)

International/multicultural student adviser.

S.L. Haehn Campus Center (1996)

O'Connell's, McGlynn's, Alumnae Hall, fitness center, field house, offices, conference rooms.

Richarda Hall (1961)

History Department, Experiential Learning and Community Engagement, Internships.
Renovated 1987 and 2012.

Student Residences

Mary Hall

Aurora (1956)

Regina (1963)

Corona (1969)

West Apartments

Sohler (1971)

Smith (1971)

Schumacher (1971)

Girgen (1972)

Westkaemper (1972)

Gable (1972)

Dominica (1980)

East Apartments

Zierden (1975) Renovated 1999.

Luetmer (1975) Replaced and expanded 2001.

McDonald (1975) Renovated 1999.

Werth (1975) Renovated 2001.

Idzerda House (1964)

Margretta (1988)

Lottie and Frank J. Ardolf Jr. Residence Hall (1994)

Brian Hall (1996)

Centennial Commons (2012)

1.4.4 Accreditation

American Chemical Society
The American Dietetic Association
Commission for Collegiate Nursing Education
Minnesota Board of Nursing
Minnesota Board of Teaching
National Association of Schools of Music
National Council for Accreditation of Teacher Education
North Central Association of Colleges and Secondary Schools

1.4.5 Memberships

Academic

American Council on Education
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of University Professors
American Political Science Association
The Annapolis Group
ASIANetwork
Association of American Colleges and Universities
Association of Benedictine Colleges and Universities
Association of Catholic Colleges and Universities
CAUSE
The Collaboration for the Advancement of College Teaching and Learning
The College Board
Council for the Advancement and Support of Education
Council of Independent Colleges
Council of Undergraduate Research
Council on Peace Research and Education
EDUCOM
Institute for International Education
Minnesota Association of Colleges for Teacher Education
Minnesota Campus Compact
Minnesota College and University Council on Music
Minnesota Private College Council
Minnesota Private College Fund
NAFSA: Association of International Educators
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Schools of Music
National Collegiate Honors Council
National League for Nursing, Council of Baccalaureate and Higher Degrees Programs
National Women's Studies Association
Peace Studies Association

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The College of Saint Benedict: An Overview

Public Leadership Educational Network
Superior Studies Consortium
Women's College Coalition

Athletic

Minnesota Intercollegiate Athletic Conference
National Collegiate Athletic Association

1.5 Saint John's University: An Overview

1.5.1 Saint John's University Mission and Vision

Mission of Saint John's University

Saint John's University fosters the vitality of community through learning and the pursuit of wisdom. Striving for excellence, we unite the wisdom of Catholic social teaching and intellectual tradition with the practicality of the common life envisioned by Saint Benedict.

Vision for the College of Arts and Sciences

Saint John's University seeks to be one of the nation's great Catholic liberal arts colleges by providing the best holistic learning experience for men in the country. We will inspire undergraduate men to new heights of intellectual, spiritual, physical and social development that is informed by ethical reflection and grounded in our Catholic and Benedictine tradition.

Mission of the School of Theology•Seminary

Saint John's School of Theology•Seminary rooted in the Catholic and Benedictine tradition, educates men and women for ordained and lay ministry in the church.

Vision for the School of Theology•Seminary

Saint John's School of Theology•Seminary, cultivating its Catholic, Benedictine tradition, excels as an influential community of theological learning where study, prayer, and hospital dialogue expand understanding and deepen vocation for the sake of building up vibrant Christian communities.

Values

Dedicated to the pursuit of understanding, wisdom, and the common good, Saint John's University is committed to the following values:

- **Community** built upon relationships of hospitality, respect, cooperation, and challenge.
- **Openness** to learning, inquiry, beauty, truth, and difference.
- **Respect** for persons, tradition, creativity, experience, faith, reason, and religious practice.
- **Depth** in understanding, relationships, faith, and spirituality.
- **Sacredness** of God, being, truth, place, nature, and knowledge.

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- **Passion** for excellence, truth, learning, beauty, love, and personal growth.

1.5.2 Overview

Saint John's University, founded in 1857 by Benedictine monks who came to serve the needs of German Catholic immigrants, is one of the oldest institutions of higher education in the Midwest. From its inception the university has valued the liberal arts as a preparation for careers of leadership in church and society.

Saint John's curriculum is taught by a distinguished faculty, with a diverse educational and religious background. Many members of the faculty excel in research and scholarship, in addition to their primary commitment to teaching. The educational program is enhanced by endowed faculty chairs and professorships: the Michael Blecker Professorship in the Humanities; the Joseph P. Farry Professorship; the Edward P. and Loretta H. Flynn Professorship; the Edward L. Henry Professorship; the John and Elizabeth Myers Chair in Management; the Jay Phillips Center for Jewish Christian Learning; the William and Virginia Clemens Chair in Economics and the Liberal Arts; the University Chair in Critical Thinking; the Nicholas and Bernice Reuter Professorship in Science and Religion; and the Butler Family's Virgil Michel Ecumenical Chair in Rural Social Ministries.

In addition to the undergraduate program offered in cooperation with the College of Saint Benedict, the Saint John's School of Theology offers master's degrees in theology, pastoral ministry, liturgical studies and liturgical music. The faculty, composed of monks in partnership with lay men and women, diocesan and religious priests, women religious and ministers from other traditions, instructs a diverse student body of men and women, committed with the faculty to the search for God in Jesus Christ. The School of Theology operates in conjunction with the Saint John's Seminary which prepares men for priesthood in the Roman Catholic Church.

The Saint John's campus is remarkable in both its natural and architectural beauty. The greater campus, designated an arboretum in 1997, is located on a 2,830-acre tract of land. It includes an extensive pine and hardwood forest, an oak savannah and 50 acres of restored prairie, as well as Lake Sagatagan, Stumpf Lake, several smaller lakes and 90 acres of restored wetlands. The buildings at Saint John's date from the 1860s and are arranged in a series of quadrangles and courtyards to the north of Lake Sagatagan. At the center of the Saint John's campus is the Abbey and University Church, one of 10 campus buildings designed by Marcel Breuer. With its towering bell banner and three-story wall of stained glass, the church is among the most striking pieces of 20th-century architecture.

The location of the campus, combined with the Benedictine influence, creates a close community of faculty, staff and students. Over 85 percent of the student body lives on campus. The residential program, an integral part of the Saint John's educational experience, is made distinctive by Benedictine professors and administrators, called faculty residents, who live among students.

Saint John's seeks to foster a complete education which includes physical as well as intellectual development and life-long balance between the two. Saint John's students are active participants in varsity, intramural and club sports. Saint John's teams have excelled in intercollegiate athletics and, in recent years, have earned all-sports awards in the Minnesota Intercollegiate Athletic Conference (MIAC) and have competed nationally in football, tennis, track and field, swimming and diving, cross-country, soccer, wrestling, baseball, golf, hockey and basketball.

1.5.3 Hill Museum & Manuscript Library (HMML)

The Hill Museum & Manuscript Library (HMML), sponsored by Saint John's Abbey and University, has been preserving manuscripts in Europe, Africa and the Middle East since 1965. HMML is the only institution in the world exclusively dedicated to the photographic preservation and study of manuscripts, with a particular emphasis on manuscripts located in places where war, security, or economic conditions pose a threat to their survival or accessibility.

To date, HMML has built the world's largest collection of manuscript images, having photographed over 100,000 manuscripts totaling more than 30 million pages, from 250 libraries in 16 countries. At the present time, HMML is actively at work in more than a dozen sites in the Middle East, Western and Eastern Europe, Ethiopia, and India.

Many of HMML's most significant holdings can be viewed through *Vivarium*, a portal to HMML's digital collections at www.hmml.org/vivarium/. By means of online access to HMML's digital manuscript collections, the world has the ability to compare historical traditions, piecing together an intricate past for the sake of present understanding.

Considered a world-wide leader in the development of electronic cataloguing for manuscripts and the collection and display of digital images of manuscripts, HMML works closely with national and international organizations such as the Library of Congress, the Institut de recherche et d'histoire des textes (IRHT) in Paris, the National Endowment for the Humanities, and the Andrew W. Mellon Foundation.

In addition to its work in manuscript preservation, HMML is the home at Saint John's of the historic Rare Book Collection, the James Kritzeck Autograph Collection, and the Arca Artium Collection. The rare book holdings total approximately 10,000 volumes, including many manuscripts, incunabula (books printed before 1501), and examples of fine printing up to the present day. Arca Artium contains some 4500 prints (including works by significant 20th century artists), hundreds of art objects, and a supporting reference library focused on typography, calligraphy, print-making and the book arts. All of these materials are available to students, faculty, and visiting researchers through HMML.

HMML is also the home of "*The Saint John's Bible*," the first handwritten and illuminated Bible commissioned in the west for 500 years. The Bible is being created by a team of scribes and artists in the United Kingdom and the United States, and uniquely blends ancient methods and materials with modern images and text. Selected pages from *The Saint John's Bible* are always on exhibition in the HMML Gallery. Tours and presentations are available by calling (320) 363-3351.

HMML Website: www.hmml.org

Saint John's Bible Website: www.saintjohnsbible.org

1.5.4 Liturgical Press

For thousands of readers across the world, the name "Collegeville" is synonymous with solid and expressive liturgy, the Benedictine monastic life, and publications for both the popular and the academic market produced by Liturgical Press, a publishing house established in 1926. "The Press" consists of forty-five or so monks and lay people who publish four journals, two seasonal Mass guides, a Sunday Bulletin series, and a steady flow of books, compact disks, and CD-ROMs on the liturgy, theology, monastic studies, spirituality, and Scripture. Its four imprints—Liturgical Press Books, Michael Glazier Books, Pueblo Books, and The Saint John's Bible—provide its pastoral readership

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with liturgical books and parish ministry materials, and its academic readership with textbooks and commentaries on Scripture, theology, and monastic studies, as well as reference works for the seminary and college classroom and the library market. In publishing journals, parish periodicals, approximately seventy new titles each year, and maintaining a catalog of more than a thousand titles, Liturgical Press furthers its mission to "actively proclaim the Good News of Jesus Christ."

1.5.5 Collegeville Institute for Ecumenical and Cultural Research

Founded by the monks of Saint John's in 1967 as an independent corporation, the Collegeville Institute links the Benedictine traditions of scholarship and hospitality with the openness of Christians to one another and to the world at large expressed by the World Council of Churches (founded 1948) and the Second Vatican Council (1962-1965), as well as my many other subsequent ecumenical initiatives local, regional, national, and international. The Institute, a residential center to which men and women from many religious traditions come to do research and writing for a semester or a year, is committed to supporting careful thought for the sake of mutual understanding and a more widespread, meaningful articulation of faith. Additional information may be obtained at www.CollegevilleInstitute.org.

1.5.6 Minnesota Public Radio

KNSR 88.9 (News and Information)
KSJR 90.1 (Classical Music)

Minnesota Public Radio, founded at Saint John's in 1967 with KSJR (90.1 FM), has grown to be the largest and most successful public radio system in the United States. During the early years of KSJR, Garrison Keillor started to develop the characters of what became "A Prairie Home Companion." Today's 33-station network serves all of Minnesota and parts of five adjacent states with classical music, as well as news and information programming. It has been described by the president of the Corporation for Public Broadcasting as "the model for public radio . . . clearly the nation's best." KSJR is joined on campus by KNSR (88.9 FM). Minnesota Monthly, a program guide, may be obtained at 1-800-228-7123 or www.mpr.org.

1.5.7 Episcopal House of Prayer

The Episcopal House of Prayer is built on five acres of land leased to the Episcopal diocese of Minnesota by the monks of Saint John's Abbey. For the first time since the Reformation of the Sixteenth Century an Anglican diocese and a Benedictine monastery in communion with Rome have pledged to live, work and pray together in this unique way. The House of Prayer serves a variety of denominations and its mission is to guide and support its guests in their desire to integrate a life of prayer with very busy and responsible lives. It is also used by Episcopal church congregations and diocesan groups for nurture in the spiritual life. Its programs and space are open to everyone in the college community and Abbey.

1.5.8 Pottery Studio

The goal of the Pottery Studio is to educate students and artists in the philosophy and practices of sustainable resource development, to involve them in a totally indigenous artistic environment in an

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academic setting and to assist local communities with the sustainable development of indigenous resources. Saint John's Pottery operates a variety of programs to achieve these goals including: the Apprenticeship Program for undergraduate and post-graduate art students; the Visiting Artist Program for emerging artists; and research and consulting services for local communities seeking to use indigenous natural resources for economic and community development.

The largest wood burning kiln in the United States was dedicated on October 12, 1994. Located across the road from the Pottery Studio, the new kiln is unique in size, design and function. Composed of three chambers, the kiln is 87 feet long, 6 feet 8 inches high, 6 feet wide and has a capacity of 1,600 cubic feet.

The Pottery Studio has been directed by Richard Bresnahan, a 1976 graduate of Saint John's University, since 1979. The artist in residence at Saint John's and the College of Saint Benedict, Bresnahan spent four years studying with Nakazato Takashi Pottery in Japan, whereupon he was declared a master potter.

1.5.9 Arca Artium

Arca Artium, "Ark of the Arts," is a collection of books, artwork and other artifacts that provide both primary and secondary resources for exploring the creative interplay between religious expression and artistic endeavor. It began as the working collection of Frank Kacmarcik, Obl.S.B., teacher, liturgical designer, graphic artist, typographer and calligrapher. For many years a close associate of Saint John's, Br. Frank became a claustral oblate of the monastery in 1988 and formally donated his collection to Saint John's University in 1995. Arca Artium reflects the monastic and liturgical traditions that have inspired Br. Frank's own work but is not limited by them. As a research collection of Saint John's University, Arca Artium is a dynamic and evolving witness to the vitality of human creativity.

The core of Arca Artium is a library containing more than 30,000 volumes, concentrating on the book and graphic arts, biblical and liturgical art, architectural and furnishing design especially as they relate to religious ceremony, and monastic history and heritage. Among these volumes are some 4,000 rare books, with particular emphasis on fine printing from the incunable period (pre-1500) to the present. The collection's extensive section of reference material interprets and supports its holdings of rare books and original works of art.

Arca Artium's art collection includes more than 4,000 fine art prints, drawings and calligraphic specimens. Among these, the collection has a noteworthy array of works by fine artists of the twentieth century who involved themselves in the production of beautiful books or other projects aimed at setting word and image in fruitful dialogue. Arca Artium also contains significant holdings of folk art, music recordings, pottery, sculpture, furniture and furnishings that help to articulate a culture and context for items that represent its major areas of concentration.

Arca Artium is currently being catalogued and organized; it is intended to serve artists and scholars as part of the research resources available at Saint John's and to enrich the community through exhibitions and other activities that display and interpret portions of the collection.

1.5.10 Saint John's Arboretum

Saint John's Arboretum encompasses the lands owned by Saint John's Abbey and surrounding Saint

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John's University. Our 2,830 acres contain the highest concentration of native plant communities in the area, including oak and maple-basswood forests, tamarack and mixed-hardwood swamps and wet meadows. For generations, the Benedictine monks at Saint John's have placed a high value on preserving, sustaining, and improving the land. This long history of environmental stewardship, an enduring sense of place, and the educational mission of Saint John's University inspired the designation of these lands as a natural Arboretum in 1997. The mission of Saint John's Arboretum builds on the traditions of the Benedictine founders: Preserve native plant and wildlife communities of the Arboretum lands; Provide opportunities for education and research; Model practices of sustainable land use; Make accessible a natural environment that invites spiritual renewal.

Students and community members can participate in a variety of Arboretum programs designed to help them experience this rare, natural, living laboratory for environmental and outdoor education. From the Maple Syrup Festivals to prescribed burns, from educational conferences to moonlight snowshoes, there is a multitude of opportunities to get involved. Within the Arboretum, there are two student-run initiatives. The [Peer Resource Program](#) (PRP) focuses on leadership development and healthy risk-taking through wilderness trips, a low-elements [Challenge Course](#), [Collegebound](#), and a variety of on and off-campus events throughout the year. [The Outdoor Leadership Center](#) (OLC) is an outfitting center that has outdoor and recreational equipment available for students to check-out for free. Camping gear, cross country skis, canoes, and the co-sponsored Green Bike Program with CSB, along with educational events and training, are among the many options available to students and the community.

The Arboretum offers a full-time, one-year environmental education fellowship for recent college graduates, and offers a variety of part-time employment opportunities for CSB/SJU students, including: naturalists, naturalist aides, OLC staff, PRP coordinators, and land management laborers. Additionally, the Arboretum provides many opportunities for student research, service-learning, internships, and volunteering—all right here in your "backyard!" Visit the Arboretum web site to learn more: <http://www.csbsju.edu/arboretum.htm>

1.5.11 Buildings

Buildings identified in the National Register of Historic Places are indicated with an asterisk ().*

University Church

Abbey and University Church* (1958)
Chapel of Saint John the Baptist, Assumption Chapel.

Academic Buildings

Quadrangle* (1869-1883) and **Saint Luke Hall*** (1889)
Humanities classrooms and offices, School of Theology offices, administrative offices, Academic Computing Center, Great Hall, student refectory.
Renovated 1979, 2001, 2009.

Wimmer Hall* (1901)

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Faculty and administrative offices, administrative computing, studios of KSJR-FM and KNSR-FM.

Guild Hall* (1901)

Military science classrooms and offices, administrative and student club offices.

Simons Hall (1910)

Social science classrooms and offices.
Renovated 1989.

Auditorium* (1927)

Music classrooms, practice rooms and offices; Stephen B. Humphrey Theater; Gertken Organ Studio.
Renovated 1984.

Emmaus Hall (1950)

School of Theology classrooms, administrative offices, graduate student residences.
Renovated 1994.

Alcuin Library (1964)

Library, media services, audio-visual rooms, computer public access area, rare book collection, University Archives.

Engel Science Center (1965)

Science, mathematics, computer science and psychology classrooms, offices and laboratories; greenhouse; auditorium; computer public access areas.
Renovated 1998.

Pellegrene Auditorium (1965)

High-technology multimedia lecture hall and movie theater.
Renovated 2001.

Observatory (1970)

Observation deck, study-reference room.

Warner Palaestra (1973)

Gymnasium, swimming pool, physical education classrooms and offices.
Renovated 1998.

Bush Center (1975)

Hill Museum & Manuscript Library.

Art Center (1990)

Art studios, offices and classrooms; lecture hall; Alice R. Rogers Gallery; senior studios.

Sexton Commons (1993)

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Campus center including bookstore, cafeteria and lounge areas.

Science Building (1998)

Natural science and biology classrooms and offices; introductory, advanced and research biology laboratories; museum.

McNeely Spectrum (1998)

Indoor track, indoor tennis courts.

Clemens Stadium (1997)

Football stadium, outdoor track.
Renovated 2009.

McKeown Center (2009)

Campus center including kitchen, dining, study, computer lab, recreational, and lounge areas.

Student Residences

Saint John's Seminary* (1904 and 1983)

Saint Francis House* (1903 and 1983)

Saint Gregory House* (1907 and 1984)

Saint Benet Hall* (1921 and 1998)

Saint Joseph Hall* (1923)

Edelbrock House (1940)

Emmaus Hall (1950)

Flynntown Apartments (2009)

Saint Mary Hall (1951)

Saint Maur House (2001)

Saint Thomas Aquinas Hall (1959)

Saint Bernard Hall (1967)

Saint Boniface Hall (1967)

Saint Patrick Hall (1967)

Saint Placid House (2001)

Seidenbush Apartments (1972)

Seton Apartments (1981)

Virgil Michel House (1987)

Metten Court (1992)

Saint Vincent Court (1996)

1.5.12 Accreditation

American Chemical Society

The American Dietetic Association

Association of Theological Schools

Commission for Collegiate Nursing Education

Minnesota Board of Nursing

Minnesota Board of Teaching

National Association of Schools of Music

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National Council for Accreditation of Teacher Education
North Central Association of Colleges and Secondary Schools

1.5.13 Memberships

Academic

American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of University Professors
American Council of Learned Societies
American Council on Education
American Political Science Association
ASIANetwork
Association of American Colleges and Universities
Association of Benedictine Colleges and Universities
Association of Catholic Colleges and Universities
Association of Directors of Graduate Religious Education Programs
Association of Governing Boards of Universities and Colleges
CAUSE
The College Board
The Collaboration for the Advancement of College Teaching and Learning
Consortium of American Schools of Oriental Research
Council for the Advancement and Support of Education (CASE)
Council of Independent Colleges
Council on Peace Research and Education
Council on Undergraduate Research
EDUCOM
Institute for International Education
Midwest Association of Theological Schools
Minnesota Association of Colleges for Teacher Education
Minnesota Campus Compact
Minnesota College and University Council on Music
Minnesota Consortium of Theological Schools
Minnesota Private College Council
Minnesota Private College Fund
NAFSA: Association of International Educators
National Association of Independent Colleges and Universities
National Catholic Education Association
National Collegiate Honors Council
Peace Studies Association
Superior Studies Consortium

Athletic

Minnesota Intercollegiate Athletic Conference
National Collegiate Athletic Association

2 Academic Policies and Regulations

2.1 Assessment

The College of Saint Benedict and Saint John's University are dedicated to the continuous quality improvement of teaching and learning. Student outcomes assessment is used by individual faculty and staff, departments, programs, and the institutions to not only understand what and how students learn but to continuously improve the teaching and learning process.

2.2 Academic Programs and Regulations

2.2.1 Introduction

The curriculum of CSB/SJU consists of the common curriculum, a common sequence of courses for all students and major fields of study in specific academic disciplines. The common curriculum reflects the tradition of Benedictine education with its focus on the intrinsic value of understanding the wisdom of the humanities, natural and social sciences and the fine arts. The academic major offers the student the opportunity to develop analytical thinking, intellectual creativity and the discipline of specialization in the context of a particular discipline or subject matter. The following pages detail the academic programs and regulations of the College of Saint Benedict and Saint John's University.

2.2.2 Degrees Offered

Saint Benedict's and Saint John's offer four-year programs in the liberal arts and sciences leading to the baccalaureate degree. The bachelor of science degree is awarded in nursing. All other four-year programs lead to the bachelor of arts degree.

The School of Theology at Saint John's offers the master of arts degree in theology, the master of arts in liturgical studies, the master of arts in liturgical music, the master of arts in pastoral ministry, the master of theology; and the master of divinity degree.

2.2.3 Common Curriculum

It is the purpose of the Common Curriculum to provide all students with a solid academic foundation and the fundamental tools necessary to continue developing their intellectual ability and inquiry through a broad liberal arts education. The Common Curriculum is completed by fulfilling specific cross-disciplinary course requirements, disciplinary course requirements and the global language proficiency.

2.2.4 I. Cross-disciplinary courses

- First-year Seminar (2 courses)
- Gender (1 course)
- Ethics Common Seminar (1 course)

**Experiential and Capstone requirements pending faculty approval.*

First-year Seminar (FYS)

Academic Policies and Regulations
Academic Programs and Regulations

FYS is a required full-year course (four credits each semester) taken during the first year. The fall semester, "Voice and Expression," is designed to help students improve their ability to read carefully and think critically about what they read, to write in a variety of academic formats, to increase their information literacy as they conduct basic library searches and resource review, and to develop discussion skills necessary for successful college course work. The spring semester, "Advocacy and Argumentation," builds on those skills, and includes a significant research project and opportunities to improve skills of oral presentation. FYS is taught by faculty from across the curriculum. Though each section is unique in content and approach, every FYS section provides opportunities to develop the same intellectual skills. Through a wide variety of assignments and projects, students take an active part in developing as reader, thinker, listener, writer, speaker, and researcher at the undergraduate level.

An important feature of FYS is that the professor serves as faculty advisor for each of the students in his or her section of FYS. The students in each section stay together for both semesters, developing a sense of community and continuity.

Gender (GE)

We are all - male and female - gendered beings. Gender shapes collective human perspectives and actions, while strongly influencing our individual experiences. Liberally educated students should be aware of their gendered identity, and how it affects their place in the world. Courses fulfilling this requirement use gender as a primary focus for analysis of course content. In addition, because gender cannot be considered in a vacuum, courses discuss how gender intersects with categories of race, class, ethnicity, nationality, or sexuality. Finally, courses fulfilling the Gender Requirement explore the connections between local experiences of gender and the relevant structural and theoretical contexts of the course.

The Ethics Common Seminar helps students develop the ability to recognize ethical issues, examine them from multiple perspectives and articulate the reasoned arguments that support their normative judgments as a means of developing their ability to make responsible decisions.

Course topics will vary based on the expertise of the instructor but are chosen specifically because they are debatable and widen the field of moral vision. Junior or Senior standing is a prerequisite for this course.

2.2.5 II. Disciplinary courses

Fine Arts (4 credits)
 Fine Arts Experience (8 events)
 Humanities (2 courses)
 Mathematics (1 course)
 Natural Sciences (1 course)
 Social Sciences (1 course)

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Academic Programs and Regulations

Theology (2 courses)

Courses which meet disciplinary requirements are designated in the class schedule. A student's academic major fulfills some of these requirements. Students are advised to consult with their faculty advisor about Common Curriculum requirements fulfilled in their particular major. Descriptions of each disciplinary requirement are included below.

Fine Arts (FA)

Art, music, dance and theater enrich our lives by exploring what it means to be human. In its own way, each of these arts nourishes our intellect, stirs our emotions, and touches our spirits. The creative impulse is a vital force within each of us, and its manifestation in the arts can both shape and reflect our lives in the modern world. Learning to understand the fine arts is gradual process that becomes increasingly meaningful as one gains knowledge and experience.

Fine Arts Experience (FAE)

The Fine Arts Experience creates greater understanding and appreciation of how the visual and performing arts reflect our humanity. Students can choose from a wide variety of artistic expression on the CSB/SJU campuses to meet the requirement of eight (two visual and six performing arts) approved Fine Arts Events. Students are expected to complete the requirement during their first year.

Humanities (HM)

The Humanities disciplines constitute a way of thinking, talking and writing about what it means to be human. Study in the Humanities disciplines introduces us to people we have never met, places we have never visited, times in which we have not lived, perspectives we have never taken, and ideas that may never have crossed our minds. Through careful and rigorous engagement with texts produced by (and about) those other people, places, and ideas, we explore issues of identity, community, and culture, as well as values, purpose, and meaning. With perspectives thus enlarged and enriched, and with skills to explore these questions further, the Humanities invite and equip us to live an examined life.

This requirement must be met with designated courses from two different Humanities disciplines. .

Mathematics (MT)

Courses meeting this requirement address the contemporary role of mathematics. They stress mathematics as a conceptual discipline, while demonstrating the aesthetics and value of mathematics.

MT courses enable students to understand and use mathematical language and notation and to appreciate the need for that language and notation. They also address the power and limitations of mathematical reasoning as a tool for solving problems from other disciplines and from everyday life. The course emphasizes student involvement, understanding and appreciation for

mathematics rather than on computational rigor.
Natural Sciences (NS)

Natural Science is a systematic, empirical study of our universe. Common Curriculum natural science courses are designed to introduce students to: the scientific process, scientific literature, laboratory investigation, and the application of science to real life. Each course will have disciplinary content.

Social Sciences (SS)

The Social Science requirement challenges students to think critically and to make informed personal, social, political and economic decisions. The social sciences apply scientific methods to the study of human beings, their attitudes and behaviors, the social forces that shape their lives and the social institutions they create. The study of social science requires students to examine both the theories that have been developed to understand human beings and the methods of knowing and testing upon which these theories are based. What makes the social sciences unique is that human beings are both the agents and the objects of study; the object of study can, and often does, change as a result of the knowledge that is generated in the social sciences. For this reason, personal, social, political and economic life can all change (for better or worse) as a result of the knowledge produced by the social sciences.

Students majoring in one of the social science disciplines will be required to take a social science course from a discipline other than their chosen major.

Theology (TH & TU)

Lower Division (TH): The first theology course reflects our Benedictine Catholic mission by introducing students to the Christian tradition, with special emphasis on the Biblical tradition. Theology 111 is required of all students.

Upper Division (TU): Theology 111 is a prerequisite requirement for this course. Courses fulfilling the Upper Division Theology requirement must focus primarily on religious phenomena: texts, images, artifacts, ideas, practices. They may analyze these phenomena from a variety of disciplinary perspectives: theological, historical, literary, philosophical, sociological, psychological, exegetical, ethical, pastoral.

2.2.6 III. Global Language Proficiency**Global Language Proficiency**

Students whose first language is English may satisfy this requirement in any of the following ways:

- Completion of a 211 course in a modern or classical language (or 116 for Greek).
- Completion of a Hispanic Studies or Modern and Classical Languages Department 212 course (HM).
- Successful completion of a departmental language proficiency test.

Incoming students who have studied a global language previously will take a placement test which will indicate whether they should enroll in 111, 112, 211 or above. Students who place above 211 may fulfill the global language requirement by taking 212 in a language (which also fulfills one of the two

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humanities requirements for the Common Curriculum) or by successful completion of a proficiency test administered by the Hispanic Studies or Modern and Classical Languages Department throughout the academic year. No student will fulfill the global language proficiency requirement simply on the basis of the placement test.

The requirement for bilingual/multilingual students (when English is not the student's first or strongest language) may be satisfied by successful completion of one of the following:

- At least four credits from MCL 101 to 108 (English language);
- Sufficiently high score on a departmental language proficiency exam;
- Sufficiently high standard English test score (e.g. 80 on the internet-based TOEFL or 550 on the paper TOEFL), and an interview with the English as a Second Language Coordinator to demonstrate speaking proficiency.

2.3 Programs of Study

The following table lists major and minor programs. Complete major requirements and course descriptions, including information on concentrations and licensures, follow under departmental headings. Although specific course offerings may be noted, actual scheduling is subject to change.

Undergraduate Major Study Fields

[Accounting](#)
[Art](#)
[Asian Studies](#)
[Biology](#)
[Biochemistry](#)
[Chemistry](#)
[Classics](#)
[Communication](#)
[Computer Science](#)
[Economics](#)
[Education \(Elementary\)](#)
[English](#)
[Environmental Studies](#)
[French Studies](#)
[Gender Studies](#)
[German Studies](#)
[Global Business Leadership](#)
[Hispanic Studies](#)
[History](#)
[Humanities](#)
[Math/Computer Science](#)
[Mathematics](#)
[Music](#)
[Natural Science](#)
[Numerical Computation](#)
[Nursing](#)
[Nutrition](#)
[Peace Studies](#)
[Philosophy](#)
[Physics](#)
[Political Science](#)
[Psychology](#)
[Social Science](#)
[Sociology](#)
[Theater](#)
[Theology](#)

Undergraduate Minor Study Fields

[Accounting](#)
[Art](#)
[Asian Studies](#)
[Biology](#)
[Chemistry](#)
[Chinese](#)
[Communication](#)
[Computer Science](#)
[Economics](#)
[Education \(Secondary\)*](#)
[English](#)
[Environmental Studies](#)
[French](#)
[Exercise Science and Sport Studies](#)
[Gender and Women's Studies](#)
[German](#)
[Global Business Leadership](#)
[Greek](#)
[History](#)
[Japanese](#)
[Latin](#)
[Latino/Latin American Studies](#)
[Mathematics](#)
[Music](#)
[Nutrition](#)
[Peace Studies](#)
[Philosophy](#)
[Physics](#)
[Political Science](#)
[Psychology](#)
[Sociology](#)
[Teaching of English as an International Language](#)
[Theology](#)

**Completed in conjunction with English, Music, Social Science, Natural Science, Foreign Language, Mathematics, Art, or Theology.*

2.4 Majors

2.4.1 Acceptance to Major Study Field

Early in the spring semester of the sophomore year and before registration as a junior, each student must choose a major field of study and make application as a degree candidate to the chair of the appropriate department or division. To be accepted into a major, a student must have achieved a C (2.00) cumulative grade point average by the end of the first three semesters and a C cumulative grade point average in the courses of the intended major. Some departments may require a BC (2.50) or higher cumulative grade point average.

Acceptance to a major is required to be able to register for the first semester of the junior year. A student will be admitted to a major field if the departmental or divisional chair of that major approves the application. That acceptance may be conditional. Conditional acceptance means that the student may proceed with registration but must satisfy conditions stipulated by the department before the next registration period. A student not accepted into a major may consult Academic Advising for possible alternatives in proceeding with registration.

2.4.2 Individualized Major

Students may choose from two tracks to create an individualized major at CSB/SJU: 1) Individualize an existing major, or 2) Design their own interdisciplinary major. Students must select a faculty advisor to work with as they design the major. The student must apply for the major no later than the end of the first semester of their junior year. The following criteria are requirements for approval of the major:

- Minimum 2.0 cumulative grade point average at the time of application;
- Minimum 2.0 major grade point average in courses already completed for the major at the time of application;
- Minimum of 40 credits designated for the individualized major, with a minimum of 16 credits of upper division coursework;
- No more than 8 credits can be counted toward another major or minor;

A capstone experience:

(1) If individualizing an existing major, the student may use the capstone in the host department if the chair deems it appropriate,

- (2) If designing an interdisciplinary major, the student must include a proposal for a capstone experience in the written rationale noted below;

A written and detailed rationale for the individualize major that includes:

(1) A title for the individualized major,

(2) A statement of the student's educational and career goals, along with an analysis of why the existing majors offered by the institutions do not fit these educational and career goals,

- (3) A listing of proposed courses, followed by a thorough discussion of how this particular set of courses uniquely meets the student's educational and career goals;

Approval by the faculty advisor, the chair of a host department, and the Assistant Dean/Director of Academic Advising:

(1) If individualizing an existing major, signatures of those listed above is sufficient,

- (2) If designing an interdisciplinary major, the persons listed above must convene in order to hear the student's proposal.

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Any appeals to these requirements and the timeframe for submission must be directed in writing to the Assistant Dean/Director of Academic Advising.

2.4.3 Pre-Professional Programs

Saint Benedict's and Saint John's offer 10 pre-professional programs, some of which are also part of dual-degree programs with postgraduate schools. The following table lists these pre-professional programs.

Chiropractic

Dentistry

Three/one program ([Dentistry](#))

Engineering

Three/two program, two/two program ([Engineering](#))

Forestry

Law

Medicine

Occupational Therapy

Optometry

Pharmacy

Physical Therapy

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Physician's Assistant

Priesthood Studies

Veterinary Medicine

2.5 Special Academic Programs

2.5.1 Honors Program

The Honors Program at Saint Benedict's and Saint John's involves highly motivated students from all academic majors and interests in an enriched version of the core curriculum. It also gives these students opportunities for independent thinking, research, writing and creative projects within their own major. The Honors Program has served many graduates who have gone on to professional and graduate schools of quality by engaging them in liberal arts education in its most challenging forms.

Select and invitational, the Honors Program is open to entering first-year students by invitation and to first-year and sophomores by application. (For further and more detailed information see [Honors Program](#) .)

2.5.2 Northern Ireland

On this individual exchange program, students participate in the Irish American Scholar Program. There is not a CSB/SJU faculty member who accompanies this program. This program allows one CSB/SJU student to directly enroll for a semester in one of six Universities located in Northern Ireland. As a participant on this exchange, students will be able to complete coursework in a variety of disciplines. Students live in furnished apartments or in a campus residence hall.

2.5.3 Education Abroad

CSB/SJU offers 19 semester-long study abroad programs in fourteen countries across six continents. The two schools are currently ranked number one among baccalaureate institutions nationally for semester study abroad participation. Before graduating, 60 percent of CSB students and 46 percent of SJU students will participate in a study abroad program.

The Office for Education Abroad (OEA) provides full-semester education abroad experiences for undergraduate students through the following programs: Australia - Fremantle; Austria - Salzburg ; Chile - Viña del Mar; China - Beibei; England - London; Guatemala - Quetzaltenango; France - Cannes; Greece & Italy - Athens and Rome (one semester program in two sites); India - Kolkata; Ireland - Galway and Cork; Japan - Tokyo; South Africa - Port Elizabeth; and Spain - Segovia. Each study abroad program is limited to between 15 and 30 participants. OEA also offers a direct exchange to a university in Northern Ireland (location varies).

In keeping with the goals of a liberal arts education, the curricular emphasis of education abroad is upon a disciplined and focused curriculum which is designed to take full advantage of local, regional and national opportunities at each site. Courses taught abroad are integrated fully into the Common Curriculum and/or departmental offerings. Each program includes required pre-departure orientation

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meetings which include readings, lectures, discussions, writing assignments and audio-visual components. These on-campus meetings, together with individualized academic planning and increased attention to building upon the international experience after return to campus, serve to integrate the study abroad programs into the overall CSB/SJU curriculum.

In addition to the above semester-long programs, OEA coordinates with CSB/SJU offices and academic departments to offer more than 20 short-term study abroad options each year. Finally, students can choose to study abroad through an External Study Abroad Program.

All CSB/SJU students are encouraged to attend a *Study Abroad 101* informational session to begin the research process. Students are urged to consider study abroad early in their four-year planning process and to meet with an Education Abroad Advisor in OEA to discuss their options. For detailed information about the courses offered through Education Abroad programs at CSB/SJU, please consult the OEA website (www.csbsju.edu/OEA).

2.5.4 Australia

Fremantle is home to the University of Notre Dame Australia (UNDA), Australia's first private, Catholic university. Students have access to a large variety of courses because they enroll directly at UNDA. Students live in a residence hall with other international and Australian students. CSB/SJU students take one course (Study Abroad Seminar) from their CSB/SJU faculty director. The second course required for all students is the Australian History and Culture course, taught by a UNDA faculty member. Finally, students choose three courses from the academic course catalog at UNDA. Students participate in clubs and sports, volunteer, and even work part-time in addition to the program excursions.

2.5.5 Austria

The CSB/SJU study abroad program in Austria has a dual focus: German language and European history, culture, art, and politics. Students live and study in the baroque city of Salzburg, surrounded by alpine mountains. One semester of college German or equivalent proficiency is required for this program. While in Salzburg each student enrolls in a German course appropriate to his or her skill level. In addition to the language courses, the program offers course in art history, political science, and philosophy as well as the Senior Seminar taught by the CSB/SJU faculty director. All courses, except language courses, are taught in English. Students live in international student dormitories and have the opportunity to engage in Austrian life and culture through program excursions.

2.5.6 China

The China program is located in Beibei, a city in southwest China, Chongqing municipality. The focus of the program is Chinese history, culture, literature, and art along with a required language course. All courses are taught in English at Southwest University, a comprehensive university of 50,000 undergraduate students. The faculty consists of a CSB/SJU professor who accompanies the group and distinguished professors from the host university. Students live on the campus in the international student residence hall. In order to expose students to China's diversity, the program provides

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approximately three weeks of excursions to major Chinese cities and sites including Beijing, Xian, and the Yunnan province. The program ends in Hong Kong where CSB/SJU has a large alumni base.

2.5.7 Chile

The CSB/SJU program in Chile is in the sea-side town of Viña del Mar, 70 miles west of Chile's capital, Santiago. *Viña* (as it is more commonly known) has a population of approximately 285,000 and is surrounded by picturesque beaches, lakes, and mountains. Viña makes an excellent location for students wishing to advance their Spanish language skills while, at the same time, integrating into the rich and diverse culture through volunteer opportunities, university clubs and organizations, and host family experiences. Students study at the Universidad Adolfo Ibáñez, a small private university beautifully situated with views of the bay. Courses are offered in a wide variety of subjects such as Latin American Art and Culture, Chilean History, International Relations, and Spanish Grammar. The faculty consists of a CSB/SJU professor who accompanies the group and distinguished professors from the Universidad Adolfo Ibáñez.

2.5.8 France

The international atmosphere of the French Riviera provides the backdrop for this program located in Cannes, France. Students live and study at the Collège International de Cannes. The Collège has a stunning view of the Mediterranean Sea and is close to the beach. This location has inspired such painters as Matisse and Picasso and is near many important artistic and historic sites: Monaco is 40 minutes away by train; the Gorges of the Verdun Valley, the Roman monuments of Provence, the Alps and the medieval villages of Eze and la Turbie are nearby. One semester of college French or equivalent proficiency is required for this program. Upon arrival, program participants have several days of orientation and testing to determine their language placement level. All students take the Study Abroad Seminar course taught by the CSB/SJU faculty director and a French language class at their appropriate level. Those with sufficient language competence are allowed to enroll in advanced literature, political science and history courses taught in French. Others can select from social science and fine arts classes taught in English. Classes are small and students receive personal attention from instructors.

2.5.9 Greece and Italy

The focus of this two-site program is the study of classical art, history, religion and literature in Athens and Rome. Two programs are run concurrently: one beginning in Rome and moving to Athens mid-semester, and the other beginning in Athens and moving to Rome. Athens is the cradle of western art, philosophy and democratic ideals. Contrasts between the ancient and contemporary in this lively and boisterous Mediterranean metropolis provide a backdrop for an exploration of the origins and legacy of classical culture. While in Rome, students explore the vast resources of antiquity and layer after layer of ecclesiastical and political development form the basis for analysis. Courses are taught in English in classrooms, on historical and archaeological sites, and in museums. The faculty consists of a CSB/SJU professor who accompanies the group and distinguished professors from universities and colleges in Athens and Rome.

2.5.10 Guatemala

The Guatemala program emphasizes immersion in, and intensive study of, Spanish language and Latin American culture. It is based in the city of Quetzaltenango in the Guatemalan highlands (7600 ft. above sea-level) near the Santa Maria and Santiaguito volcanos. Also called by the ancient Mayan name of "Xela," Quetzaltenango is Guatemala's second-largest city (pop. 225,000), a university town surrounded by Quiche and Mam indigenous villages. The academic program has two phases: five weeks of intensive, one-on-one instruction in Spanish, followed by ten weeks of continued Spanish language instruction and the addition of seminar courses. The program involves a service-learning experience and coursework from a range of subjects: Mayan Societies, Guatemalan History, and Human Rights and Guatemala. Students also take a course taught by their CSB/SJU faculty director and participate in activities and excursions that span both phases. Each student lives with a Guatemalan family. Courses are taught by language academy teachers and faculty recruited from local universities. Prerequisite: completion of Spanish 211.

2.5.11 India

Kolkata (Calcutta) is India's third largest city, a bustling metropolis where the population exceeds 15 million. CSB/SJU partners with St. Xavier's College (SXC), a private educational institution that was founded by the Jesuit order and offers high quality programs in science, arts, commerce, business administration, and mass communication. The faculty for this program consists of a professor from CSB/SJU and professors from SXC. Students take courses in Bengali language, culture, arts and the history of India. In addition, students enroll directly in one SXC course from a variety of disciplines. Service learning also plays a major role in this program; it is required that all students spend time each week with a service organization in Kolkata. Students live in small groups in family homestays, with some meals provided.

2.5.12 Ireland

Galway

The Galway- Ireland program is located twelve miles west of Galway city, near the Irish-speaking village of Spiddal. Spiddal is known as the home of traditional Irish music and culture. Students are housed in cottages overlooking Galway Bay. The program consists of one course taught by the CSB/SJU faculty director. All the other courses are taught by faculty associated with National University of Ireland, Galway. The academic courses provide an integrated perspective on Irish society, focusing on archaeology, history, culture, religion and literature. Students have access to the cultural life of Galway city, the friendly ambience of rural Ireland and the rugged countryside of the Irish west coast. This program affords students an opportunity to explore Ireland with numerous excursions to the Arran Islands, Cork, Burren of County Clare, Dublin, Northern Ireland, and the Ring of Kerry.

Cork

Cork is the second largest city in the Republic of Ireland with a population of over 100,000. It is

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located on the river Lee in the southern region of Ireland. This is one of the most independent study abroad programs offered by CSB/SJU, since there is not a CSB/SJU faculty member who accompanies the program. Student directly enroll at University College Cork. Students select from a wide range of the University's regularly scheduled humanities and science courses. CSB/SJU students live in furnished apartments located within walking distance of the campus.

2.5.13 Japan

The Japan program is located in central Tokyo and ideally situated for a study abroad program. Our program is hosted by Bunkyo Gakuin University, a collaborative partner of CSB/SJU for more than twenty five years. While students must take one language course at their appropriate level, all other courses are taught in English with a focus on arts, culture, politics, and the economy. The faculty consists of the CSB/SJU program director, who accompanies the group, and professors from Bunkyo Gakuin University. Students are housed in the international student residence hall, a five minute walk from campus. Extensive excursions to Kyoto, Hiroshima, Karuizawa and Nikko, as well as visits to important sites in the vicinity of Tokyo enhance the student learning experience.

2.5.14 London

London provides the perfect environment for examining British life, culture, literature, theology and art. This program partners with the Foundation for International Education (FIE) located in the Kensington area of London. The faculty consists of a CSB/SJU professor who accompanies the group, along with faculty from London universities and colleges. Students can choose courses from a wide range of disciplines. Along with lectures and assigned readings, professors add study sessions at sites such as the National Gallery, the National Portrait Gallery, the Houses of Parliament, Westminster Abbey and the British Museum, as well as excursions outside London. Students are housed in furnished flats within walking distance of FIE.

2.5.15 South Africa

Port Elizabeth, situated on the Indian Ocean near the southern tip of the African continent, has a population of over one million and is South Africa's fifth largest city. Students study in classrooms at Nelson Mandela Metropolitan University (NMMU) where they choose from seminar courses designed specifically for the CSB/SJU program including political science, literature, South African music, and marine biology. In addition, all students enroll in the Study Abroad Seminar taught by their CSB/SJU faculty director. CSB/SJU students have full access to library, computer lab, recreation and sports facilities with South African and other international students at NMMU. Many choose to get involved with the local clubs and organizations. Service Learning is a major component of this program. All students spend 6 to 8 hours per week at one of our three service locations. Students live in apartments which overlook the beach and are located approximately two miles from NMMU's campus.

2.5.16 Spain

The architecture, history and warm hospitality of the ancient city of Segovia serve as the base of our Spain program offering a study of Spanish culture, art, history, government and language. The Spain program is primarily directed toward students seeking to major or minor in Hispanic Studies and to improve their proficiency in Spanish language and culture. All courses are taught in Spanish. Students must have successfully completed HISP 312 prior to the start of the program. Visits to national monuments, historic cities, the Prado museum, the Museo de Arte Reina Sofia and several other museums and excursions are integrated into the academic experience. Students live with Spanish host families. The faculty consists of a director from CSB/SJU, who accompanies the group, and distinguished professors from IE University, a prestigious European business school.

2.5.17 External Study Abroad Programs

Students who want to go abroad through another college's or university's program will be registered under External Study Abroad. This will maintain their status as CSB/SJU students for purposes of registration and certain federal and state financial aid. The fee for external study registration will be the same as the CSB/SJU study abroad application fee. Seniors must ordinarily be in residence for the two semesters immediately preceding commencement (graduation). "In residence" is defined as enrollment as a full-time student at CSB/SJU for a minimum of 12 credits per semester. Any student wishing to register for an External Study Abroad during of their last two semesters of their senior year must receive approval from the Academic Advising Office. Seniors will not be allowed to register for a year-long External Study Abroad program.

2.5.18 Continuing Education

Saint Benedict's and Saint John's provide on-campus educational opportunities for the part-time adult learner on a space-available basis. Persons with full-time occupations other than that of student are welcome to register in continuing education for 11 or fewer credits per semester. Anyone applying for continuing education must have been out of high school or college for at least two years, except as noted. With verification of degree completion, CSB/SJU alumnae/i may enroll in continuing education the semester following the completion of their baccalaureate degree. Special reduced tuition rates are set for continuing education students. Continuing education students should be aware their course registration follows the registration period for regularly matriculated students, and they are ineligible for most types of financial aid.

Courses throughout the entire undergraduate curriculum of the colleges are available through continuing education. Adults taking these courses enroll at Saint Benedict's if they are women and Saint John's if they are men.

Continuing education students are subject to all college academic policies regarding probation, dismissal and readmission.

Continuing education students may be:

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(1) adults taking classes for personal enrichment without working toward any particular degree.

These students may enroll without abiding by a formal admission process. These courses may not be used towards completion of a baccalaureate degree from the colleges until the student formally applies for admission as a degree-seeking student and is admitted as such to the college.

(2) adults taking classes in order to complete a baccalaureate degree.

New, returning or transfer students in this category must submit high school and college transcripts from previously attended schools and formally apply to the Office of Admission and be (re)admitted to CSB/SJU.

(3) adults taking a variety of special academic programs.

Saint John's offers a part-time study program for adults with a bachelor's degree (or its academic equivalent) who wish to take graduate level theology courses in the School of Theology. Students can take no more than three graduate credits in a given semester and cannot be enrolled in a degree program in the School of Theology. Auditors are allowed on a space-available basis. Both men and women can enroll in this program; special tuition rates apply. For further information contact the dean of the School of Theology at Saint John's.

Both colleges sponsor Elderhostel study programs each summer, as well as periodic special academic programs which carry continuing education units. (No credit applicable towards a baccalaureate degree is earned, nor is a permanent transcript created of this work.)

Post-baccalaureate adults seeking continuing education enrollment for licensure completion or second degrees must submit to the Academic Advising Office verification of degree completion. Such students are subject to college academic policies regarding probation, dismissal and readmission.

Students working toward education licensure may enroll in student teaching for a total of 11 credits (while completing the required number of student teaching hours) if their baccalaureate degree is earned and awarded (demonstrated by the posting of the degree on the transcript) AFTER one year has transpired since the last formal enrollment as a full-time student.

Transfer students seeking second degrees must submit high school and college transcripts from previously attended schools and formally apply to the Office of Admission and be admitted to CSB/SJU.

For further information about continuing education contact the Academic Advising Office at Saint Benedict's or Saint John's.

2.5.19 Internship Program

Program Coordinator: Julie Christle

Internships provide students an opportunity to gain hands-on experience and learn new skills, explore a profession, apply and test theories and methods learned in the classroom and develop a working knowledge of an organization's structure and operations. Following an internship, a student is often considered qualified for an entry-level professional position.

Students may earn academic credits during their internship experience, or they may complete an internship without earning credits. Currently, students from a variety of academic majors earn credits while interning at sites in Minnesota, throughout the United States, and internationally. Internships may be scheduled during the academic semesters or the summer.

Internships for credit involve a three-way partnership between the student, the academic institution, and the internship site. Students typically spend ten to sixteen weeks in an appropriate setting, including businesses, non-profit organizations and government agencies.

To earn academic credits for an internship, students must fulfill the prerequisites established by each academic department and develop an individualized learning plan in consultation with a faculty moderator. Students planning to earn credits are required to attend a Legal and Professional Issues session before registering for internship credits. Information about this session can be found on the Internship website calendar (www.csbsju.edu/internship). The Internship Office and the Internship Program website can also provide information about available internship opportunities and answers to questions about registration for internship credits.

2.5.20 The Liemandt Family Service-Learning Program

Director: Marah Jacobson-Schulte
Assistant Director: Laura Hammond
Fellow: Adia Zeman
Office Coordinator: Katie Vogel

The Office of Experiential Learning & Community Engagement supports programs that empower CSB/SJU students to integrate and apply knowledge and theory gained in the classroom setting to a hands-on learning environment, such that a deeper understanding is gained and demonstrated through clear learning outcomes. The Office brings together students, faculty members, businesses, non-profit organizations and government partners to promote access to mutually beneficial partnerships through experiential learning opportunities. Five distinct programs are administered through the Office of Experiential Learning & Community Engagement. They include:

The Bonner Leader Program

The Bonner Leader Program is a national service-scholarship program committed to providing students with access to education through the opportunity to serve in the community. Created in

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1989 at Berea College in Kentucky, the Bonner Program has grown to include over 80 schools across the country. CSB/SJU joined the Bonner network in 2008 and hosted its first class of students in the fall of 2009.

Students involved in the program receive a scholarship, in addition to a work-study position within the Central Minnesota community. Bonner Program participants also take part in bi-monthly meetings focused on leadership development and social justice, as well as engage in service activities both on and off-campus.

The College of St. Benedict Marie and Robert Jackson Fellowship

The College of St. Benedict, through the Office of Experiential Learning & Community Engagement, offers nine student fellowships each summer for full-time civic engagement projects. These paid fellowships relate to public policy and/or community service and are hosted by off-campus organizations in Minnesota and South Dakota. The diversity of the site placements and the type of work and leadership required from each Jackson Fellow serves to create a rich, vibrant, and holistic learning environment.

All fellowships involve civic engagement or work devoted to improving community life or the common good through political or non-political activities. Twice per month, throughout the duration of the summer fellowship, the Jackson Fellows cohort meets with the Program's Co-Directors (Marah Jacobson-Schulte and Matt Lindstrom). These bi-monthly seminars include discussion of students' on-site experiences, leadership training, guest lectures from community and state leaders, and study tours to current fellowship sites.

Internship Program

Academic internships provide students an opportunity to gain hands-on experience, learn new skills, develop a working knowledge of an organization's structure and operations, and explore a profession, all while applying and testing theories and methods learned in the classroom. Currently, students from a variety of academic majors earn credit while interning at sites across Minnesota, throughout the United States, and internationally.

Students who choose to earn credit for internships participate in a three-way partnership between the student, the College of St. Benedict/St. John's University, and the internship site. Internships may be scheduled during the academic year or the summer with students typically engaged for ten to sixteen weeks at their internship site. Internship host sites include businesses, non-profit organizations, and government agencies.

Service-Learning

Service-learning is a teaching and learning strategy that integrates meaningful community or public service with intentional reflection and critical thinking. The Service-Learning Program engages students in working towards positive, sustainable change in the community, while enhancing their own education. These experiences or projects are initiated by faculty who integrate this innovative pedagogy into one or more of their courses.

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Students demonstrate what they have learned through research and essay papers, journals, and class participation. Faculty members assess a student's learning through one or more of these methods. Most importantly, students benefit by experiencing first-hand the theories and concepts taught within the classroom. Students also experience benefits beyond academic development. Benefits include increased understanding of diversity, increased awareness of social issues, increased civic responsibility, and increased development of critical thinking skills.

Undergraduate Research

The CSB/SJU Undergraduate Research Program supports student-faculty collaborative scholarship in all disciplines. More specifically, the program offers grants to students engaged in research or creative works, supports student travel to local/national meetings and conferences, and coordinates a Summer Undergraduate Research Program.

Additionally, the Undergraduate Research Program hosts the institutions' annual Scholarship & Creativity Day. This day-long, on-campus event is held each spring to celebrate and raise awareness about the scholarly work completed by students and faculty. The event is open to the greater community and features key-note speakers in addition to panels, oral presentations, performances, exhibits, and poster sessions.

2.5.21 Tri-College Exchange

Saint Benedict's, Saint John's and nearby St. Cloud State University have an agreement designed to allow cross-registration for courses on any of the three campuses by their regular full-time undergraduate students. Saint Benedict's and Saint John's students may register for courses offered in the St. Cloud State University course schedule provided they are registered for a minimum of 12 credits at Saint Benedict's and Saint John's. The request to take a course at St. Cloud State University is filed at the Registrar's Office. The registrar will determine whether space is available and confirm registration. Registration is limited to fall and spring semesters. The exchange program is subject to change without notice or obligation.

Students will be billed tuition and any fees (such as for laboratory or studio materials) at the rates prevailing at Saint Benedict's and Saint John's.

Transportation to and from St. Cloud State University is the student's responsibility, for which the student must assume all obligation and risk.

2.6 Courses

2.6.1 Class Attendance

Students are required to attend all class meetings of courses for which they are registered. It is the student's responsibility to contact an instructor - preferably in advance - of a necessary absence. A student absent from class for any reason assumes the responsibility for making up work which has been missed.

The instructor determines the attendance policy for his or her class. An instructor may fail a student if the instructor determines that unwarranted absences have earned the student a grade of "F", based on grading standards and attendance requirements defined in the course syllabus. Excessive absences in any class, even excused absences, may mean that a student cannot fulfill minimal course requirements. In such cases, an instructor should notify the student of this condition and encourage the student to withdraw from the course during the regular withdrawal period.

2.6.2 Course Numbers

100-299 - Lower-division undergraduate courses
300-399 - Upper-division undergraduate courses
400 and above - Graduate courses

2.6.3 Final Examinations

The academic calendar concludes each semester with a one-day study and three -day test cycle. Faculty may administer final exams for their classes only during the exam period officially scheduled by the Registrar's Office. Cumulative final examinations may not be given during the regularly scheduled class days of the semester except in the case of night classes. If there is to be a cumulative final exam in a course, students must be given the opportunity to review all tested materials by the last scheduled class. The faculty member has the right to retain the tested materials.

2.6.4 Course Auditing

Students intending to audit a course (earn no credit) are required to complete a "drop-add" form and file it with the registrar during the first week of class. Auditors are expected to attend all regular classes. A student who first registers for credit may change to auditor status any time during the first four class weeks. A student who first enrolls for auditor status may change to credit status only during the first class week. Courses audited are not included in determining the total credits earned toward a major or degree or the cumulative grade point average. However, the credit value of any course audited is computed in the assessment of tuition.

2.6.5 Individual Learning Projects

An individual learning project (ILP) is a well-developed course of study planned and carried out by a student. It provides opportunity to pursue academic interests in several ways: tutorial studies, directed studies and individually studied courses. In undertaking an individual learning project, a student structures a college-level course and assumes responsibility for bringing it to fruition. A student plans a syllabus which identifies the goals, problems, methods, resources and evaluative criteria of the study. The faculty moderator gives initial approval of the project, is available for consultation and assumes responsibility for submitting a final evaluation. Unless a specific department specifies an earlier deadline, students must submit a detailed proposal for an individual learning project to the faculty moderator and department chair prior to the beginning of the semester.

First-year students are not eligible for individual learning projects. No more than four ILP credits may be undertaken within a semester. Upper-division ILPs have as a prerequisite the completion of 12 credits of coursework within the department by the end of the ILP semester. Students should consult the registrar for application forms and more detailed guidelines.

2.7 Grades

2.7.1 Definitions

Credits

Credits indicate the quantity of work. The unit of credit is termed an hour. The number of credits carried in each course is indicated after each course title in the curriculum section. One credit ordinarily represents three hours of work each week, including private study and research as well as scheduled class meetings.

2.7.2 Grades and Honor Points

Intellectual achievement is more important than grades. Grades, however, are necessary for advisory purposes, for determination of the quality of academic achievements and for transfer of credit to other institutions. Grades are designated by letters. In order to compute averages, numerical values called honor points have been assigned to the grades as follows:

Letter Grade	Interpretation for Each Credit	Honor Points
A	Excellent	4
AB		3.5
B	Good	3
BC		2.5
C	Satisfactory	2
CD		1.5
D	Minimum Passing	1
F		0
H	Honors	
S	Satisfactory	
U	Unsatisfactory	
AU	Audit (Not for Credit)	
W	Withdraw Without Prejudice	
I/	Grade Incomplete	
X	In Progress	
*	No Grade Reported	

2.7.3 Grade Point Average

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The grade point average (GPA) is the ratio of honor points to credits in courses for which the student has received a final grade of A, AB, B, BC, C, CD, D or F. Coursework graded S/U is not included in determining the GPA. Also, coursework transferred from other colleges is not counted in determining the GPA.

2.7.4 Dean's List

The faculties of Saint Benedict's and Saint John's have adopted a dean's list for each college to recognize student academic achievement each semester. The following criteria are used for inclusion on the dean's list:

1. Students included on the dean's list must have completed a minimum of 12 credits for which honor points are earned (A, B, C, etc.) during that semester.
2. Students included on the dean's list may have no standing U or I grades for that semester.
3. Students included on the dean's list must have grade point averages greater than or equal to 3.80 for that semester.

2.7.5 Incomplete Grades

The policy of the colleges concerning the temporary grade I/grade includes the following:

When instructors determine that circumstances warrant, they may allow some delay in the completion of coursework. Such extensions may not extend beyond the last day of finals (close) of the following regular fall or spring semester. Earlier limits may be set at the discretion of the instructor.

1.

The instructor must report on the official grade roster the grade I, followed by the grade that the student will receive if the coursework is not complete by the end of the following semester (e.g., I/F, or I/C or I/B). That grade will be used in the computation of grade point averages until the incomplete is removed.

2.

If by the end of the following semester the instructor reports a single final grade to the registrar, that grade will replace the I/grade, the incomplete will be removed and averages recomputed accordingly. Otherwise the provisional grade which was assigned along with the I will become a permanent part of the transcript.

3. When an instructor is no longer available to report a change of grade for an incomplete, the student will be given three options:

1. The student can take the grade given with the incomplete.

2. The student can take an S/U option.

The student can Withdraw from the class.

3.

Exceptions to the above may be granted only by the written permission of the academic dean or the dean's designee. Such exceptions will ordinarily be granted only in cases of medical disability or problems of comparable seriousness as determined in the judgment of the dean.

4. Degree candidates are cautioned that failure to have all degree requirements satisfied (including removal of incomplete grades in courses needed for graduation) by the dates set by the registrar will necessarily postpone their graduation.

2.7.6 Satisfactory/Unsatisfactory Grades

Students not on academic probation may take a maximum of one course per semester during the sophomore, junior or senior year for which they will receive a grade of satisfactory (S) or unsatisfactory (U). This is in addition to those courses offered only on an S/U basis. The grade of S will be recorded for work meriting letter grades of A, AB, B, BC, C. No credit toward graduation is granted for a course receiving a grade of U.

The courses selected for S/U grading may not include offerings in the student's declared major; required supportive courses for that major; or courses announced for A-F grading only. However, a student who is undecided about or changes a major field may be allowed one course with an S grade toward completion of that major. Courses required for a minor may be taken S/U with permission of the department chair. In a course with standard grading (the option of A-F or S/U), the student may request S/U status up until the deadline specified in the instructor's syllabus (but not later than the end of the semester), after which there can be no change in grade status. Whether the course is S/U or graded, all students must fulfill the same assignments and course responsibilities.

2.7.7 Withdrawal from Courses

Students may withdraw from courses before the final 16 class days of the semester by completing a "drop" form and filing it with the Registrar's Office. All courses dropped after the first four class days require the instructor's signature.

No transcript entry will be recorded for full-semester courses which are officially dropped before the end of the first three cycles of the semester. Courses officially withdrawn from after this date, and before the final 16 class days of the semester, will be recorded on the student's transcript with the grade of W. Withdrawal from a course is not possible during the final 16 class days of the semester. Students who discontinue attending class during this time will receive a grade of F for the course.

For courses scheduled for less than a full semester, withdrawal during the first third of the course will result in no record entry; during the second third, a W entry; during the final third, a failure.

2.7.8 Repeating Courses

A course which has been failed may be repeated for credit. Courses which have been passed may not be repeated for credit. They may, however, be repeated for additional honor points. In the latter case, although the original grade is not removed from the transcript, it is the higher grade which is computed in the GPA. Credit for a course can be earned only once. Repeating a course in which a passing grade has already been earned may have financial aid implications. Consult Financial Aid Office for additional information.

2.7.9 Academic Standing

Students are classified as follows:

First-year	0-27 earned credits
Sophomore	28-57 earned credits

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Junior 58-87 earned credits
Senior 88 or more earned credits

Earned credits are credits which have been completed and for which a passing grade has been assigned.

2.8 Graduation

2.8.1 General Requirements

Scholastic Attainment

The number of credits required for graduation is 124 with a grade point average of 2.00 in the major and minor fields and overall. Of these, at least 40 credits must be earned in upper-division courses. At least 45 of the 124 credits required for a degree must be earned from Saint Benedict's or Saint John's. At least half of the credits required for the major, excluding supporting courses, must be earned from Saint Benedict's or Saint John's.

Some programs require higher grade point averages for admission and graduation. See the individual departmental listings for more information.

2.8.2 Residence

Candidates for a degree must ordinarily be in residence for the two semesters immediately preceding commencement. "In residence" is defined as enrollment as a full-time student at CSB/SJU with a minimum of 12 semester credits.

2.8.3 Common Curriculum

A candidate for a degree must fulfill the requirements of the common curriculum.

2.8.4 Academic Major

A candidate for a degree must complete the work required for a major in a field of his or her choice. A department may require a comprehensive examination. In September, departments usually inform all majors of departmental policies regarding comprehensives.

2.8.5 Degree Application

Degrees are awarded at the conclusion of the semesters in December and May, and also on August 31. A formal application for the baccalaureate degree must be filed with the registrar by May 1 of the year preceding the year of planned graduation. An audit of the student's progress towards meeting degree requirements is available in the online degree audit system. It is the student's responsibility to see that

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the courses which are needed for graduation are included in his or her program of study.

Only those seniors whose current registration will bring them within 8 credits of completion of all degree requirements may participate in commencement exercises. It must be possible by normal registration for a student to gain the necessary credits by the date declared as the planned graduation date. Registration is normally defined as enrollment in courses at CSB/SJU. Remaining "I/F" grades from previous terms will be considered failures in the degree auditing process.

Any coursework from other colleges intended to fulfill graduation requirements requires proof of enrollment sent to the Registrar's Office by March 1st in order to be considered eligible to participate in commencement. An official transcript indicating satisfactory completion must be forwarded to the Registrar's Office prior to a degree being granted. The date of receipt of an official transcript will impact the CSB/SJU graduation date.

A student accepted as a degree candidate who has completed the residence requirement, but lacks credits or coursework required for graduation may transfer up to 8 credits from another accredited institution of higher education to complete the degree or an additional major or minor. Students who intend to complete degree requirements in this manner must obtain prior written approval from the Academic Advising Office (for Common Curriculum requirements) or their department chair (for major requirements). See also "Studies at Other Colleges" or consult the registrar.

2.8.6 Graduation Honors

Honors are conferred at graduation upon students who have maintained high scholastic excellence. To be eligible for graduation honors, students must have the following standing:

For the degree cum laude, a cumulative grade point average of 3.65;

For the degree magna cum laude, a cumulative grade point average of 3.75;

For the degree summa cum laude, a cumulative grade point average of 3.90;

For the degree egregia cum laude, a cumulative grade point average of 4.00.

2.8.7 Transcripts

Transcripts are issued to current students without charge. Transcripts are issued to former students for a fee of \$5.

No transcript or letter of honorable dismissal will be given to any student who has not settled all financial accounts.

2.9 Credits Earned Elsewhere

2.9.1 Studies at Other Colleges

Students may complete out-of-residence courses and transfer them to Saint Benedict's and Saint John's provided the following conditions are met:

- 1) The college at which the coursework is completed is accredited by the appropriate regional accrediting agency at the time of enrollment.
- 2) Courses to be transferred are similar in content to courses offered for credit at Saint Benedict's and Saint John's.
- 3) A grade of C or higher is earned in each course.
- 4) The CSB/SJU Registrar's Office receives an official transcript directly from the college at which the courses were completed.

It should be noted that:

- 1) Credits accepted for these courses are translated into semester credits according to the appropriate translation formula.
- 2) Grades earned for transferred coursework are not calculated into the student's cumulative CSB/SJU grade point average.

With advance approval, students may apply these courses towards Common Curriculum, major, minor or elective requirements. Coursework taken to complete Common Curriculum requirements requires advance consultation with and approval of the Registrar's Office or Academic Advising. Coursework taken to complete major requirements requires prior consultation and approval of the department chair. In order for a course to be reviewed, the student must submit the following pieces of information to the appropriate faculty or staff member:

- 1) Name of transfer institution
- 2) Course department
- 3) Course Name

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- 4) Course Number
- 5) Course Title
- 6) Course Description and/or web link
- 7) Number of credits

Upon completion of the transferrable coursework, the student must request that an official transcript be mailed to:

CSB/SJU Registrar's Office

P.O. Box 2000

Collegeville, MN 56321

Students who intend to transfer coursework from a foreign college or university must consult the Office of Education Abroad before beginning such study.

2.9.2 Advanced Placement (AP)

Tests of the College Board

Saint Benedict's and Saint John's participate in the Advanced Placement Program of the College Entrance Examination Board (CEEB). High school students who perform satisfactorily in advanced, college-level courses before college entrance and who demonstrate their achievement in tests of the Advanced Placement Program may have the results submitted for evaluation. Prospective students (both first-year and transfer) should send the results of AP examinations to the Admission Office prior to matriculation. Consult the Office of the Registrar, the Academic Advising Office or the Office of Admission for current departmental policies.

2.9.3 International Baccalaureate Program (IB)

Saint Benedict's and Saint John's participate in International Baccalaureate, a program assisting high school students to fulfill requirements of various national systems of higher education. High school students who have received the IB diploma and/or certificates are eligible for credit and/or advanced placement as determined by the appropriate academic departments. Prospective students should direct the International Baccalaureate Office to send testing results to the Admission Office prior to matriculation. Consult the Office of the Registrar, the Academic Advising Office or the Office of Admission for current departmental policies.

2.9.4 College-Level Examination Program

Saint Benedict's and Saint John's currently participate in the College-Level Examination Program (CLEP). CLEP provides examinations to evaluate nontraditional college-level education; it assists colleges to develop appropriate procedures for placement, accreditation and admission of transfer students; it assists adults who wish to continue their education to meet licensing and certification requirements. College credit will be given for successful subject examinations. The granting of credits is subject to approval by the appropriate academic department. Consult the Office of the Registrar, the Academic Advising Office or the Office of Admission for current departmental policies.

2.9.5 Credit by Examination

Students may demonstrate that through previous experience or study on their own they possess the knowledge, skills and competencies normally obtained by attending a certain class. This demonstration may allow students to be exempted without credit from a course so that they may enroll in a higher level course. When appropriate, they may receive credit for the course. Students may consult with the chair of the department in which the course is offered to determine whether an appropriate examination may be arranged.

2.10 Probation and Dismissal

2.10.1 Minimum Academic Standards

The minimum academic standards expected of Saint Benedict's and Saint John's students are as follows:

First-year: a cumulative GPA of 1.80 at the end of the first semester and a cumulative GPA of 2.00 at the end of the second semester;

Sophomores, juniors and seniors: a cumulative GPA of 2.00 at the end of each semester.

2.10.2 Academic Probation

Academic probation is an identified time of concern for the student's academic progress. Students may be placed on academic probation for a number of reasons. A student whose cumulative GPA at the end of either semester falls below the minimum academic standards will normally be placed on academic probation. It is also possible that a student with a cumulative GPA above 2.00 may be placed on academic probation for not making normal progress toward a degree (i.e., not earning at least 24 credits in the two preceding semesters) or as the result of a successful dismissal appeal.

Students on academic probation remain on probation for the entire following semester and remain eligible for financial aid during that probationary semester. They are required to maintain no fewer than 12 credits during the probationary semester. During their probationary semester students must earn grades to assure a cumulative GPA of at least 2.00 at the end of the semester. They may take no course for S/U grading, except courses offered only on an S/U basis.

A student whose cumulative GPA remains below the minimum standards at the end of a probationary semester is subject to dismissal. However, if satisfactory progress has been made toward the required GPA, the student may be able to repeat probation for a second consecutive semester and may be eligible for financial aid. Final decisions on repeat probation are made by the academic dean or the dean's designee.

A student who receives two failures in a semester or whose cumulative GPA falls below 1.00 may be dismissed without having been on probation. Special cases will be subject to the judgment of the academic dean or the dean's designee.

2.10.3 Disciplinary Probation

Saint John's University students who are placed on disciplinary or academic probation or those who are officially sanctioned for whatever reason may be ineligible to hold any office, representative position or to participate in varsity athletics at the discretion of the university.

2.10.4 Dismissal

The College of Saint Benedict and Saint John's University reserve the right to dismiss students for infractions of regulations; unsatisfactory academic standing; unsatisfactory progress towards the degree; or other reasons that materially affect the health, safety, property, or welfare of the individual student, of the colleges or their processes or of other members of the college communities. The colleges reserve the right to require a student to undergo professional evaluation and treatment regarding personal health issues as a condition for continuing enrollment.

2.10.5 Athletic Eligibility

Saint Benedict's and Saint John's follow the MIAC and NCAA regulations that require that students must be enrolled in 12 credits or more, be in good standing (i.e. not on academic or disciplinary probation) and be making normal progress toward a degree to be eligible for intercollegiate athletic training and contests. All other regulations of the conference and association must also be fulfilled.

Any continuing student whose cumulative GPA at the end of either semester falls below the minimum academic standards resulting in academic probation is ineligible (see previous section on minimum academic standards). Students on academic probation for not making normal progress toward a degree (i.e. not earning at least 24 credits in the two preceding semesters) or as the result of a successful dismissal appeal are ineligible (see previous section on academic probation). Students on disciplinary probation may be ineligible (see previous section on consequences of academic or disciplinary probation). Transfer students should consult with their coach and the faculty athletic representative before their first competition to determine their eligibility.

An ineligible student, for reasons of having a cumulative GPA below the minimum academic standard, who has made significant improvement in his or her level of achievement at the end of the probationary semester and has succeeded in reducing his or her cumulative grade point deficiency may be declared eligible by the academic dean or the dean's designee.

2.10.6 Withdrawal from College

Voluntary Withdrawal, Leave of Absence and Involuntary Withdrawal

The College of Saint Benedict and Saint John's University recognize that students may decide to discontinue their enrollment either during the semester or between semesters for a variety of reasons. Students may voluntarily withdraw or seek a leave of absence. There are also circumstances that may result in the involuntary withdrawal of a student.

Voluntary Withdrawal

A withdrawal from college is most appropriate for a student who is discontinuing enrollment at CSB or SJU to attend another college or university or a student who has decided to pursue options outside higher education. The proper withdrawal form must be completed for the withdrawal to be official. Withdrawal forms are available at the Residential Life Office at Saint Benedict's, the Campus Life Office at Saint John's, or the Academic Advising Office on either campus.

No official record of attendance for that term is kept if a student withdraws from school during the first three cycles of the semester. Students who withdraw from school after that date, but before the final 16 class days of the semester, receive a grade of W for all courses registered for that semester. Official withdrawal during the last 16 class days of any semester is not possible.

In the event of a withdrawal pursuant to this policy, the normal tuition refund schedule will apply. If a student withdraws from school before completing 60% of a semester, the College or University may

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be required to return some or all of the federal or state financial aid awarded to the student.

Students who have withdrawn from Saint Benedict's or Saint John's may choose to apply for readmission to the colleges in order to continue their studies. Consult the Admission Office for further information on readmission.

Leave of Absence

A leave of absence is most appropriate for a student who is temporarily discontinuing enrollment at CSB or SJU for a period of time. Circumstances that may merit a leave of absence include medical situations or family emergencies. The Dean of Students and Office of Academic Advising will determine whether a leave of absence is to be granted. The length of the leave shall be no more than two semesters, one semester being the one in which the student was granted the leave. The proper leave of absence form must be completed for the leave to be considered. Leave of absence forms are available at the Residential Life Office at Saint Benedict's, the Campus Life Office at Saint John's, or the Academic Advising Office on either campus.

No official record of attendance for that term is kept if the student is granted a leave of absence from school during the first three cycles of the semester. A student who is granted a leave of absence from school after that date, but before the final 16 class days of the semester, receives a grade of W for all courses registered for that semester. A leave of absence during the last 16 class days of any semester will be considered on a case-by-case basis.

In the event of a withdrawal pursuant to this policy, the normal tuition refund schedule will apply. If the date the leave of absence begins before the student has completed 60% of a semester, the College or University may be required to return some or all of the federal or state financial aid awarded to the student.

Students who take a leave of absence from Saint Benedict's or Saint John's may choose to re-enroll in order to continue their studies. Consult the Admission Office for further information on re-enrollment after a leave of absence.

Involuntary Withdrawal

A student may be involuntarily withdrawn if the student is unwilling or unable to voluntarily withdraw and if the Vice President for Student Development or Dean of Students deems it necessary to protect the health and safety of the student or others. Any decision must consider not only the overall functioning of the student, but also the broader emotional impact and safety of the campus community.

No official record of attendance for that term is kept if the student is involuntarily withdrawn from school during the first three cycles of the semester. A student who is involuntarily withdrawn from school after that date, but before the final 16 class days of the semester, receives a grade of W for all courses registered for that semester. The record of a student who is involuntarily withdrawn from school during the final 16 class days of the semester will be considered on a case-by-case basis.

In the event of an involuntary leave pursuant to this policy, the normal tuition refund schedule will apply. If a student is involuntarily withdrawn from school before completing 60% of a semester, the College or University may be required to return some or all of the federal or state financial aid awarded to the student.

A student who wishes to return to Saint Benedict's or Saint John's after an involuntary withdrawal must submit documentation from an appropriate health professional attesting to the welfare

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of the student. This documentation must be released to the Dean of Students and will be reviewed in consultation with the Director of Counseling and Health Promotions and others as deemed appropriate. Additionally, the student must apply for readmission to the colleges. Final authority on returning to classes will rest with the Vice President for Student Development or the Dean of Students.

2.10.7 Exemption/Substitution

In exceptional circumstances, students may petition for exemption/substitution from specific academic regulations. Forms for requesting an exemption/substitution are available from the registrar's homepage. Students should first consult with their academic advisor to determine if the request has merit. Department chairs are the approving officials for exemption/substitutions from requirements within majors and minors. Exemption/substitutions from academic regulations beyond major and minor fields require the approval of the academic dean or the dean's designee. Requests for these non-departmental exemption/substitutions should be directed to the Academic Advising Offices. The guiding principle in considering requests for any exemption/substitution is fidelity to the academic standards of the colleges.

2.11 Rights and Responsibilities

2.11.1 Academic Honesty

Academic honesty is central to the mission, character and reputation of the College of Saint Benedict and Saint John's University. As Catholic and Benedictine institutions we uphold ethical standards of conduct that demand integrity in all aspects of our lives, including the academic. The liberal arts mission of our institutions demands honesty. Academic dishonesty manifests disrespect for, and willful disregard of, the educational mission of these institutions. It impedes faculty members' ability to impartially evaluate the aptitudes and achievements of their students. Academically dishonest students attempt to gain unfair advantage over their fellows who conduct themselves with appropriate honesty. The reputation of our students, alumni/alumnae, faculty, staff, and benefactors depends on our devotion to the highest of academic standards.

2.11.2 Plagiarism

Academic misconduct

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the College/University or subverts the educational process. Academic misconduct includes but is not limited to:

- cheating: copying the work of another student, receiving unauthorized assistance during an exam, submitting an assignment from one course for another course or other similar acts;
- plagiarism: the act of appropriating and using the ideas, writings, or work of another person as one's own without giving credit to the person who created the work;
- fabricating information: submitting falsified information as if it were genuine, providing false excuses as a means of gaining extensions or special circumstances for assignments;
- intentionally damaging the coursework of others; and;
- assisting others in acts of academic misconduct (e.g. giving exam questions or course materials to other students or agencies without the consent or knowledge of the instructor).

Academic misconduct vs. poor scholarship

Poor scholarship consists of an inadequate understanding of scholarly conventions of source citation or an inability to implement those conventions properly in documenting the sources used in one's work. Academic misconduct, particularly plagiarism, is characterized by intent to deceive, by gross verbatim use or limited alteration of another's work accompanied by explicit or implicit claims that the work is the student's own, and by a general disregard of institutional policies regarding academic honesty and misconduct.

Occasionally what initially appears to be an act of academic misconduct may turn out to be a case of poor scholarship on the part of a student, particularly in suspected cases of plagiarism. Insufficient

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citation of sources, inappropriate paraphrasing of sources, and wholesale reproduction of unacknowledged sentences and paragraphs, while serious offenses in the scholarly world, are among students often enough caused by a lack of understanding. In such circumstances instructors are advised to keep in mind that students at CSB/SJU are in a position of apprenticeship: they are learning the skills of scholarship under the tutelage of their instructors.

Acts of plagiarism that result from poor scholarship should be dealt with in a spirit of apprenticeship and treated as an opportunity for teaching rather than as an infraction that warrants censure. An appropriate penalty, therefore, is the same as for any other situation in which students fail to achieve the goals of a course: a reduced grade for the assignment in question and further instruction to remedy the deficiencies demonstrated by the student.

First year seminar (FYS) courses are the essential milieu for the presentation and discussion of academic misconduct and plagiarism. While FYS provides an essential first opportunity for discussion of academic misconduct, it should not be the only forum for discussion and learning. Ethics seminars and discipline-specific courses provide a better setting to introduce students to the discipline-specific principles and practices of academic honesty.

Cases of academic misconduct

It may be difficult to delineate intent, extent or motive in cases of academic misconduct. Because of the potential seriousness of these cases, which can potentially result in expulsion, it is important for instructors and students to consider the following:

1. Has the student received instruction in the Institutions' academic misconduct policy and how academic misconduct, plagiarism and poor scholarship can be avoided?
2. In the judgment of the instructor, was there intent to deceive?
3. Does the incident in question represent a pattern of misconduct?
4. In the judgment of the instructor, was the incident sufficiently egregious to warrant penalty?

The burden of proof rests with the instructor to demonstrate that one or more students have engaged in academic misconduct. If an instructor suspects academic misconduct, he or she must present compelling evidence of this misconduct.

I. General Procedure

1. An instructor suspecting a student of academic misconduct must meet with the student and present evidence of the specific offense.
2. If the student agrees that the alleged act of academic misconduct has occurred, a penalty is determined and a written acknowledgment specifying the offense and the penalty is signed by the instructor, the student and a third party witness to guarantee that the student has been shown the agreement and read it ([Link to Report of Academic Misconduct](#)). The evidence of academic misconduct and the written acknowledgments are then placed in a closed file in the office of the Academic Dean.
3. If in spite of the evidence presented by the instructor the student maintains his or her innocence, the student may contact the Assistant Dean/Director of Academic Advising and request that an appeals process be initiated (see [Appeals Process](#) below). In such contested cases it is the responsibility of the student to provide detailed information demonstrating that the assignment in question is the product of his or her own work, or evidence refuting

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the allegations presented.

4. By refusing to view the evidence, or by refusing to acknowledge having viewed it, a student will not prevent imposition of the instructor's recommended penalty nor prevent the case from going into the closed file.
5. The penalty determined by the instructor (or by the Academic Dean in cases of a second or third offense) will stand unless and until the student is found innocent on appeal. If the student is found innocent on appeal the material will be removed from the closed file and destroyed.
6. A student accused of academic misconduct who maintains his/her innocence has the right to remain enrolled in the course while the appeal process is pending.
7. The closed file located in the Academic Dean's office will be destroyed two years after a student has graduated. In the cases of students who transfer to other institutions, or who for other reasons leave the College of St. Benedict or St. John's University without graduating, the closed file will be destroyed five years after the student's departure.
8. The proof of guilt in an earlier offense does not imply any assumption of guilt when a student is accused in a future case.

II. Consequences

Penalties for academic misconduct vary according to whether the case involves a first or a repeat offense, and according to the character of the offense itself. If the evidence of academic misconduct comes to light only after course grades have been turned in, the instructor may change the course grade retroactively.

First Offense

1. The penalty for a first offense of academic misconduct is failure of the course in which the academic misconduct occurred. This penalty may be reduced at the instructor's discretion.
2. The process of written acknowledgement and closed file described in section I will be implemented.
3. If a student commits two acts of academic misconduct nearly simultaneously it is at the academic dean's discretion whether they are regarded as one or two offenses

Second Offense

1. The instructor should follow the general procedure indicated above. Following this, the Academic Dean will be aware that this is not the student's first instance of academic misconduct, and because of the increased gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The student will fail the course in which the academic misconduct occurred.
2. The student may be suspended or expelled from the college. This decision will be made by the Academic Dean.
3. The process of written acknowledgment and closed file described in Section I will be implemented.
4. If a student commits two acts of academic misconduct nearly simultaneously it is at the Academic Dean's discretion whether they are regarded as one or two offenses.

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Third Offense

1. The instructor should follow the general procedure indicated above. Following this, the Academic Dean will be aware that this is not the student's first instance of academic misconduct, and because of the increased gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The student will fail the class in which the academic misconduct occurred.
2. The student will be expelled from the college.
3. The steps of written acknowledgement and closed file described in Section I will be implemented

Appeals Process

1. The appeal process for academic misconduct is initiated by a student through a formal request made to the Assistant Dean/Director of Academic Advising.
2. The student is given an opportunity to provide detailed information related to the academic misconduct and disputing the evidence presented. The student may present any or all of the following:
 - a prepared, written statement rebutting the evidence;
 - material evidence that supports the claim that the work is the student's own and that documents the process by which the assignment in question was generated;
 - the testimony of any others who may have been involved in the incident.
3. The Assistant Dean/Director of Academic Advising will review the materials and evidence presented by the student and request further clarification from instructor(s) and/or the student as needed and consult the Academic Dean as needed.
4. The Assistant Dean/Director of Academic Advising will notify the student and the instructor as to the outcome of the appeal. The decision of the Assistant Dean/Director of Academic Advising is final.

[Report of Academic Misconduct Form](#)

2.11.3 Non-Discriminatory Access

All students have non-discriminatory access to the financial assistance, facilities, activities and programs available at the colleges. The right is reserved, however, to deny admission or continued enrollment to any student who imposes an unreasonable risk of harm to the health, safety, welfare or property of the individual student, of the colleges or their processes or of other members of the college communities.

2.11.4 Student Agreement

By registering at the College of Saint Benedict or Saint John's University, a student agrees to become familiar with and observe the policies, procedures and regulations presented in the catalog, student handbooks, the official class schedules and in other authorized documents of the colleges. Students also agree to comply with the directions of authorized college personnel.

Advisers are provided to assist students in planning their academic program. Advisers are not authorized to change established policy of the colleges. Students are solely responsible for assuring that their academic program complies with the policies of the colleges. Any advice which is at variance with established policy must be confirmed by the academic dean.

2.11.5 Catalog Applicability

Students must fulfill the general graduation requirements of the catalog in effect when they matriculate in the colleges. If those requirements later change, provision will be made in implementing the new requirements, or by specific exemption, to allow currently enrolled students to graduate in a timely fashion.

Students may choose to satisfy the specific academic major requirements of any catalog which is in effect during their years of study in the colleges. However, they must fulfill all of the requirements for the academic major in the catalog which they select.

Changes in policies or procedures which are only marginally related to degree requirements (such as grading or registration) apply to all enrolled students. Exceptions can only be granted by decision of the appropriate academic officer.

2.11.6 Student Right of Appeal

Students have a right to learn the grounds upon which an instructor has graded their work. If, after discussion with the instructor, a student believes that he or she has been graded unfairly, that student may appeal to the department chair. The department chair will attempt to clarify the positions of both the faculty member and the student and find a consensus position. If the student is still not satisfied, petition may be made to the academic dean or the dean's designee, who will implement the next appropriate process. If the instructor and the department chair are one and the same, the academic dean may be consulted at the second level of appeal.

Unless otherwise specified in this catalog, student appeals against other academic judgments should be conducted in like fashion: seeking knowledge of the grounds for a judgment from the relevant faculty member or academic official; moving to that person's superior if the student believes the judgment is

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unfair; and then petitioning the academic or the dean's designee if still unsatisfied. The academic program of each college is subject to the academic dean and then to the provost for academic affairs.

2.11.7 Student Right to Information

Saint Benedict's and Saint John's maintain an educational record for each student who is or has been enrolled at the colleges. In accordance with the Family Educational Rights and Privacy Act of 1974 (PL 93-380, as amended) the following student rights are covered by the act and afforded to all students of the colleges:

1. The right to inspect and review information contained in the student's educational records.
2. The right to challenge the contents of their educational records.
3. The right to a hearing if the outcome of the challenge is unsatisfactory.
4. The right to submit an explanatory statement for inclusion in the educational record if the outcome of the hearing is unsatisfactory.
5. The right to prevent disclosure, with certain exception, of personally identifiable information.
6. The right to secure a copy of the institutional policy.
7. The right to file complaints with the Department of Children, Families and Learning concerning alleged failures by the College of Saint Benedict or Saint John's University to comply with the provisions of the act.

Each of these rights, with any limitations or exceptions, is explained in the institutional policy statement, a copy of which may be obtained from the registrar.

Saint Benedict's and Saint John's may provide directory information in accordance with the provisions of the Family Educational Rights and Privacy Act without the written consent of the student unless the student requests in writing that such information not be disclosed (see below). The items listed below are designated as directory information and may be released for any purpose at the discretion of the colleges unless a request for non-disclosure is on file:

Category I: Name, address, telephone number, dates of attendance, class.

Category II: Previous institution(s) attended, major field of study, awards, honors, degree conferred.

Category III: Past and present participation in officially recognized sports and activities, physical factors of athletes (height and weight), date and place of birth.

In addition, the institutions have designated the dorm and room number for the limited purpose that such information may only be provided without the student's consent to appropriate governmental entities to verify the residency of a student and have designated a student's College or University provided e-mail address as "Directory Information" for the limited purpose of being disclosed only to

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authorized users of the College's and University's internal network.

Students may withhold directory information by notifying the registrar, in writing, specifying the categories to be withheld, within 40 calendar days from the first scheduled day of class of each fall semester. The student is responsible for the consequences of withholding information. Regardless of the effect, the colleges assume no liability for honoring a student's request that such information be withheld. It will be assumed that the failure on the part of a student to request the withholding of specific categories of directory information indicates the student's approval of disclosure.

Any questions concerning the student's rights and responsibilities under the Family Educational Rights and Privacy Act should be referred to the registrar.

2.11.8 Parent Right to Information

Parents of dependent students are entitled to information on the progress of their sons and daughters. Upon receipt of a request for such information, the registrar will forward the student's grade report to the requesting parent. Dependency is determined by federal Internal Revenue Service criteria.

Compliance with Family Educational Rights and Privacy Act of 1974

Filing this affidavit with the Registrar's office gives parents the right to request academic information regarding their daughter or son. Parents must contact the Registrar's Office to request academic information such as a copy of their grade report. Requests for transcripts require the student's signature and parents may not request them.

While respecting the confidentiality of information imparted to advisers and counselors, the colleges assert their right to inform parents of a student's grades or conduct if this seems to be in the best interest of the student and the colleges. Such information will be given in compliance with the Family Educational Rights and Privacy Act.

2.11.9 Rights Reserved by the Colleges

The College of Saint Benedict and Saint John's University do not hold themselves bound to offer any course for which there is insufficient registration and reserve the right to withdraw any course described in this catalog.

The College of Saint Benedict and Saint John's University reserve the right to terminate or modify program requirements, content and the sequence of program offerings from term to term for educational reasons which they deem sufficient to warrant such actions.

Further, the College of Saint Benedict and Saint John's University reserve the right to terminate programs from term to term for financial or other reasons which they determine warrant such action. The content, schedule, requirements and means of presentation of courses may be changed at any time by the College of Saint Benedict or Saint John's University for educational reasons which they determine are sufficient to warrant such action. Programs, services or other activities of the colleges may be terminated at any time due to reasons beyond the control of the colleges including, but not limited to, acts of God, natural disasters, destruction of premises, labor disturbances, governmental orders, financial insolvency or other reasons or circumstances beyond the control of the colleges. The course descriptions in this catalog are based upon reasonable projections of faculty and faculty availability and appropriate curriculum considerations. The matters described are subject to change based upon changes in circumstances upon which these projections were based and as deemed necessary by the College of Saint Benedict and Saint John's University to fulfill their respective roles and missions.

Academic Policies and Regulations
Rights and Responsibilities

3 Academic Departments

3.1 Departments

3.1.1 Academic Skills

Academic skills courses are designed to develop academic skills for students of every ability. Services are also available on a short-term basis.

Major (None)

Minor (None)

Courses (ACSC)

100 Study Skills. (1)

General study skills to heighten reading/study efficiency. S/U grading only.

104 Efficient Reading. (2)

A diagnostic battery of vocabulary and reading. Study of college vocabulary; reading improvement in speed and comprehension through lectures and exercises. S/U grading only.

106 Math Skills. (4)

The course will be problem-oriented - solving problems dealing with the real world and acquiring the skills needed to solve these problems. Passing the math proficiency test will be incorporated into the course. Topics to be covered are: whole numbers and operations; fractions, decimals, percents, and operations; ratio and proportion and applications; basic algebraic concepts, basic geometric concepts. Permission of Academic Advising Director is required.

111 Preparation for College Math, Level I, Math Proficiency Review. (1)

A review of basic mathematics, including arithmetic skills, beginning algebra, and geometry. Emphasis will be placed on awareness and acquisition of problem-solving techniques. This course is designed for students who need a review to prepare for the math proficiency exam, but is also appropriate for others who would like to brush up on their math in preparation for upcoming classes. S/U grading only.

112 Preparation for College Math, Level II, Algebra Review. (1)

A review of concepts and skills from Algebra I and Algebra II. This course is designed for those students who have attained basic mathematics proficiency, but need a review of algebra topics to prepare for math, science, or other courses in which these skills will be used. Understanding and application. S/U grading only.

113 Preparation for College Math, Level III, Advanced Algebra Review. (1)

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A review of topics from Algebra II and Trigonometry. This course is designed for students who would like a structured review to prepare for precalculus or calculus courses. S/U grading only.

125 Cultural/Academic Orientation. (1)

Social and academic life on a United States campus and socio-academic realities of the College of Saint Benedict/Saint John's University and the surrounding area. Focus on cultural adjustment cycle, and strategies that help students integrate themselves in U.S. campus life. Topics that will also be covered are immigration laws, health services, library services, course registration and advising, plagiarism, security, sexual violence and harassment issues, racism and xenophobia. S/U grading only. Fall and Spring. Recommended for all entering new and transfer undergraduate international students. Permission of instructor required.

210 Job Acquisition. (0)

An introduction to the employment process. Skill development course focusing on résumé, and cover letter writing, interview techniques and job search strategies.

3.1.2 Accounting and Finance

Chair: Mary Jepperson

Faculty: Robert Bell, Warren Bostrom, Mary Jepperson, Janean Kleist, Michelle Li-Kuehne, Jean Ochu, Paul Pladson, Kelly Prestby, Tonya Schmidt, Steven Welch, David Zoeller

The accounting and finance department offers a curriculum designed to meet the needs of various student interests. The major provides the student the opportunity to develop a solid conceptual foundation as well as the skills required for entry-level positions in public, private and governmental accounting and finance. In addition, it allows students to prepare for graduate programs in such areas as business, government, finance and law.

The disciplines of accounting and finance require that students develop an ability to think analytically and to organize and categorize a mass of data. It further requires the student to develop an ability to synthesize the information and present it in a summarized fashion understandable to others. Citizens in a highly developed economic society such as ours should understand economic descriptions of its complex organizations and financial instruments. As accountants or finance professionals, our graduates will be expected to present and interpret financial information, both in writing and orally, to others in organizations and to the public.

Students majoring in accounting have a choice of three concentrations:

Traditional accounting program

- the traditional accounting concentration provides a broader, more general view of accounting. This concentration is ideal for students interested in understanding the language of business, but who are planning to explore entrepreneurial opportunities, are looking for a career in a business' accounting department, or have planned a different route to prepare them for the CPA examination.

Finance

- This concentration, particularly with its strong accounting core, prepares students who wish to

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pursue careers in a variety of finance- related positions or who plan to attend graduate school. This concentration is designed for students with a strong interest in learning about investments in the stock market, securities analysis, derivatives, corporate finance, international finance, and similar topics.

Public accounting

- Students in this concentration take classes in all the major accounting and business disciplines, which prepare them for success in passing the different sections of the CPA exam, as well as assists them in choosing a career path within the accounting industry. Virtually all states' rules require applicants for a license as a CPA to have accumulated 150 higher education credit hours, as recommended by the AICPA. These hours must include 24 upper division accounting course credits and 24 credit hours of business-related or certain other accounting courses. Students should also be aware that many employers of CPAs require their job applicants to have accumulated 150 credit hours prior to beginning their employment.

Major (60 to 74 credits, based on concentration)

Required Courses for each accounting concentration:

113, 114, 210, 325, 335. Required supporting courses include MATH 124, and ECON 111.

Required Additional Courses for Traditional Accounting Program:

326, 331, 332, 338, 340, 350, and 396; one course from 310, MGMT 201, or a 300-level ECON elective; and Math 118 (or 119 or 122.)

Required Additional Courses for Finance Concentration:

310, 315, 320, 333; MATH 118 or 119; MGMT 201; PHIL 324; one course from 332, 360, 361 or 362; one course from ECON 314, 316, 317, 318, 320, 323, or 332 or POLS 334, 353 or 355.

Required Additional Courses for Public Accounting Concentration:

310, 326, 331, 332, 338, 340, 355, and 396; MGMT 201; Math 118 (or 119 or 122); one course from 330, 337 or 353; one course from MGMT 301, 321 or 341; and one course from either a 300-level ECON elective, ACFN 315, 320 or 333, or MGMT 301, 321 or 341 (not already selected above.)

Special Requirements:

A passing score on the computer literacy test is required for application to the major in the spring of students' sophomore year. A passing score on the Senior Exit Exam is required for Accounting Graduates in each concentration.

Suggestions:

Students wanting to minor in economics should take MATH 118 or 119.

Minor (20 credits)

Required courses:

113, 114, 325, and 2 additional accounting courses from the following: 326, 331, 332 and 340.

Courses (ACFN)

113 Financial Accounting. (4)

Concepts, principles and procedures used by profit-oriented firms to account for and report business

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transactions and events. Preparation and analysis of financial information including the income statement, balance sheet, and statement of cash flows. Fall and spring.

114 Managerial Accounting. (4)

Concepts, principles, and quantitative tools used for managerial decision-making. Preparation and analysis of internal reports such as operating budgets, capital budgets, and cost variances. Prerequisite: 113. Fall and spring.

210 Business Writing and Communication. (2)

Writing skills necessary for producing effective business letters, memos, reports, and other written documents in professional contexts. Verbal communication skills necessary to deliver successful presentations in professional contexts. Prerequisite: 114. Fall and spring.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

310 Corporate Finance. (4)

This course is the foundation course in Finance and the prerequisite for all other Finance courses. Topics covered include the time value of money, the financial markets, the concepts of risk and valuation, the types of financing and their relative mix, financial leverage, the cost of capital, and the criteria for evaluating the attractiveness of investment opportunities. Prerequisites: 113 and ECON 111. Fall and spring.

315 Investments. (4)

The primary focus of this course is the concepts of Modern Portfolio Theory. Through efficient diversification, it is possible to minimize the risk consequences of investing and maximize return. Topics covered will include models of capital market equilibrium, the risk and valuation of financial instruments in the money market, the fixed income and equity markets, and the derivative markets. Prerequisites: 310, one of MATH 118, MATH 119, MATH 123 or MATH 124. Fall.

320 International Finance. (4)

This course examines the international dimensions of Finance. The course builds on the principles of Finance discussed in ACFN 310 and provides a conceptual framework for the key financial decisions of a multinational. Topics covered will include the balance of payments, the determination of exchange rates, forecasting future exchange rates, methods of hedging exchange rate risk, the international financial markets, the cost of capital for a multinational, multinational capital budgeting, and international cash management. Prerequisite: 310. Spring.

325 Intermediate Accounting I. (4)

Principles and procedures underlying the preparation of financial statements. Valuation of assets and related revenue and expense recognition. Time-value-of-money concepts and their application to financial statements. ARBs, APB Opinions and FASB Statements. Prerequisites: 113, 114. Fall and spring.

326 Intermediate Accounting II. (4)

Valuation of current and long-term liabilities and related expense and revenue recognition. Valuation of the elements in a corporation's stockholders' equity. Statement of Cash Flows preparation and evaluation, accounting for changes in accounting estimates and principles, and error analysis and correction. Examination of professional pronouncements and the Securities Acts. Prerequisite: 325. Fall and spring.

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~~330 Principles of Financial Accounting for Governmental (330A - 3 credits)~~
Principles of financial accounting for government, not-for-profit institutions and organizations. Prerequisite: 325. Spring.

331 Cost Accounting. (4)

Recording, communicating, and interpreting basic cost information for controlling routine operations and long-range planning. Job order and process costing, standard costs and variances, variable costing, flexible budgets, capital budgeting, cost analysis for special purposes, and performance measurement. Prerequisite: 114. Spring.

332 Income Tax Accounting. (4)

Federal income taxation of individuals, partnerships, and corporations. Preparation of various returns and forms. Internet research on special tax problems. Prerequisite: 114. Fall and spring.

333 Corporate Financial Analysis. (4)

This course is a mixture of financial theory along with real world applications. The course builds on the concepts of ACFN 310. Topics covered will include financial forecasting, capital budgeting, the cost of capital, capital structure, and long-term financing. Prerequisite: 310. Fall and spring.

335 Business Law. (2)

Law and the judicial process in commerce. Legal regulation of business and its relationships to society. Principles and issues in contract law, sales, product liability, agency, commercial paper suretyship, bankruptcy, professional ethics, and other topics of contemporary interest to those preparing for a career in business as well as those who plan to sit for the CPA exam. Prerequisite: Sophomore standing. Fall.

337 International Financial Reporting Standards (2) (337A - 3 credits)

Study of the International Financial Reporting Standards, including all significant IFRS requirements and the accounting rules and implications surrounding transition to IFRS from US GAAP. Prerequisite: 326

338 Advanced Accounting. (4)

Business combinations and consolidated statements. Foreign currency translation and transactions. Financial reporting by foreign corporations. Prerequisite: 326 or instructor's permission. Fall and spring.

340 Accounting Information Systems. (4)

Information systems analysis, design, implementation and control. Survey of hardware, software and management of accounting and decision support systems. Special emphasis on business microcomputing. Prerequisites: 114. Fall.

350 Operational Auditing. (2)

Introduction to operational auditing which is focused on management goals, strategic directions and objectives. Overview of key operational auditing areas: risk-based auditing and process auditing. Prerequisites: 325, 340 and MATH 124. Fall.

353 Fraud Examination. (2)

Understanding of occupational fraud, including fraudulent financial reporting and asset misappropriation; how occupational fraud is committed and actions that can be taken to deter and

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detect occupational fraud. Process to investigate fraud allegations, including evidence management. Prerequisites: 326, 340 and MATH 124. Spring.

355 Auditing. (4)

Theory and practice of financial statement auditing. Focus on the nature of auditing, standards, reporting, the audit environment, risk assessment and planning, controls, sampling techniques, ethics, and legal liability. Prerequisites: 326, 340, and junior standing. Spring.

360 Financial Derivatives (4)

This course is designed to enhance students' understanding of financial derivatives including options, futures, forwards, and swaps, and their use in the fields of investments and corporate financial management. Prerequisites: ACFN 315 or MGMT 332, MATH 118 or 119, MATH 124

361 Security Analysis and Portfolio Management (4)

This course is designed to expand upon the knowledge and understanding of the basic concepts learned in Investments (ACFN 315). Students will learn several valuation methodologies related to prospective companies and other assets for investment purposes. Additionally, students will learn asset analysis methodologies within the context of a portfolio of assets. This course will cover analyses of stocks, fixed-income securities, derivatives, and other types of assets as may be required. Prerequisites: ACFN 315 or MGMT 332, MATH 118 or 119, MATH 124

362 Current Issues in Finance (4)

In Current Issues in Finance, a topics course, students will study themes which may vary each time the course is offered and will focus in depth on one or more of the traditional areas of finance, or may consider topics outside the areas covered in other finance courses. Subject matter may include ethical and regulatory issues. The focus will be to cover contemporary issues not covered in depth in other finance courses. Prerequisites: ACFN 310 or MGMT 331.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

397 Internship. (1-12)

Practical off-campus experience with a solid academic component for seniors directed by officers of employing firms or institutions.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Accounting." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.3 Art

Department Chair: Elaine Rutherford

Faculty: Carol Brash, Richard Bresnahan, James Hendershot, Samuel Johnson, David Paul Lange OSB, Rachel Melis, Scott Murphy, Simon-Hoa Phan OSB, Elaine Rutherford, Andrea Shaker

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The art department educates both art majors and non-majors in the theory, practice and history of art. This education involves the understanding of historical development of art in contemporary and past cultures, understanding the critical process used to assess art forms, understanding the meaning and evolution of art theories, understanding the basic concepts related to the structure of forms and understanding the technical aspects of art. This education is intended to prepare students for careers or further education in art. For the non-major, this education provides a preliminary understanding of art forms, the creative process and a beginning ability to employ critical analysis.

The department's studios, located on both campuses, provide facilities for drawing, design, painting, ceramics, printmaking, sculpture, jewelry, computer art and photography. The Benedicta Arts Center Galleries and Saint John's Art Galleries schedule diverse exhibitions of artwork throughout the year. Special areas are available for exhibition of student work. Visiting artists, speakers, artists-in-residence, field trips and workshops supplement the students' experience of the art world.

Assessment

Student learning and progress is assessed by means of critiques and portfolio reviews. Each course within the department has a strong component that addresses the critique process. Students learn how to interact with one another and the instructor to determine their strengths, weaknesses and how they might achieve better results in their work. At the conclusion of each semester's work, a final critique is held with the instructor and student to assess the student's progress.

Portfolio reviews are made to determine the student's readiness to enter the major and/or to assess the student's growth within her/his course of studies.

Major

The art department offers a concentration in studio art, and minors in art history and art education.

Concentration in Studio Art (45 credits)

The studio art major allows students to combine a liberal education with preparation for graduate school or entry into careers as exhibiting artists, designers, elementary or secondary school teachers and other art-related fields. Students successfully completing the programs are academically prepared to apply for graduate study in studio art. They may plan careers as exhibiting artists, art teachers in secondary or elementary schools, or professionals in various art-related fields.

Required Courses:

101, 118, 119, 248, 300, 344, 351, 355; three studios chosen from the 200 and 300 studio courses for a total of 12 credits, and 4 credits of non-western art history from the 200 and 300 level.

Special Requirements:

A portfolio review precedes admission to the department. A senior exhibition is required for graduation.

Concentration in Art Education (47-55 credits)

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Required Courses:

118, 119, 215, 217, 218 or 262, 248, 344, 351, 355, and 208, 200 and 300 level Art History course.

Special Requirements:

Students concentrating in art education are required to have two areas of emphasis which are met by taking additional approved courses in the areas of drawing, sculpture (including jewelry and ceramics), painting, graphic arts (including photography, or printmaking) or computer graphics including digital video.

Students concentrating in art education may receive special credit towards core, and upper-division requirements. Please contact the department chair.

Art Studio Minor (20 credits)**Required Courses:**

118, 119; 12 credits in elective studio or art history.

Art History Minor (24 credits)

101, 4 credits in non-Western art history from the 200 level courses, one four-credit course in art studio, a minimum of 8 credits in upper-division (300 level) Art History courses and 4 additional credits that can be lower or upper division Art History credits.

Courses (ART)**Art Studio Courses 100 Level****118 Design: 2D/4D. (4)**

Students will explore and apply the elements and principles of two-dimensional and four-dimensional design as well as elements of color design. Students will address the elements and principles of design in part through the consideration of a single theme chosen by the Art Faculty. (Themes might include topics such as identity, place, gender, body, race, culture, spirituality, and environment). The specific theme will change on a yearly basis.

119 Design: 3D/Drawing. (4)

Students will explore and apply the elements and principles of three-dimensional design and drawing as well as elements of color design. Students will address the elements and principles of design in part through the consideration of a single theme chosen by the Art Faculty. (Themes might include topics such as identity, place, gender, body, race, culture, spirituality, and environment). The specific theme will change on a yearly basis.

Notes: Each of the above courses is offered every semester. Multiple sections are possible depending on enrollment demand. Art majors and art minors are required to take both ART 118 (4) and ART 119 (4) ideally as first year students. Either course can be taken first.

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214 Drawing I. (4)

An introduction to drawing with an emphasis on techniques, concepts, and the process of visualization. Fall and spring.

215 Painting I. (4)

An examination of painting as object and process. Exploration of techniques, methods and materials in oil media. Fall and spring. Prerequisite: 214 or 118 is highly recommended.

216 Sculpture I. (4)

Technical and conceptual principles of sculpture; renewable media: clay, wood, plaster, and mixed media. Three of every four semesters.

217 Photography I. (4)

Introduction to black and white fine arts photographic practices including darkroom techniques and aesthetic principles. Fall and spring.

218 Computer Art I. (4)

Introduction to the Macintosh platform, digital imaging, and the principles of two-dimensional design. Understanding the computer as a tool for creative expression. 2 of every 3 semesters.

219 Ceramics I. (4)

An introductory course that addresses the development of necessary skills to throw the basic ceramic forms, and prepare work for kiln firing. Students gain a general appreciation of the fine arts. Fall and spring.

220 Jewelry I. (4)

Major and non-major. An introduction to the techniques and aesthetic principles of jewelry design. Addresses the construction of chains, rings, pendants, etc., as well as model-making and casting in sterling silver. Spring.

224 Printmaking I (Intaglio and Relief). (4)

Introduction to the processes of relief and intaglio printmaking. In relief, the drawing and cutting techniques of the wood block. In intaglio, processes including drypoint, line etching, soft ground, and aquatint with emphasis on printing techniques. Offered irregularly.

233 Topics in Studio Arts: 2D. (2 or 4)

A series of special interest courses offered periodically on topics such as: artists books, the printed book, historical photographic processes, etc.

234 Topics in Studio Arts: 3D. (2 or 4)

A series of special interest courses offered periodically on topics such as: industrial design, architecture, ceramic and mixed media sculpture, installation/site specific art, etc.

248 Sophomore Topics. (4)

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A practical seminar for those intending to major in art. Content includes formative portfolio review, help in the process of applying to the major, long-range planning, and experience in the safe operation of power tools and other shop equipment. Fall of sophomore year.

262 Digital Video I. (4)

A practical and theoretical introduction to digital video as an art form and a means of communication. Production includes writing, shooting, lighting and sound recording, while post-production involves editing and distribution on tape, DVD, and the Internet. Fall and Spring.

271 Individual Learning Project. (1-4)

Supervised reading or research and/or creative work at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Art Studio Courses 300 Level

Note: All 300 Level Studio III courses may be repeated once.

314 Drawing II, III. (4)

An exploration to Life drawing: portrait, figure, landscape and various environments, emphasis on experimentation and integration with other studio experiences. Fall and spring. Prerequisite: 214.

315 Painting II, III. (4)

Advanced individual or group projects under the guidance of the instructor. Every third semester. Prerequisite: 215.

316 Sculpture II, III. (4)

Advance projects in traditional and experimental media. Every fourth semester. Prerequisite: 216.

317 Photography II, III. (4)

Advanced photographic processes, creative explorations and professional techniques. Every third semester. Prerequisite: 217.

318 Computer Art II, III. (4)

Investigations of varied software to learn the usage of interactive multi media and animation in the production of electronic art. Every third semester. Prerequisite: 218.

319 Ceramics II, III. (4)

Emphasis on technical aspects of throwing lids, sets, and larger functional forms, the process of glaze development, kiln stacking and firing, and the aesthetics of form. Every second semester.

320 Jewelry II, III. (4)

Advanced work in casting, fabrication, and stone setting. Experimentation in various media. Spring. Prerequisite: 220.

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~~The Processes of Relief and Intaglio Printing.~~ (4) In relief the student learns the technique of drawing and cutting the wood block. In intaglio the student develops skills in the use of drypoint, line etching, soft ground and aquatint with emphasis on printing techniques. It also explores the process of creating a monoprint and making paper. Offered irregularly. Prerequisite: 224 or 225.

333 Topics in Studio Art. (2 or 4)

A series of upper division special interest courses offered periodically on topics such as: installation art, color photography, computer design, industrial design, ceramic sculpture, etc. Prerequisite: varies with topic.

344 Critical Theory. (4)

This course examines in depth the major themes within modern and contemporary art theory and practice. Students will learn and analyze the works of seminal artists, art critics and theorists of the mid-20th century onward through reading, writing, and discussion. Prerequisite: 300.

351 Senior Studio Thesis. (4)

A seminar in which students learn how to develop and present their major thesis. Discuss topic selection, content, and working processes. They will learn to explore and discuss professional practices. Fall. Prerequisite: All 100 and 200 level requirements for the major.

355 Senior Thesis Exhibit. (1)

Final exhibition of body of artwork by senior art majors. Prerequisite: 351.

362 Digital Video II. (4)

Advanced camera, lighting, sound, and editing techniques. In addition to Final Cut Pro, other advanced software are introduced: After Effects, Pro Tools, and DVD Studio Pro. Prerequisite: 262. Spring.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

372 Open Studio. (1-12)

An opportunity for the most advanced students to function as professionals. Prerequisites: completion of all major requirements (Required Courses: 113, 114, 211, 248, 351; three studios chosen from the 200 and 300 studio courses and art history 101, 4 credits of non-western art history and 300), 300-level course(s) in intended studio concentration and approval of department chair. Fall and spring.

397 Internship. (1-16)

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply learned skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator, completion of the pre-internship seminar requirement.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Art." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

Art History Courses 100 Level**101 Art, Aesthetics and Culture. (4)**

This course examines the basic art themes and issues that are cross-cultural and cross-temporal. It will address aesthetics, style, process, materials, subject matter, etc. It is not an historical survey. Prerequisite for Art 300. Fall and spring.

Art History Courses 200 Level**200 Environmental Art and Architecture. (4)**

This course focuses on a range of issues addressing art, architecture and their relationship to a sustainable environment. Through an analysis of critical theory, students will gain an understanding of the language and critical issues of art, architecture and their impact upon the environment. Through a hands-on approach, students will apply these concepts to make ceramic artwork in the SJU Pottery Studio. By using all native materials, designing through a programmatic structure of indigenous systems, in a sustainable framework the student will parallel architectural and design schematics presented in theory and research to an applied reality. Students will critically analyze readings, will discuss examples of art and architecture and will meet with artists in order to expand their understanding of the relationship between art, architecture and the environment. Spring.

208 Topics in Non-Western Art. (4)

Selected survey of great architecture, sculpture and painting of Asia and other non-Western cultures. A study of artworks in relation to religion, culture, philosophy and geography of the non-Western world.

240 Topics in Art History. (4)

A special interest course offered periodically on subjects or themes such as American Art, World Art, etc.

Art History Courses 300 Level**300 Modern and Contemporary Art. (4)**

A survey course tracing the principle movements and theories of art in the Western world from 1850 to the present. "Art 101 is a required prerequisite for art majors. Open to non-art majors without a prerequisite." Fall and Spring.

309 Topics in Art History. (2-4)

A series of special interest courses offered periodically on subjects or themes such as Japanese Ceramics, Icons, or Ritual Art.

3.1.4 Asian Studies

Department Chair: P. Richard Bohr

Department Coordinator/Assistant to the Chair of Asian Studies: Norma Koetter

The Asian Studies major and [minor](#) prepare students for personal and professional engagement in and with Asia in accordance with the Benedictine commitment to service, learning in community, multiculturalism, and global citizenship. Graduates of Asian Studies at CSB/SJU have pursued careers in education, religion, government, law, business, medicine, journalism, non-profit and non-governmental activism, and other professional paths.

This major offers an interdisciplinary and experiential liberal arts approach to the study of Asia's great traditions, modern transformation, global diaspora, and its pivotal role in today's world. The curriculum offers a broad array of courses in art, economics, environmental science, gender studies, geography, history, language and literature, management, philosophy, political science, and religion. Coursework is complemented by study abroad, May Term experiences, service learning, internships, teaching, and other experiential opportunities in China, Japan, and India. Courses taken at our study abroad sites in China, Japan, and India count toward the major and minor. (Please consult the Office of Education Abroad for a list of study abroad [courses](#) .)

Assessment of Student Learning

The Asian Studies Department pursues on-going assessment of the department's curriculum, pedagogy, and experiential offerings. Through student surveys, oral presentations, the senior thesis, and experiential activities, we regularly assess the Department's efforts in meeting student objectives established in our Assessment Mission Statement and Plan. Assessment data are used to assist the Asian Studies faculty in its periodic program review.

Standardized Major in Asian Studies (48 credits)

Students majoring in Asian Studies will be required to complete 48 credits of courses from the interdisciplinary offerings listed below. An introductory level course, ASIA 200, to be taken in the spring of the sophomore year, will expose students to a broad understanding of Asian Studies as a discipline. ASIA 399, taken in the senior year, will act as a capstone experience in which students will explore a chosen topic in a more in-depth manner under the guidance of the Asian Studies faculty. Students majoring in Asian Studies are required to study an Asian language through the intermediate (CHIN212 or JAPN212) level; additional English-language courses to complete the major should be selected based on the student's specific interest, and in consultation with a faculty advisor. While most Asian Studies courses are centered on the humanities, students are expected to take at least 8 credits from the social sciences or the arts. All courses taken through CSB/SJU study abroad programs in China, Japan, and India will count toward the elective course requirements for the Asian Studies major.

Students will pursue a three-course concentration that is thematic, geographic, or chronological (*e.g.* "women in Asia," "India," or "nineteenth-century Asia") and which is explained in the student focus statement developed in the ASA 200 course and in consultation with the Chair of Asian Studies.

Asian Studies students must complete their Common Curriculum Experiential Learning requirement through an Asia- or Asian America-related experience which include but is not necessarily limited to CSB/SJU-approved semester study abroad, internship, teaching, and service learning activities related to the student's chosen concentration.

No more than 4 credits from non-CSB/SJU study abroad experiences will apply toward the Asian

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Studies major without prior approval of the Chair of Asian Studies.

Minor in General Asian Studies (20 credits)

The minor requires 20 credits: Asia 200, 4 credits at the 100 level and 12 credits at the 300 level. Chinese and Japanese language courses will not count for this minor; students interested in pursuing a minor using coursework in these languages should consider the Chinese and Japanese minors offered through the department of Modern and Classical Languages. Literature in translation courses offered under the MCLT course designation will count toward the Asian Studies minor.

Minor in Chinese Language

This minor is administered by the Department of Modern and Classical Languages, and requires courses in Chinese language and culture. For more information on the Chinese minor, go to: Modern and Classical Languages website at www.csbsju.edu/.

Minor in Japanese Language

This minor is administered by the Department of Modern and Classical Languages, and requires courses in Japanese language and culture. For more information on the Japanese minor, go to: Modern and Classical Languages website at 222.csbsju.edu/mcl.

Courses

ART 208 Non-Western Art Survey: Asia (4)
 ART 240 Topics in Art History: Chinese Photography (4)
 ART 309 East Asian Gardens (4)
 ASIA 200 Introduction to Asian Studies (4)
 ASIA 371 Individualized Learning Project in Asian Studies (4)
 ASIA 397 Asian Studies Internship (4)
 ASIA 399 Introduction to Asian Studies (4)
 CHIN 111/112 Elementary Chinese (4, 4)
 CHIN 211/212 Intermediate Chinese. (4, 4)
 CHIN 311/312, Third-Year Chinese (4, 4)
 COLG 280 May Term: Economic Development & Social Change in China (2)
 ECON 316 Asian Economies (4)
 ECON 317 International Economics (4)
 ECON 362 Economic Development (4)
 ENGL 385 Literature of the Indian Subcontinent (4)
 ENGL 386 Tinsel Dreams: Cinema and Social Change in India (4)
 ENVR 300J Sustainability In Asia (4)
 GEOG 312 Geography of Asia (4)
 GEND 290B Chinese Women in Literature (4)
 GEND 360 Colonial Violence and the Mother-Daughter Relationship (4)
 GEND 381 Sex and Gender in Global Perspectives (4)
 HIST 114 East Asia Before 1800 (4)
 HIST 115 East Asia Since 1800 (4)
 HIST 116 South Asia Before 1500 (4)
 HIST 117 Indian Subcontinent Since 1500 (4)
 HIST 118 Islam and the West (4)
 HIST 300 Topics in Asian American History (4)
 HIST 305 Gandhi and Nationalism (4)
 HIST 315 Islamist, Modernists, Mughals: Muslims in S. Asia (4)
 HIST 316 China in Revolution, 1800-1949 (4)

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HIST 317 The People's Republic of China. (4)
 HIST 319 Modern Japan, 1868-Present (4)
 HIST 368 The U.S. and the World (4)
 HONR 230 China in Focus: Photography of 1850-Present (4)
 JAPN 111/112 Elementary Japanese (4, 4)
 JAPN 211/212 Intermediate Japanese (4)
 JAPN 311/312 Third-Year Japanese
 MCLT 315 Folklore, Myth and Legend in Chinese and Chinese American Literature (4)
 MCLT 316 Radical Fantasies: Contemporary Japanese Women Writers (4)
 MCLT 319 Literary and Visual Modernities in Transnational East Asia (4)
 MGMT 305H Doing Business in Asia (4)
 MGMT 308 Introduction to International Business (4)
 MGMT 309 International Management Seminar (4)
 PHIL 156 Asian Philosophy (4)
 PHIL 339 Chinese Philosophy (4)
 POLS 323/GEOG 323 Middle East: Conflict and Change (4)
 POLS 346 Asian Politics (4)
 POLS 355 International Political Economy (4)
 THEO 363 World Religions (4)
 THEO 365 Islam and the Judeo-Christian Tradition (4)
 THEO 367 Modern Islamic Political Movements (4)

3.1.5 Astronomy

Faculty: Jim Crumley, Thomas Kirkman, Sarah Yost

The astronomy program fosters a study and appreciation of our solar system and the universe for liberal arts students. Courses emphasize science as a method of investigating the cosmos and a way of understanding human experiences.

Saint John's Observatory, located within walking distance of the campus, has a heated study/reference room and a deck for observing with several sizes and types of reflecting telescopes. A CCD camera is associated with one of the telescopes. These facilities provide the resources and conditions necessary for making observations supportive of astronomical research and provide students a first-hand encounter with the splendors in the night sky.

Major (None)

Minor (None)

Courses (ASTR)

211 Solar System. (4)

The sun and its satellites. Historical development of basic concepts. Present space exploration.

212 Stellar Universe. (4)

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Properties of stars and their grouping. Milky Way Galaxy. Universe of galaxies. Cosmologies.

213 Night Sky Astronomical Observatory. (1)

Constellations. Survey of deep sky objects using binoculars and telescope.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required.

Not available to first-year students.

3.1.6 Biochemistry

Program Director: Henry Jakubowski

This interdisciplinary major entails the study of the structure, synthesis, properties and regulation of biomolecules. Cellular, organ, and organismal processes are examined through the study of the complex molecular networks that comprise and regulate them. As such, biochemistry has strong components from the fields of both biology and chemistry. This major is especially appropriate for those who intend to pursue careers in any of the medical fields, graduate education in biochemistry, medical research or employment in the biotechnology industry.

The Chemistry Department is in the midst of a major change in its curriculum that will result in changes in the required courses for biochemistry majors. Please consult the latest on-line version of the course catalog for these changes.

For students enrolled in Fall 2011 and after:

Required Courses (awaiting final approval): (62-66 credits)

BIOL 121, 221, 311, 317, and 318 (all with attached labs)

CHEM 125, 250, 251, 255, 315 (approved), and two, 2-credit CHEM XXX (pending approval) taken from the following choices: Chemical Biology, Bioanalytical Chemistry, Biophysical Chemistry OR equivalent courses approved by the Chemistry department; CHEM 201, 202, 203 and 205 (0 or 1 credit labs)

BCHM 317 (same as BIOL 317; Students enroll in BIOL 317 which will be changed to BCHM 317 by the Registrar's office), 375, and XXX (1 credit)

PHYS 191, 200 or 105, 106

MATH 119, 120

For students enrolled in Fall 2011 and after:

Required Courses (awaiting final approval): (62-66 credits)

BIOL 121, 221, 311, 317, and 318 (all with attached labs)

CHEM 125, 250, 251, 255, 315 (approved), and two, 2-credit CHEM XXX (pending approval) taken from the following choices: Chemical Biology, Bioanalytical Chemistry, Biophysical Chemistry OR equivalent courses approved by the Chemistry department; CHEM 201, 202, 203 and 205 (0 or 1 credit labs)

BCHM 317 (same as BIOL 317; Students enroll in BIOL 317 which will be changed to BCHM 317 by the Registrar's office), 375, and XXX (1 credit)

PHYS 191, 200 or 105, 106

MATH 119, 120

Special Requirements:

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Student must enroll in BCHM XXX and fulfill the requirement by taking either the Biology or Chemistry Major Field Assessment Test (MFAT) in the spring of their senior year.

Minor (None)

Courses (BCHM)

317 Biochemistry I. (4)

Lecture and laboratory study of the chemical characteristics of biological molecules with emphasis on bioenergetics, enzymes, metabolic pathways and integration, biological signals and membrane receptors. (Enroll in BIOL 317, which gets changed to BCHM 317 by registrar.) Prerequisites: BIOL 121, 221 and CHEM 235 (for students enrolled before 2011) or CHEM 251 (for students enrolled in Fall 2011 or later), or instructor's consent. Fall or Spring.

322 Biochemistry II. (4)

A study of biological macromolecules and how they participate in binding, catalytic and regulatory reactions. Emphasis is on the role of kinetics and thermodynamics in determining the structure and function of the macromolecules, and the influence of macromolecular structure on reaction mechanisms. Laboratory emphasis is on purification and characterization of biological molecules, molecular modeling, the study of enzyme catalysis, and independent projects. Prerequisite: CHEM 236 and 335 for students enrolled before 2011, or CHEM 315 (approved) and 316 (pending approval) for students enrolled in Fall 2011 and later. Spring. Offered for the last time in Spring 2013.

351 Laboratory Research. (1-4)

Optional elective laboratory research done under the supervision of a faculty advisor. Emphasis on planning, conducting, and evaluating laboratory research. Students review the literature, write a final paper and give an oral presentation at the end of their senior year. Although students may register for the course in the Fall and/or Spring semesters of their senior year, they must select an advisor and sign a research contract in the beginning of their senior year. Fall or Spring. Senior year.

375 Biochemistry Capstone. (2)

Literature research done under the supervision of a faculty instructor. Required for all biochemistry majors. Students attend regular class meetings focusing on their literature research progress, literature review, and preparation of a final paper and oral presentation given at the end of their senior year. (Prerequisite or co-requisite - BCHM 317 or BCHM 322): Spring senior year. Those students graduating in December should take the course in the Spring before their graduation. Those students graduating in December should take the course in the Spring before their graduation.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Biochemistry." Prerequisite: HONR 396 and approval of the Biology or Chemistry department chair and Director of the Honors Thesis program. For further information see HONR 398.

3.1.7 Biology

Department Chair: William Lamberts

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Faculty: D. Gordon Brown, Manuel Campos, Philip Chu, Clark Cotton, Larry Davis, Katie Furniss, Richard Heineman, Ellen Jensen, William Lamberts, Jeanne Marie Lust OSB, Barbara May, David Mitchell, Beth Pettitt, James Poff, Michael Reagan, Stephen Saupe, Jennifer Schaefer, Kristina Timmerman, Marcus Webster, Elizabeth Wurdak

The biological sciences are rapidly expanding our understanding of the natural world, from the inner workings of cancer cells to the evolution of the human genome to the role that marine ecosystems play in controlling the composition of the atmosphere. The faculty of the Biology Department seeks to share the excitement of these discoveries with students. Our goal is to educate student in biology to prepare for graduate school or for professions in education or allied health professions, as well as to become life-long learners and well-informed citizens.

The students and faculty of the Biology Department are a community of learners, using inquiry-based methods to investigate the breadth of biology, its connection to other disciplines, and its relevance to individuals and to society.

The department offers a popular major and minor, supports students in the Nursing and Nutrition majors and provide courses to those majoring in the arts, humanities and social sciences. Our curriculum introduces students to the breadth of biological studies while enabling them to focus on areas of particular interest for further study. All of our courses feature labs, at the bench or in the field, allowing students to engage in the process of scientific investigation first-hand. We occupy two buildings furnished with extensive laboratory equipment including transmission and scanning electron microscopes, high-pressure liquid and gas-liquid chromatographs, a DNA sequencer, ultra and high speed refrigerated centrifuges, walk-in environmental, metabolic and cold chambers, bright field, dark field, fluorescence and inverted microscopes fitted with video and digital cameras and a variety of spectrophotometers. An extensive collection of insects, birds, and mammals support research in many areas. The rural setting of the two campuses is ideal for field studies, providing easy access to a variety of natural habitats including prairie, oak savanna, wetlands, coniferous and deciduous forests, ponds and several lakes. The Melancon greenhouse, a full-featured weather station, the Bailey Herbarium, Saint John's Arboretum, the Hall Natural History Museum, and the SJU maple sugar bush and sugar shack all provide excellent facilities for ecological and field research.

Assessment

The Biology Department has adopted a multifaceted approach to assessing the effectiveness of its curriculum. In addition to standard measures, such as monitoring performance on tests, the Biology Department will administer and requires:

1. All students in 121 take a pre- and post- test of basic information that they would be expected to gain from taking this course.
2. Seniors take a comprehensive exam during the spring semester.
3. Students enrolled in an upper division biology course during the spring semester take the "Annual Biology Department Assessment Survey".
4. The department surveys alumni at five-year intervals.

Major (45 credits)

Required Courses:

121, 221 and 222 as a basic introductory sequence, 1 credit of 348 and a minimum of 20 credits of upper-division biology courses, chosen in consultation with an advisor in the department.

For the biology major, the lower-division courses are designed to provide a broad background in basic

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biological concepts. The upper-division requirements are designed to offer a more in depth exposure to the principal disciplines within biology and permit some specialization along lines of individual interest. Biology majors are encouraged to attend departmental seminars featuring presentations by outside speakers and to participate in independent research in the field or lab. Seminar attendance is required for students enrolled in BIOL 348.

Students may apply only one course from the following toward the major: 323 or 326.

Special Requirements:

The close interrelationship of biology to other disciplines requires that majors complete two courses in chemistry (CHEM 125 and 250), two chemistry labs (CHEM 201 and 202) and one course in mathematics (MATH 118, 119 or 124).

Students intending to continue in graduate or professional school should design appropriate programs of study with the assistance of a biology department advisor. PHYS 105 and 106 as well as additional courses in chemistry are commonly recommended.

Minor (24 credits)

Required Courses:

121, 221, 222 and 12 credits of upper-division biology courses.

Courses (BIOL)

106 Plants and Humans. (4)

An introduction to plant science featuring horticultural techniques and plants that have impacted society. Intended for non-majors. Lecture and laboratory.

107 Field Biology. (4)

An introduction to the natural history of plants and animals with an emphasis on the ecosystems of Central Minnesota. The laboratory is field-oriented, concentrating on developing an understanding of basic ecological interactions. Intended for non-majors. Lecture and laboratory.

108 Microbes and Human Affairs. (4)

An examination of the role microorganisms play in various aspects of human affairs. Consideration will be given to both the beneficial activities and the harmful effects of microbes. The laboratory emphasizes the morphological diversity and physiological activities of microorganisms. Intended for non-majors. Lecture and laboratory.

109 Environmental Science. (4)

A survey of the scientific basis of human interactions with nature. Topics include global environmental problems analysis of local and regional issues, population biology and conservation of ecological systems. Intended for non-majors. Lecture and laboratory.

110 Life Science. (4)

Exploration of fundamental principles and processes of biology through their application to biological topics of interest to the liberal arts student. The concepts and topics examined will help students

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to interpret and understand important scientific events affecting society. Intended for non-majors. Lecture and laboratory.

112 Human Biology. (4)

Human biology has as its goal an understanding of the biology of the human organism. Emphasis is on genetics, embryology, endocrinology, physiology, anatomy and environmental factors that influence and affect humans. Intended for non-majors. Lecture and laboratory. Fall and/or spring.

121 Introduction to Cell and Molecular Biology. (4)

An introduction to biological chemistry, cell structure, metabolism, classical and molecular genetics. Laboratories provide the students with opportunities to investigate living organisms at a cellular and molecular level. Intended for science majors. Fall.

173 Biological Topics. (1-4)

Introduction to general topics or techniques in biology that are not covered in departmental courses. May be offered on campus or as an off-campus learning experience. Topics may be either student- or faculty-originated. Open to all majors. Prerequisites: none.

212 Microbiology. (4)

Survey of microorganisms emphasizing those that cause disease. Topics include morphology and physiology of microorganisms, sterilization, disinfection, and specific diseases and their causative agents. Laboratory work emphasizes aseptic technique. Intended for pre-nursing students. Prerequisite: 121. Spring.

216 Physiology in Practice

This course is specifically designed to introduce nutrition and dietetics students to basic principles of human physiology - from cellular processes, to the workings of organ systems, to homeostasis. The course will use a case study, problem-based learning approach to teach basic physiology from applied examples that students will likely be exposed to in their future clinical practice. Prerequisite: 121. Spring.

221 Introduction to Organismal Biology. (4)

An introduction to the major challenges faced by multicellular organisms such as gas exchange, transport, movement, response to the environment, resource acquisition, homeostasis, and reproduction. Laboratories provide opportunities to study form and function of both plants and animals. Intended for science majors. Prerequisites: 121 or consent of department chair. Spring.

222 Introduction to Ecology, Evolution, and Diversity. (4)

An introduction to ecology at the population, community, and ecosystem levels, micro and macroevolution, and evolutionary relationships among organisms. Laboratories provide opportunities to study these topics at the bench and in the field. Prerequisites: 121. Fall and spring.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Does not count toward major requirements. Not available to first-year students.

300 Protist Diversity.(2)

A survey of the protists; organisms traditionally known as algae, protozoans, and zoosporic fungi. Protists play many important ecological roles (as human parasites, primary producers, beneficial mutualists, plant pathogens etc.), and are the ancestors of animals, plants, and fungi. Special attention

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is given to their morphology, evolution, ecology, and importance to humans. Prerequisite: 222. Spring.

302 Fungal Diversity. (2).

A survey of the various groups of organisms that belong to the kingdom Fungi. Special attention is given to their morphology, taxonomy, phylogeny, ecology and importance to humans. Laboratories include examination of living and prepared specimens as well as experimental work with fungi.

Prerequisite: 222. Spring.

304 The Evolution of Terrestrial Plants. (2).

An overview of the evolution of the major groups of terrestrial plants from their green algal ancestors. Special attention is given to their morphology, taxonomy, phylogeny, ecology, and importance to humans. Laboratories entail the examination of living and prepared specimens. Prerequisite: 222.

Spring.

305 Invertebrate Zoology. (4)

Classification, evolution, structure, life cycles and ecology of representative invertebrate animals. Laboratories include a study of representative species from major taxa. Prerequisite: 221 or 222.

Spring.

307 Biology of Microorganisms. (4)

Morphology and physiology of the representative microbial groups. Special topics include host-parasite relationships, microbial genomics and the role of microorganisms as agents of geochemical change. Laboratory will stress techniques of culturing, identification and molecular methods used in microbiology. Prerequisites: 221 and CHEM 125 and 250 or instructor's consent. Fall.

308 Plant Systematics. (4)

A study of the principles of naming, identifying and classifying flowering plants with an emphasis on the characteristics and phylogeny of select families. Laboratory and field work provide an opportunity to prepare herbarium specimens, use dichotomous keys, and learn the local flora. Prerequisite: 221 or 222. Fall.

309 Biology of Insects. (4)

Examination of the morphology, systematics, behavior, ecology, evolution and economic importance of major groups. Laboratory and field studies of local insects. Prerequisite: 222. Fall.

311 Cell Biology. (4)

A study of the organization and function of plant and animal cells, emphasizing the experimental basis of current concepts in cell biology. Laboratory work includes light and electron microscopy, cell culture, cytochemistry and other techniques of cellular investigation. Prerequisites: 221 and CHEM 125,250,201 , and 202. Fall.

315 Virology. (4)

Structure and chemical composition of viruses. Host-virus interactions with emphasis on bacterial and animal viruses, subviral particles and viral evolution. Laboratory focuses on techniques for culturing and characterizing bacterial viruses. Prerequisite: 221. Fall.

316 Genetics. (4)

The principles and applications of gene transmission, structure, expression, and regulation represent the primary focus of this course. The laboratory serves to illustrate the application of main concepts.

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Prerequisite: 121. Fall and spring.

317 Biochemistry. (4)

Lecture and laboratory study of the chemical characteristics of biological molecules with emphasis on bioenergetics, enzymes, metabolic pathways and integration, biological signals and membrane receptors. Prerequisite: 221, and CHEM 125, 250, 255, 201, 202, and 205 or instructor's consent. Fall and spring.

318 Molecular Genetics. (4)

Lecture and laboratory study of the structure of DNA and RNA, the regulation of gene expression, and the organization and function of genomes in eukaryotes and prokaryotes. Laboratory techniques and applications include DNA and RNA manipulations, recombinant DNA technology, and analysis of nucleic acid and protein sequence. Prerequisites: 221, and CHEM 125, 250, 201, and 202 or instructor's consent. Spring.

319 Immunology. (4)

A study of the initiation and the biological/chemical aspects of the immune response. Emphasis is placed on cells and cellular interactions, immunoglobulin and T cell receptor protein and gene structure, the innate response, B and T cell development and the adaptive response.. Attention will be given to hypersensitivities, autoimmunity and tumor and transplant immunology. Prerequisites: 221 and CHEM 125 and 250 or instructor's consent. Spring.

322 Developmental Biology. (4)

Mechanisms by which a fertilized egg becomes a mature organism are explored at both the molecular and cell-tissue level. These patterns and principles of development are considered for a variety of animal species. Laboratories include observation of normal development and experimental manipulations of the normal processes. Prerequisite: 221. Fall.

323 Animal Physiology. (4)

Structure, function and physiological adaptations in a variety of animals including humans. Metabolism, cardiovascular physiology, nerve and muscle function, salt and water balance, excretion, temperature regulation and endocrinology. Prerequisite: 222 or instructor's consent. Spring.

325 Human Anatomy and Physiology I. (4)

Integrated study of cells, tissues, organs, and systems of the human body, with emphasis placed on structure-function relationships. Major concepts stressed are how function at the cellular level governs events observable at the tissue, organ, or systemic tier, and physiological mechanisms necessary for homeostasis. Topics covered include excitable tissue, skeletal system, nervous system, muscular system, endocrine system. Laboratory component involves dissection exercises, study of human models, and inquiry-based investigations of muscle physiology and nervous system function. Prerequisite: 221 or instructor's consent. Fall.

326 Human Anatomy and Physiology II. (4)

Integrated study of cells, tissues, organs, and systems of the human body, with emphasis placed on structure-function relationships. Major concepts stressed are how function at the cellular level governs events observable at the tissue, organ, or systemic tier, and physiological mechanism necessary for homeostasis. Topics covered include the cardiovascular system, respiratory system, digestive system, urinary system, reproductive system and water, electrolyte and acid-base balance. Laboratory component involves dissection exercises, study of human models, inquiry-based investigations of cardiovascular, respiratory, and urinary system physiology, and a group independent research project. Prerequisite: 325 or instructor's consent. Spring.

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~~327 Plant Physiology (4)~~
 327 Plant Physiology (4)
 Study of the function and growth. Topics include metabolism, water relations, growth and development, gas exchange and responses to the environment. Laboratory provides a hands-on opportunity to work with plants and learn basic physiological techniques. Prerequisite: 221. Spring.

329 Histology and Technique. (4)
 Investigation of tissue characteristics, development, and interrelationships. Extensive laboratory experience in applicable microtechnique. Prerequisite: 221. Spring.

330 Comparative Anatomy of Vertebrates. (4)
 The comparative structure and development of vertebrates, examined within the context of vertebrate phylogeny. Laboratory dissection of representative vertebrates. Prerequisite: 221 or 222. Fall.

332 Natural History of Terrestrial Vertebrates. (4)
 Amphibians, reptiles (including birds), and mammals comprise the Tetrapoda, or terrestrial-vertebrate group. In this course we examine tetrapod evolution, anatomy, physiological strategies, ecology, and behavior. Laboratories emphasize identification of, and field experience with, the tetrapods of central Minnesota. Prerequisite: 222 or instructor's consent. Spring.

334 General Ecology. (4)
 An exploration of the historical, theoretical and empirical development of the science of ecology. Topics include dynamics of populations, interactions among species, and the organization and function of ecosystems. We devote special attention to the interplay between theoretical and empirical studies, with emphasis upon current research whenever possible. In the laboratory, students are expected to work in teams to design and implement a research project and present their findings in a public forum. Prerequisites: 222, or ENVR 175 and 275. Recommended: MATH 118, 119 or 124, and familiarity with spreadsheet software. Fall.

336 Behavioral Ecology. (4)
 A study of animal behavior with emphasis on the ways in which the ecological circumstances surrounding animals help shape their behavior. Laboratory experience in the observation and analysis of behavior in living organisms. Prerequisite: 121 or ENVR 175. Spring.

337 Aquatic Ecology. (4)
 An exploration of the ecology of lakes, streams, wetlands and other aquatic ecosystems. Topics include lake physical and chemical limnology, ecological interactions in lakes and streams and the sustainable use of aquatic resources. Laboratories take place on campus lakes, on shore and in the lab. Prerequisites: 222 or ENVR 175 and 275. Fall.

339 Evolution. (4)
 This course provides an historical background for evolutionary theory, surveys the evidence for evolution, and emphasizes the processes of genetic change and speciation. Prerequisite: 222 or instructor's consent. Spring.

341 Natural History of Tropical Carbonate Ecosystems. (2)
 This course provides students with an introduction to the unique ecology and geology of tropical marine carbonate ecosystems, with an emphasis on those of the Bahamas. Topics covered include the evolution of reefs and reef-building organisms, geological history of the Bahamas, and the natural history of modern reef, mangal, and seagrass ecosystems. Environmental challenges facing these ecosystems will also be considered. The course requires participation in a field trip to San Salvador

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Island, Bahamas, or another tropical carbonate system. As part of the field trip, students will participate in a research project that involves monitoring of the ecological status of a tropical carbonate ecosystem. Prerequisite: 222 or GEOL 212 or ENVR 175 and 275. Spring. Cross-listed with ENVR 341.

347 Journal Club. (1)

Preparation of a paper and a seminar presentation on a topic of current biological interest. Source materials will be the current research literature. Restricted to juniors or seniors only.

348 Biology Seminar Series. (1)

This course consists of attendance at department sponsored seminars and seminar preparation sessions. At the preparation sessions students will familiarize themselves with the seminar topic through appropriate readings and discussion with faculty. Restricted to juniors or seniors. Fall and Spring.

Independent study procedures: (371, 372, 373, and 374)

Students interested in doing independent work for credit may do so by registering for 371, 372, 373, or 374. The proposal for a project must be prepared in detailed form and submitted to a potential faculty moderator and the department chair at least two weeks before any registration period begins. Department approval must be obtained before registration. These courses are not available to first-year students.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Credits in 371 cannot be applied towards major requirements.

372 Biological Research. (1-4)

Original research conducted under the supervision of a staff member. Students will design their own project in consultation with their moderator. Permission of department chair required. Credits in 372 may be applied towards major requirements.

373 Special Topics in Biology. (1-4)

Readings and discussions in either broad or specific areas of biology not covered in departmental courses. Topics may be either student- or faculty-originated.

374 Biological Techniques. (1-2)

Independent work to develop expertise in special techniques such as electron microscopy, chromosome preparation, tissue culture, and the preparation of specimens of plants, insects or vertebrates. S/U grading only; does not count toward the biology major.

379 Natural History of Maple Syrup. (1)

A springtime ritual throughout NE United States, including St. John's, is the production of maple syrup from the sap of the sugar maple tree. This course provides an introduction to the history of the process, methods for producing syrup, and the biological and chemical principles underlying the production of sap and syrup. Prerequisite: 221. Spring (C mod).

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Biology." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.8 Chemistry

Chemistry

Department Chair: Henry Jakubowski

Faculty: George Anquandah, Md Abul Fazal, Kate Graham, Henry Jakubowski, Brian Johnson, T. Nicholas Jones, Edward McIntee, Anna McKenna, Amber Onorato, Alicia Peterson, Michael Ross, Chris Schaller, Carleen Schomer OSB, Leo Seballos, Richard White

A degree in chemistry, in addition to being an excellent preparation for industrial employment, graduate study or secondary teaching, also prepares students to apply for further study in the areas of medicine, law, business administration, government service and agriculture science. To this end, the department offers a variety of introductory and advanced courses.

CHEM 125 is intended as an introductory chemistry course for all natural science majors. It provides students with a comprehensive survey of chemical structure and ensuing chemical and physical properties that arise from structure. CHEM 125, together with the separate lab course, CHEM 201, fulfills the Common Curriculum Natural Science requirement. 200-300 level courses are intended for the students seeking a major degree in chemistry or biochemistry, and a minor degree in chemistry; they also serve as supporting courses for students majoring in biology, natural science, or nutrition science, and for pre-health profession students.

Students majoring in nutrition with a dietetics concentration should take CHEM 107 after taking CHEM 125. CHEM 105 and 107 do not meet the prerequisites for any other chemistry course. CHEM 107 will no longer be offered after Spring 13. Starting in Spring 2014, students majoring in nutrition with a dietetics concentration will take CHEM 250.

The Chemistry Department is in the midst of a major change in its curriculum that will result in changes in the required courses for science majors taking courses past CHEM 125. These changes will continue through Spring 2014. First year students enrolling in Fall 2011 will be the first to complete the full four years of the new curriculum.

The new curriculum consists of one introductory course (4 credits), five foundation courses (4 credits each), four separate foundation lab courses (0 or 1 credits each), one in-depth Integrated Lab course (4 credits each), and a series of half-semester in-depth courses (2 credits each). In Fall 2013 and Spring 2014, Juniors (who enrolled in 2011) will take 2 credit in-depth courses while Seniors (who enrolled in 2010) will take four credit in-depth courses from our old curriculum. In some cases, where possible and with the permission of the Department Chair, Seniors may be allowed to substitute two of the new in-depth courses for one, four credit course.

The overall structure of our new curriculum has been approved by the CSB/SJU Curriculum Committee. Please consult the latest electronic versions of the course catalog for the most recent approved courses.

Assessment

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Each year, the Chemistry Department assesses its overall program and its students in a number of ways. For example, several courses employ standardized final exams for which there are national norms. All chemistry majors are required to take a nationally-normed exam (CHEM XXX) in the spring of their senior year. In addition, senior majors are asked to complete an anonymous survey to probe the extent to which they believe the department meets its stated goals and objectives. Every 5-7 years, the department must be re-accredited by the American Chemical Society, and, at similar intervals, departmental alumni are polled to obtain their evaluation of the education they received in the department. All of this information is employed to improve our program and ensure that the educational opportunities we provide are the best possible. Based on our assessment program and new Common Curriculum requirements, we will continue to make changes in courses and requirements that will promote student learning.

Major

The Chemistry Department offers a single major in Chemistry with options for different concentrations and ACS certification.

- For students enrolled before Fall 2011, students may choose either an American Chemical Society (ACS)-certified concentration or a traditional concentration;
- For students enrolled in Fall 2011 and after, students can major in Chemistry without a specific concentration (any 3 half-semester in-depth courses required) or they can choose to take a concentration in Chemical Biology, Environmental Chemistry, or Industrial/Materials Chemistry (4 in-depth courses from specific list required). Students with or without a concentration will be certified by the ACS if they take a total of six half-semester in-depth courses.

In addition, an interdisciplinary biochemistry major is available (see Biochemistry major page).

In either our old or new curriculum, students who intend to pursue graduate work in chemistry and related fields, or those seeking immediate employment in chemical industry or government laboratories, should take sufficient courses to be certified by the ACS. Students enrolling in Fall 2011 and later, can, in addition, choose either a specific concentration (Chemical Biology, Environmental Chemistry, or Industrial/Materials Chemistry) that would prepare them for a study in graduate school or for a particular industry. They could also choose no concentration but still be ACS-certified which will prepare them well for graduate school or industry.

Students who have an interest in chemistry, but are not necessarily planning to continue their study of chemistry at the graduate level, could major in chemistry with a traditional concentration (students enrolled before Fall 2011) or with (four in-depth courses) or without a concentration (three in-depth courses) but without ACS certification (students enrolled in Fall 2011 and later). This option is recommended for those planning careers in any of the medical fields, secondary education, patent law, government service, environmental science, as well as management-level positions in the chemical industry.

Concentrations, but not ACS certification, will appear on a student's transcript.

For students enrolled before Fall 2011 (old curriculum):

ACS Concentration (62 credits)

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Required Courses:

CHEM 125 (taught in Fall 2010 with an attached lab), 234, 235, 236, 333, 334, 335, 336, 341, 349 and BCHM 322, plus either two credits or CHEM 360 or CHEM 398; PHYS 105, 106 or PHYS 191, 200; MATH 119, 120. The Chemistry Comprehensive Exam (CHEM XXX) is also required. (Note: The ACS recommends either MATH 124 or 239, but they are no longer required.)

Traditional Concentration (50 credits)**Required Courses:**

CHEM 125 (taught in Fall 2010 with an attached lab), 234, 235, 236, 333 or 334, 335, 349, two additional courses selected from 333, 334, 336, 341, and BCHM 322, plus either two credits CHEM 360 or CHEM 398; MATH 119, 120; PHYS 105, 106 or PHYS 191, 200. The Chemistry Comprehensive Exam (CHEM XXX) is also required.

Special Requirements For All Concentrations:

Senior majors are required to give a seminar presentation on their laboratory or library research (CHEM 360 or 398) and to take a comprehensive exam in chemistry (CHEM XXX).

For students enrolled Fall 2011 and after (new curriculum):

All majors must take the following chemistry courses:

- Introductory Course: CHEM 125;
- Foundation 4 Credit Courses: CHEM 250, 251, 252, 255 (all approved) and 318 (pending approval, Sp 2013);
- Foundation 0 or 1 Credit Lab Courses: CHEM 201, 202, 203, and 205 (all approved);
- In-depth Integrated Lab Course: CHEM 305
- CHEM 349, CHEM 360 or CHEM 398, CHEM XXX.

In addition, all majors must take the following support courses:

- MATH 119, MATH 120; (MATH 124 or 239 recommended)
- PHYS 105 or 191; PHYS 106 or 200.

Majors must take the following 2 credit in-depth courses (CHEM 3XX, course numbers pending) depending on their choice of concentration and ACS Certification. All CHEM 3XX course are pending approval)

No Concentration AND no ACS certification: Any 3 In-depth courses (CHEM 3XX,)

Chemical Biology Concentration AND no ACS certification: Chemical Biology (CHEM 3XX); Three additional CHEM 3XX taken from the following: Bioanalytical, Bioinorganic, Biophysical, Drug Design/ Medicinal Chemistry, Signal Transduction, Synthesis/Retrosynthetic Analysis, Toxicology/ Metabolism; BIOL 318: Molecular Genetics OR appropriate courses from other departments approved by the Chemistry Department may substitute for CHEM 3XX course(s). BIOL 121 and BIOL 221 are highly recommended for majors

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Environmental Chemistry AND no ACS certification: Environmental Chemistry (CHEM 3XX); Three additional CHEM 3XX taken from the following: Advanced Mechanistic Determinations, Advanced Separation Techniques, Catalysis, Structure Elucidation, Toxicology/ Metabolism; Appropriate courses from other departments approved by the Chemistry Department may substitute for CHEM 3XX course(s).

Materials/Industrial Chemistry AND no ACS certification: Chem Indust Topics (CHEM 3XX) and Materials/Nanomaterials Chemistry (CHEM 3XX); Two additional CHEM 3XX taken from the following: Advanced Separation Techniques (Science), Environmental Chemistry, Bioanalytical Chemistry, Retrosynthetic Analysis /Synthesis. Appropriate courses from other departments approved by the Chemistry Department may substitute for CHEM 3XX course(s).

ACS Certification:

Students taking any of the options above (no concentration or any of the concentration) can be certified by the ACS if they take a total of six, 2 credit in-depth courses.

Total Number of Credits for the Chemistry Major (including support courses):

No Concentration: 52-57 without ACS Certification; 60-65 with ACS Certification

Chemical Biology, Environmental Chemistry, or Materials/Industrial Chemistry Concentrations: 56-61 credits w/o ACS; 60-65 with ACS Certification

Minor (24-28 credits)

The minor is recommended for those students whose major interests are in other academic areas, which can be strengthened by a concentration in chemistry.

Required Courses:

For students enrolled before Fall 2011: CHEM 125 (taught in Fall 2010 with an attached lab), 234, 235, 236, 335 and one of the following courses: 333, 334, 336, 341, or BCHEM 322.

For students enrolled in Fall 2011 and later: CHEM 125, 250, 251, 255, 315 and CHEM 318 (pending approval); CHEM 201, 202, 203 and 205 (0 or 1 credit labs).

Courses (CHEM)

105 Chemistry and Society. (4)

Fundamentals of chemistry are studied with the aim of gaining an understanding of the importance of chemistry for humanity and society. Topics of historical interest and current relevance are explored. Laboratory emphasis is on the principles of scientific inquiry, including the collection, analysis and interpretation of data. Intended primarily for non-science majors. Fall and spring.

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107 Introduction to Chemistry and Biochemistry. (4)
 Study of the chemical and biochemical processes necessary to gain a basic understanding of metabolic and cellular processes. A progressive study of atoms, bonding, and ionic and molecular structures, followed by intermolecular forces, reactions, mechanisms, and stoichiometry will provide the chemical knowledge required for students to understand basic organic chemistry, biomolecular structure, the Central Dogma of Biology, and an overview of metabolism. Intended for nutrition and dietetics majors. Prerequisite: 125. Spring. This course will not be offered after Spring 2013.

115 Introductory Chemistry Topics 1. (0 or 1)

First year students intending to become Chemistry or Biochemistry majors will form a cohesive and supportive peer group as they are introduced to modern chemistry research and opportunities and develop practical and leadership skills. This course will be required of all students participating in the FoCuS program. The instructor for this course will serve as their advisor. Topics will include applying for summer research positions, studying for chemistry exams, an introduction to scientific literature, developing resilience as they face challenges in becoming independent learners, and balancing leadership, service and academic commitments. Prerequisite or Corequisite: 125. Fall.

116 Introductory Chemistry Topics 2. (0 or 1)

A continuation of Introductory Chemistry Topics 1. This course will be required of all students participating in the FoCuS program. The instructor for this course will serve as their advisor. Topics will include applying for summer research positions, studying for chemistry exams, an introduction to scientific literature, developing resilience as they face challenges in becoming independent learners, and balancing leadership, service and academic commitments. Prerequisite: 115. Spring.

121 Skills in Chemistry. (2)

This course will help students develop the visualization, problem solving, and critical thinking skills necessary for success in CHEM 125. Students will work in small groups in a student-centered learning environment that will provide support as they address some of the challenging concepts in chemical structure and properties. The course content will be coordinated closely with the first half of CHEM 125 and will be scheduled to run parallel to it. The course is intended for students who have been identified as likely benefiting from this experience. Must also register for CHEM 125.

125 Introduction to Chemical Structure and Properties. (4)

And introductory chemistry course in which students study how the structure of atoms, ions, and molecules determine their physical and chemical properties. Starting with atoms and their electron configurations, students build a progressive and linked understanding of bonding, ionic and molecular geometry, and physical and chemical properties that emerge from structure. Intended as a first course for students majoring in the natural sciences. Prerequisite: ACT Math Score 23, SAT Math Score 575 or concurrent enrollment in CHEM 121.

201 Purification and Separation Lab 1. (0,1).

An introductory laboratory course in basic purification techniques and analysis in chemistry. Emphasis is on mastery of technique and analysis of experimental data. Students usually coenroll in CHEM 125 and 201. However, students may withdraw from either one during the semester and take that course in a subsequent semester. [Students who take CHEM 121 and CHEM 125 in the same semester should take CHEM 201 lab in the following semester.](#)

Students must complete both CHEM 125 and CHEM 201 in order to earn the NS designation.
If a student only completes CHEM 125 they will *not* earn the NS designation for the Common Curriculum.

If a student only completes CHEM 201 they will *not* earn the NS designation for the Common Curriculum.

202 Purification and Chromatography Lab 2. (0 or 1)

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A laboratory course in the use of chromatography as a tool to purify and analyze chemistry mixtures. Emphasis is on mastery of techniques and analysis of experimental data. Prerequisite: CHEM 201. If a student only completes CHEM 125 they will *not* earn the NS designation for the Common Curriculum. If a student only completes CHEM 201 they will *not* earn the NS designation for the Common Curriculum.

203 Synthesis Lab. (0 or 1)

A laboratory course focusing on synthesis techniques in inorganic, organic and biochemistry. Emphasis is on mastery of techniques and analysis of experimental data.

205 Measurement Lab. (0 or 1)

A laboratory introduction to the science of chemical measurement. Using classical techniques (quantitative analysis, spectroscopic techniques) students will learn to measure important physical and chemical properties, quantitate and minimize measurement errors, and obtain accurate calibrations. Laboratory experiments will focus on student development of precision and accuracy, data analysis and reporting as well as scientific writing. Prerequisite: CHEM 201.

234 General Chemistry II. (4)

Topics include intermolecular forces, kinetics, chemical equilibria (especially solubilities and acid-base systems), thermodynamics and descriptive inorganic chemistry. Laboratory emphasis is on illustration of chemical principles, development of technique, quantitative measurement and data analysis. Prerequisite: 123. Spring. This course will not be offered after Spring 2013.

235 Organic Chemistry I. (4)

A systematic study of organic molecules and functional groups. Topics include nomenclature, bonding, molecular structure and reactivity, reaction mechanisms and current spectroscopic techniques. Laboratory emphasis is on purification, identification and elementary synthesis. Prerequisite: 234. Fall. This course will not be offered after Fall 2011.

236 Organic Chemistry II. (4)

Areas included are completion of the systematic study of organic functional groups, heterocyclic chemistry, natural products chemistry and multi-step organic synthesis. Laboratory emphasis is on multi-step synthesis and spectroscopic analysis. Prerequisite: 235. Spring. This course will not be offered after Spring 2012.

250 Reactions of Nucleophiles and Electrophiles (Reactivity 1). (4)

An understanding of chemical reactivity is developed based on principles of Lewis acidity and basicity. The formation, stability and reactivity of coordination complexes serves as an introduction to electrophilicity, nucleophilicity, and steric and electronic effects. Investigations of carbonyl reactivity (addition and substitution) using analogous principles are used to develop pattern recognition skills in understanding chemical processes. Some emphasis is placed on energetics as a basis of understanding reactivity. Together, these topics lead to an understanding of simple biochemical pathways. Applications of the material are drawn from organic, biological and inorganic chemistry. Prerequisite: CHEM 125.

251 Intermediate Reactions of Nucleophiles and Electrophiles (Reactivity 2). (4)

An understanding of chemical reactivity, initiated in Reactivity 1, is further developed based on principles of Lewis acidity and basicity. Alternative mechanisms of ligand substitution in coordination complexes are considered in terms of steric and electronic effects. An understanding of kinetic

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evidence is developed in order to determine which mechanism has occurred in a particular case. Organic nucleophilic substitution pathways are studied using analogous principles. Electrophilic addition and substitution in pi systems (alkenes and aromatics) are used to extend these principles to new systems and complete an overview of polar reactions. Applications of the material are drawn from organic, biological and inorganic chemistry. Prerequisite: CHEM 250.

255 Macroscopic Chemical Analysis (4)

Use of statistical and thermodynamic approaches to develop understanding of analytical and physical techniques and theory. Emphasis on free energy as the driving force for chemical reactions will be explored through the study of chemical equilibriums in simple and complex systems. Statistical methods will be developed for the assessment of data and prediction of system change. The laws of thermodynamics will be applied to chemical systems in equilibrium as well as in dynamic situations. Prerequisite: CHEM 125.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

305 Integrated lab (4)

Students will conduct multiple cross-discipline and open-ended projects that will include components of experimental design, method development, synthesis, separation, instrumental analysis, molecular modeling, quantitative data analysis and written/oral presentations of lab results and discussions. This lab replaces all those previously attached to Junior and Senior level upper division courses in our old curriculum. Prerequisites: CHEM 201, 202, 203, and 205; Corequisite: CHEM 315, 318.

315 Advanced Reactions (Reactivity 3). (4)

An understanding of chemical reactivity, developed in Reactivity 1 and 2, is extended to non-polar systems through the study of redox, radical, photochemical and pericyclic reactions. Molecular orbital theory is exploited to explain a number of reactions. With a firm understanding of an array of reactions in hand, a number of applications, including biochemical pathways such as oxidative phosphorylation and photosynthesis, are examined in detail. The roles of enzyme catalysis, enzyme cofactors and regulatory pathways are also explored. Prerequisite: CHEM 251.

318 Microscopic Chemical Analysis (pending approval). (4)

Exploration of chemical systems from a quantum mechanical perspective. Spectroscopy will be emphasized as one of the techniques that link theory with data. Statistical methods will be developed for the assessment of instrumentation as well as a fundamental understanding of spectroscopic and chromatographic techniques used in the analysis and exploration of chemical properties. Prerequisite: CHEM 255; Prerequisite or Corequisite: MATH 120; PHYS 106.

321-326 Topics in Chemistry. (1-4)

The Chemistry Department offers a series of topics courses, 321-326. These courses, offered for variable credit, cover the major areas in chemistry and are used to extend or supplement topics introduced in previous chemistry courses.

321 Topics in Computational Chemistry. (1-4)

322 Topics in Analytical Chemistry. (1-4)

323 Topics in Biochemistry. (1-4)

324 Topics in Inorganic Chemistry. (1-4)

325 Topics in Organic Chemistry. (1-4)

326 Topics in Physical Chemistry. (1-4)

333 Chemical Thermodynamics and Kinetics. (4)

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Topics include the principles of thermodynamics applied to chemical systems, kinetic molecular theory, and chemical kinetics. Laboratory emphasis is on chemical thermodynamics and kinetics, and computer refinement of data. Prerequisites: 236, 8 credits of physics, MATH 120. Fall. This course will not be offered after Fall 2013.

334 Quantum Chemistry and Structure of Matter. (4)

Topics include quantum theory of atomic and molecular systems, atomic and molecular spectroscopy and statistical thermodynamics. Laboratory emphasis is on computational quantum chemistry and analysis of spectroscopic data. Prerequisites: 236, 8 credits in physics, MATH 120. Spring. This course will not be offered after Spring 2013.

335 Analytical Chemistry. (4)

A study of the theories and techniques of modern analytical chemistry. Emphasis is on the kinds of chemical problems that can be explored using quantitative methods of analysis. Problem solving and quantitative reasoning skills are used to: 1) design appropriate experiments, 2) acquire and analyze data and 3) assess errors. The laboratory focuses on the separation and analysis of multi-component systems. Prerequisite: 234. Fall. This course will not be offered after Fall 2013.

336 Advanced Analytical Chemistry. (4)

Modern theory and techniques with emphasis on instrumentation. Topics include electrolysis, pulse polarography, spectrophotometry, flame techniques and chromatography. Laboratory emphasis is on polarographic methods, advanced spectrophotometric techniques, HPLC and GC, atomic absorption and computer interfacing to instruments. Prerequisites: 335, PHYS 105 or 191. Spring. This course will not be offered after Spring 2014.

341 Advanced Inorganic Chemistry. (4)

Topics include periodicity, advanced bonding theories (particularly as applied to inorganic systems), main group elements, solid state chemistry, coordination compounds, organometallic compounds and catalysis. Laboratory emphasis is on the synthesis, characterization and reactivity of inorganic compounds. Prerequisite: 333 or 334. Spring. This course will not be offered after Spring 2014.

349 Chemistry in Experience and Practice. (0-1)

Students in their junior and senior years will participate in and write reflections about structured activities designed to explore jobs, graduate education, research, and general career options in chemistry. Students must enroll in Fall of their junior year. Students will receive a grade in their senior year. Required for Chemistry majors.

360 Senior Capstone Research. (2-4)

Capstone library research (2) or laboratory research (2-4) done under the supervision of a faculty advisor. Students receiving ACS certification or selecting a concentration in Chemical Biology, Environmental Chemistry of Materials/Industrial Chemistry require 4 credits of CHEM 360. Required for all chemistry majors except those completing HONR 398 (Honors Senior Research) which fulfills the research and capstone requirement. Students also attend regular class meetings focusing on their research progress, literature review, and preparation of a final paper and oral presentation given at the end of their senior year. Although students may register for the course in the Fall and/or Spring semesters of their senior year, they must select an advisor and sign a research contract in the beginning of their senior year. A grade is given after the final presentation and paper. Satisfies the Experiential Learning requirement of the Common Curriculum.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and

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completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Chemistry." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

XXX Chemistry Comprehensive Exam. (0)

Required for graduation with a chemistry or biochemistry major. Spring.

Possible two credit, half-semester classes offered starting Fall 2013:

Course descriptions for a series of 2 credit in-depth classes are given below. In-depth **courses do not require completion of all the foundation courses** as indicated by the specified prerequisite course(s).

CHEM XXX: Bioanalytical Chemistry

This course provides an overview of the physico-chemical principles of bioanalytic methods and the application of modern instrumental techniques to biological systems. Particular focus will be placed on fundamental principles and analytical measurements of biomolecules, immunoassays, separations, biological mass spectrometry, microscopy and imaging. Emerging technologies such as nanotechnology-enabled biosensors, microfluidic devices and lab-on-chip will also be addressed. Error analysis, statistical treatment of data and validation of bioanalytical methods and devices are included. Prerequisite: CHEM 255 or CHEM 205

CHEM XXX: Chemical Biology

This course will cover topics of current interest in chemical biology and will survey the way in which organic chemistry is used to investigate and manipulate biological systems either for a biological or chemical purpose. Specific topics will depend on class interest but may include protein design, development of unnatural biological molecules, peptide-carbohydrate interactions, combinatorial synthesis/libraries, molecular recognition, chemical genetics, biosynthesis and methods of drug discovery. Prerequisite: CHEM 315

CHEM XXX: Chemistry of Industrial Topics

This course is intended to teach students the underlying principles in the operation and process development of a product for industrial scale mass production. Topics for this course will include testing/trials, production design, and resource management. Prerequisite: CHEM 318

CHEM XXX: Environmental Chemistry

Chemistry has played a major role in the advancement of society and in making our lives longer, healthier, more comfortable and more enjoyable. The effects of human-made chemicals are ubiquitous and in many instances quite positive. However, along with all the positive advances that result from chemistry, copious amounts of toxic and corrosive chemicals have also been produced and dispersed into the environment. During this course, you will see that scientists do have a good handle on many environmental chemistry problems and have suggested ways to keep us from inheriting uncontrolled experiments on the planet. The course will look at five areas of environmental study; atmospheric chemistry and air pollution, energy and climate change, toxic organic compounds, water chemistry and water pollution, and metals, soils sediments and waste disposal. Prerequisites: Chem 318. Co-requisite, Chem XXX (Advanced Separations)

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This course will focus on the fundamental principles in developing products for industry. These products will include structural materials, conductors, semiconductors, and insulators. The students will be presented with current synthetic techniques for the production of bulk and nanostructured materials along with analytical methodologies to physically characterize synthesized products for a desired application. Prerequisite: CHEM 318

CHEM XXX: Retrosynthetic Analysis/Synthesis

Synthesis is an important application of chemical reactivity concepts. In this course, students will learn about some current methods useful in synthesis and see these methods applied in the synthesis of complex molecules. Topics may include organo-transition metal reactions, methods of enantioselective synthesis and retrosynthetic analysis. Students will demonstrate basic proficiency in these areas and also carry out detailed analyses of total syntheses from the current literature. Prerequisite: CHEM 315

CHEM XXX: Advanced Mechanistic Determinations

This course will study the factors that affect the rates of organic, inorganic and biochemical reactions. Emphasis will be on methods for monitoring reaction rates and using experimental data to propose reaction mechanisms. Prerequisite: CHEM 315.

CHEM XXX: Bioinorganic Chemistry

This course explores the role of metals in biological systems. Emphasis will be on metalloproteins, their synthetic models and spectroscopic techniques used to probe these systems. Prerequisite: CHEM 315

CHEM XXX: Catalysis

This course will involve the use of metal surfaces, discrete organic and organometallic compounds and biomolecules as catalysts. Emphasis will be on understanding how the catalyst functions and how it is studied and modified to alter its selectivity and efficiency. Prerequisite: CHEM 315

CHEM XXX: Drug Design/ Medicinal Chemistry

This course will explore structure based drug design. Specific topics will depend on class interest but may include structure activity relationships, computational drug design methods, drug delivery, combinatorial chemistry, drug metabolism and drug synthesis. Prerequisite: CHEM 315

CHEM XXX: Structure Elucidation

The major emphasis of this course will be on molecular structure determination. This skill is essential for chemists in many areas, such as medicinal chemistry, process chemistry, natural products chemistry, polymer chemistry, forensic chemistry, and many other sub-specialties of analytical chemistry. This course will prepare students with an up-to-date presentation of the tools used for the advanced analysis and structure elucidation of organic molecules using a variety of spectroscopic data including mass spectrometry, IR spectroscopy, fluorimetry, x-ray spectroscopy, etc. The specific techniques may vary depending on instructor choice. However, as NMR has proven to be one of the most powerful tools available, this course will provide students with an understanding of the basic principles of NMR and the students will explore the use of different techniques such as decoupling, relaxation time measurements, nOe, and interpretation of 1D and 2D NMR spectra. Prerequisite: CHEM 203

CHEM XXX: Advanced Separation Techniques (Science)

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This course is primarily focused on the basic theory of separation processes, separation techniques, and specific separation methods as applied to chemical, environmental and biological samples. Modern separation techniques such as various types of chromatography, electrophoresis and field flow fractionation will be covered. Multidimensional separation techniques and hyphenated techniques will also be discussed. Prerequisite: CHEM 255, CHEM 205

CHEM XXX: Biophysical Chemistry

A study of thermodynamic and kinetic process underlying biological molecule structure and activity. Special attention will be given to structures of multimolecular aggregates and conformations of proteins, nucleic acids, and complex carbohydrates, the hydrodynamic and spectroscopic techniques used to study them, and kinetic analyses that described biomolecule interactions and reactivity.

Prerequisite: CHEM 255 or 205

CHEM XXX: Instrument Design

This course will include a critical examination of the process of measurement and then the systematic treatment of instrument design and some discussion of instrumental methods. Substantial amount of physical theory of electronics, optics and quantification will be included to provide background on how an instrument operates, the overall performance, limitations and selection of instrument modules that will yield desired measurements. Basic design of spectrometers and electrochemical modules will be covered. Prerequisites: PHYS 106 or 200, CHEM 318

CHEM XXX: Toxicology/Metabolism

This course will explore biological mechanisms of activation and detoxification of xenobiotics. Topics will include oxidation/ reduction mechanisms (i.e. Cytochrome P450, Flavin Mono-Oxygenase), transferase reactions (i.e. Glutathione S-Transferase, Glycosyltransferases, Acetyltransferases), adduct formation, and repair mechanisms. Prerequisite: CHEM 315

CHEM XXX: Symmetry, Orbitals and Spectroscopy

This course will involve the study and application of symmetry, group theory and quantum mechanics to spectroscopy and molecular orbital theory. Prerequisite: CHEM 318

CHEM XXX: Metabolic, Energy and Signal Transduction

: This course will use thermodynamic, kinetic, analytical, reactivity and systems approaches to study the coordinate control of biological processes involved in metabolism, and energy and signal transduction. Prerequisites: CHEM 251 and 25

3.1.9 Courses of the College

The colleges offer a variety of courses which extend beyond the boundaries of a single discipline. These courses often are designed to fulfill core curriculum requirements.

Major (None)

Minor (None)

Cross-disciplinary Courses (CORE)

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100, 101 First-Year Seminar. (4,4)

Courses which meet the First-year Seminar requirement appear in the class schedule.

201 Transfer Seminar. (4)

Course designed to meet the First-Year Seminar requirement for transfer students. Note: This course is not available for students whose transferred courses were completed prior to high school graduation.

Prerequisite: approval of Academic Advising office.

340-369 Judeo-Christian Heritage. (4)

Courses focus in depth and breadth on an area of Judeo-Christian culture. Courses which meet the Judeo-Christian Heritage requirement appear in the class schedule. They are cross-listed with departmental courses or interdisciplinary courses listed below (COLG 340-369).

390 Senior Seminar. (4)

Courses which meet the Senior Seminar requirement appear in the class schedule.

Interdisciplinary Courses (COLG)

111, 112 Issues in Natural Science:

A Process Oriented Approach. (4,4)

A two-course sequence intended primarily for elementary education majors. It examines carefully the process of science using hands-on, inquiry (guided discovery) based activities and cooperative learning techniques. An additional major focus is to examine the interconnections between science and society. The content is not defined in the typical disciplinary way, but is defined in terms of the processes of science, key concepts that unify science and current issues that have surfaced as a result of the interaction of science and society. Lecture and laboratory. Required for elementary education majors. Prerequisite for 111: Passing grade on the mathematics proficiency exam. Prerequisite for 112: COLG 111.

116 Energy and Modern World. (4)

Study of the principles, forms and sources of energy throughout nature and society, the nature of scientific inquiry and the history of energy concepts and major energy technologies. Special topics include energy consumption and production, energy cycles in the biosphere, energy laws, nuclear energy, solar energy and new energy technologies for the 21st century.

130 EMT Basic. (4)

This course covers basic minimal emergency care required to work on an ambulance or a first responder squad. The course offers basic to more advanced techniques of pre-hospital emergency care.

Prerequisite: CPR for the Professional Rescuer.

140 Healthy Lifestyles: Introduction to Health Professionals. (1-4)

An interdisciplinary course designed for students with an interest in health. Course participants function as a learning community and study the effect of health on their learning. Emphasis is on inter-relating physiological, psychological, social and spiritual aspects of health. Concepts include health assessment, prevention of illness and injury, and promotion of a healthy lifestyle using psychosocial theories and quantitative and qualitative research. The impact of the social and physical environment on lifestyle and access to health services is included. General concepts of professional legal and ethical parameters are also included. Prerequisites: Nursing and Dietetics majors have priority enrollment.

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~~The World Perspectives on Health. (4)~~
 220 World Perspectives on Health. (4)
 Health problems within the social, cultural, political and economic realities of both western and non-western countries. Learners explore obstacles to health and the incidence and management of health problems within the cultural context. Summer.

280 Summer Topics Courses. (1-4)

A series of topics courses offered during the summer term.

310 International Education: Core Topics. (4)

The traditions of the liberal arts and the Benedictine character of Saint Benedict's and Saint John's emphasize the need to develop in students an ability to lead responsible lives in a contemporary world. This concern has always been a central element in notions about striving for a 'good life,' leading a life of civic responsibility, a life of personal integration, a life of 'wholeness.' At the junior/senior level of the curriculum, this objective implies that explicit and focused attention be paid to developing the ability to make good moral judgments on issues that affect our lives. The course is discussion-based and focuses on complex ethical issues which resist easy, once-for-all-time solutions. Faculty for these courses are chosen from all disciplines. Each section, taught by a different faculty member, uses a different theme to accomplish the goals described above. Every International Education Senior Seminar will have a different specific course description. Prerequisite: acceptance into a specific CSB/SJU International Education Program.

311 Contemporary Global Topics. (2)

A discussion and writing course that is designed for students returning from a study abroad experience who wish to deepen their understanding of contemporary global issues. A recently returned study abroad director will select books, articles and other media that are appropriate for discussion by students returning from any study abroad program.

350 History of Science. (4)

A survey course tracing the development of modern science from its early roots in Greece, through the Islamic and medieval period, up to the scientific revolution and Darwin.

360 Spirituality and the College Athlete: Male Spirituality/Sexuality. (4)

This course will use the experience of the athlete as the point of departure for a consideration of the interplay between male sexuality, masculine identity and spirituality, and the ways in which these might be better integrated. By examining concepts found in long-established and contemporary studies of spirituality and male sexuality, students will arrive at a better understanding of the body/spirit dualism evident in much of the tradition. Of special interest will be the ways in which male sexuality, masculine identity and spirituality affect men's relationships with God, self and others. Underlying this course is the assumption that the development of a personal spirituality will help one to be more attentive to the voice of God, more aware of the meaning of one's own existence, and better able to form communities founded on respect for individual persons.

363 Theology and Science. (4)

The historical relationship between science and both biblical interpretation and religious doctrine. Interpretations of the natural world, human nature and knowledge. Special attention given to the Galileo case and evolution.

Possible courses taught abroad:

COLG 190 Language and Culture of Greece and Italy.

3.1.10 Communication

Department Chair: Terence Check

Faculty: Kelly Berg, Terence Check, Jeanmarie Cook, Karyl Daughters, Katherine Johnson, Jennifer Kramer, Shane Miller, Emily Paup, Aric Putnam, Erin Szabo

The field of communication studies how people communicate and how that communication constructs shared beliefs and shapes human community. Scholars of communication promote analysis of, and reflection on, the practical and ethical effects of communication in diverse situations, e.g. between individuals, in the public sphere, and in a variety of mediated contexts.

Communication courses are designed to provide students with the theory and skill necessary for college work and for personal and professional development after graduation. With its focus on message analysis and written and oral communication, the Communication major is an excellent foundation for any career, but is especially relevant for journalism, public relations, and communication and marketing.

Assessment

The Communication Department uses a variety of assessment measures to determine the abilities of our students and the effectiveness of our teaching. These may include, but are not limited to, the following: senior exit interviews, portfolios of papers collected across lower and upper division courses, videotapes of speeches and presentations, sophomore and senior essays, self-assessment instruments, site supervisors' written evaluations of internship performance and communication competence, job placement upon graduation, and standardized longitudinal assessments. The data collected is used by the department to revise the curriculum and/or individual courses in order to enhance student learning.

Major (40 credits)

Forty (40) credits -the equivalent of 10 courses -distributed as follows:

1. Communication majors must take all three foundation courses (12 credits) : 102, 103, 105..
2. At least one course in Message Design: 212, 225, 240, 245, 247, 265, 282, 336, or 382..
3. At least one course in Analysis of Communication: 201, 205, 250, 251, 248, 308, 311, 312, 337, 340, 352, 358, 367, or 384.
4. At least one course in Communication and Community: 303, 304, 305, 307, 309, 310, 335, 341, 350, 351, or 387.
5. At least one Capstone course: 330, 333, 343, 344, 346, 347, 355, 360, 368, 395, or 398.
6. At least 16 credits (the equivalent of four courses) must be 300-level Communication department courses. COMM 392 (Communication Practicum) and COMM 397 (Internship) do not count for this requirement.

Plus additional courses within the department to complete the required 40 credits

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One course may be counted toward the major from the following: ART 317, ART 318, ENGL 311, ENGL 387, PCST 346, PSYC 221, SOCI 201, or one approved elective course from study abroad. These outside courses are optional and not required for the Communication major.

Please NOTE: COMM 200 is open to non-majors and does not count toward the major. COMM 292 and 392 (Communication Practicum) and COMM 397 (Internship) do not count toward the major.

Minor (20 credits)

Twenty (20) credits -the equivalent of five (5) courses -distributed as follows:

All Communication minors must take COMM 102: Public Speaking and the Public Sphere. Communication minors must also take at least one additional foundational course: either COMM 103 or 105.

-One course in Message Design: 212, 225, 240, 245, 247, 265, 282, 336, or 382.

-One course in Analysis of Communication: 201, 205, 250, 251, 248, 308, 311, 312, 337, 340, 352, 358, 367, or 384.

1. -One course in Communication and Community: 303, 304, 305, 307, 309, 310, 335, 341, 350, 351, or 387.

Please NOTE: COMM 200 is open to non-majors and does not count toward the minor. Courses in other departments do not count toward the Communication Minor. Study Abroad courses do not count toward the Communication Minor. COMM 292 and 392 (Communication Practicum) and COMM 397 (Internship) do not count toward the minor.

For the most current information about the department, consult our web site at:
<http://www.csbsju.edu/communication/>

Courses (COMM)

102 Public Speaking and the Public Sphere (4)

This course introduces students to the basic skills needed to present information to an audience clearly, effectively, and eloquently. The class will study, analyze, and construct public speeches from a rhetorical perspective. Students will ground their study of speechmaking in fundamental questions about the habits and skills of civic participation and the ethics of speech.

103 Media and Society. (4)

This course will explore the functions and effects of mediated communication in society and on the individual. Students will learn about the role of mediated communication in creating and dispersing knowledge and introduce students to some theoretical concepts needed to critically analyze mediated messages in advanced courses.

105 Introduction to Human Communication. (4)

This course provides students with a general overview of communication theory and research, particularly as it relates to their everyday interactions. The course covers theories related to interpersonal, gender, group, organizational, and intercultural contexts.

200 Public Speaking Basics. (2)

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This course is intended for education majors who need to fulfill the state requirements in oral communication. (Communication majors or minors should take COMM 102 - Public Speaking and the Public Sphere.) Through the study of theory and through applications, students will learn to understand the basic concepts of practical public speaking situations, including the development and delivery of informative and persuasive speeches.

201 Rhetoric, Culture, and Critique (4)

This course will introduce students to the basic theories and practices needed to understand and critique rhetorical action. The class will give students exposure to diverse theories of the relationship between language and power and provide opportunity for practice making judgments about specific moments of public expression: speeches, music, essays, visual images. The intent of this class is to provide students with a deeper understanding of the academic study of rhetoric and with a skill that will help them make greater sense of how public messages matter in their lives today.

205 Interpersonal Communication. (4)

Introduces students to basic principles and theories of interpersonal communication. Readings, discussion and exercises facilitate understanding of interpersonal communication processes. Topics may include perception, self-concept, verbal communication, listening, conflict, nonverbal cues, gender roles, family communication, culture, communication competence, and relationship development.

212 Advanced Public Speaking (4)

This class will further develop public speaking skills covered in COMM 102. The course will involve frequent speaking assignments, viewing and reading of public addresses, and readings and discussions about the role of public discourse in shaping community. Prerequisite: 102225 Argumentation and Advocacy. (4)

Provides the theory and practice necessary for students to analyze, critique, and construct arguments. Students will develop skills in research, organization, argument anticipation and refutation.

220 Debate (2)

This course introduces students to the fundamentals of debate. Students will learn argumentation and debate theory and develop research, organization, reasoning, refutation and delivery skills. Students will participate in classroom debates. No previous debate training is expected.

240 Communicating Effectively Using Applied Media Aesthetics (4)

This course will examine the importance of encoding variables (production techniques) in creating effective media messages. Students will learn the principles of media aesthetics to both create and critique messages.

245 Introduction to Media Writing. (4)

A course in the writing style used in the news and public relations professions. The student will learn various criteria for newsworthiness, basic newsgathering techniques, story structure, leads, and other aspects of print journalism. Prerequisite: Completion of First Year Seminar or the equivalent.

247 Advanced Media Writing (4)

This course continues to develop writing techniques and methods introduced in COMM 245: Introduction to Media Writing. Students will explore theory and practice in writing for media in one or more of the following areas: public relations, broadcasting, or print journalism. Prerequisite: 245 or permission of instructor.

248 Media & Children (4)

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This course examines the role of mediated communication in the lives of children and adolescents, acquainting students with theories and research pertinent to youth and the media. Students will assume a developmental perspective, and will assess claims made by various publics. The class includes a required service learning component. Prerequisite: 103.

250 Effective Listening. (4)

Introduces students to basic principles and theories of listening. Approaches listening as a critical component in the communication process. Readings, discussion and exercises facilitate understanding of effective listening and development of individual listening skills. Topics include discriminative, comprehensive, mindfulness, critical, therapeutic and appreciative listening.

251 Communication and Conflict. (4)

Introduces students to principles and theories of conflict. Examines causes of conflict and a variety of approaches to managing conflict. Emphasizes conflict in various interpersonal contexts.

252 Listening Basics. (2)

This course is intended primarily for secondary and elementary education students seeking certification in the communication/language arts. Focuses upon the central role of listening in the communication process. Introduces students to the basic principles and various purposes of listening. Uses readings, discussion and exercises to heighten awareness of barriers to effective listening and to develop students' listening skills. Topics include cultural attitudes toward listening, costs of ineffective listening, intrapersonal listening, listening in various contexts, and ethical responsibilities of listening.

253 Nonverbal Communication. (2)

Provides students with a general overview of the theoretical and practical application of primary areas of nonverbal communication research. The course examines theoretical and empirical studies in selected areas of nonverbal communication such as personal appearance, touch, space, body language, gestures, eye contact, use of time, facial expressions, olfaction, and body adornment/alteration.

265 Group Communication. (4)

Examines the theory and practice of group communication. Includes such topics as group dynamics, decision making, power, norms and roles, conflict, groupthink and communication theory.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. The proposed project must be grounded in previous relevant coursework in the discipline. ILPs may not substitute for a regularly offered course and must be student-designed. Permission of department chair required. Consult department for applicability toward major or minor requirements. Not available to first-year students.

282 Special Topics in Message Design (4)

A study of a special topic in message design not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic. See description in registration bulletin.

286 Introduction to Film. (4)

This course offers an introduction to film as a medium of communication and representation. Topics may include a survey of the development of film and the movie industry, techniques of acting, directing, cinematography, narrative style, and film theory. The vocabulary of cinema and representative films of the first one hundred years of filmmaking will be covered. Fall or spring. Cross listed with ENGL 286.

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301 Persuasive (4)
This is a persuasive course in which an analysis and review of the theories and methods of persuasion are used to conduct a persuasive campaign on or off campus. The class may integrate basic principles and practice of video production to complete persuasive video projects. Prerequisite: 102 or permission of the instructor.

303 Social Movements. (4)

This course examines how rhetoric enables groups of people to come together in order to influence public policies. Students will study a variety of historical movements to understand how public arguments can represent social groups and motivate collective action. Prerequisite: 201 or permission of instructor.

304 Political Communication. (4)

This class examines how political symbols and discourse mobilize society, stimulate social action and create national identity. The course will explore how political language reinforces, interprets, challenges and manipulates popular beliefs, attitudes and values. Topics may include presidential rhetoric, campaign discourse and legislative appeals. Prerequisite: 201 or permission of instructor

305 Women's Voices. (4)

This class is a survey of the ways women have used public discourse to demand greater freedoms and protections. This class will draw upon rhetorical theories to explore how and why women's voices have been silenced, the role that men have played as allies and antagonists, and the creative efforts women have undertaken to make their voices heard. Prerequisite: 201 or GEND major or minor.

307 Freedom of Speech. (4)

This course explores the historical development of laws and cultural assumptions that regulate public expression in the United States. Students will study the communicative behaviors that have inspired free speech controversies and analyze the arguments made in favor of and in opposition to a free speech concept.

308 Rhetoric of Advertising. (4)

This course analyzes the persuasive features of advertisements and examines how commercial messages generate social meaning. Students will use rhetorical theory to render deep readings of product advertisements as political, social and ideological messages. Students will also discuss the ethical and social consequences of advertising in society. Prerequisite: 201, or permission of instructor..

309 Environmental Rhetoric. (4)

This course examines how people use communication to articulate viewpoints about the natural environment in the public sphere. Students study an array of environmental discourse, including speeches, advocacy campaigns, advertisements, image events, environmental reporting and news, film and media, to see how these messages convey meaning and shape audience attitudes and behavior about the environment. This course satisfies requirements for the ENVR major and minor.

310 Black Civil Rights Rhetoric (4)

The course explores how public expressions about race have impacted the history of United States democracy. More specifically, students will study the political issues, moral complexities, and rhetorical strategies of speeches, essays, and public art by people of African descent who have argued about the nature and scope of "America."

311 Rhetoric and Religion (4)

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This course will examine the complex relationship between religion and politics and the role that discourse and symbols play in that relationship. The course will explore both how the United States uses public discourse to navigate the proper role between church and state, as well as the ways in which public figures and movements draw upon religion for moral authority. The course will cover such topics as the founding discussions about the role of religion in public life and contemporary debates about the church/state relationship.

312 Rhetorical Dimensions of Sports (4)

This course will explore the ways in which sports are used as a part of public discourse and debate. The course will use rhetorical theories and concepts to examine how athletes, games, competitions and controversies are incorporated into larger social discussions about gender, race and national identity. Prerequisite: 201 or permission of the instructor.

330 Capstone: Apology & Crisis Communication (4)

An advanced course in rhetoric studying the genres of apology, image repair, and crisis communication. Students will analyze speeches and statements of apology and self-defense and assess the effectiveness, ethics, and meaning of such appeals in several case studies. In addition to other requirements, students will generate a critical essay for public presentation. Prerequisites: 102 and 201, and JN or SR standing.

333 Capstone: Rhetorical Criticism (4)

In this course students will deepen the understanding of rhetorical behavior learned in lower division coursework in rhetoric and strengthen their ability to generate insights into particular rhetorical moments. The focus of this course is to enable students to produce well researched, articulate, and sophisticated judgments about public expression. Prerequisites: 102 and 201 & JN or SR standing.

335 Political Campaign Communication (4)

This course analyzes the use of communication strategies and tactics by political candidates in campaigns for elected office and examines the role of media in political campaigns. The course explores how communication and media shape power and identity in American political campaigns. This course has an experiential learning component that requires students to volunteer for a local political campaign of their choice.

336 Introduction to Strategic Communication Campaigns (4)

This course provides a framework for students to understand the appropriate use of theory and components of strategic communication campaigns. Students will learn to be more discerning producers and consumers of persuasive messages. This class may involve a service learning component. Prerequisite: Junior or senior standing and Prerequisite: 102 or 103.

337 New Media: Communication in an On-Line Era (4)

This course examines how interactive media affects communication. Participants will investigate issues raised by the changing media environment. Prerequisite: 103 or permission of instructor.

340 Media Theories. (4)

This course will examine the evolution of theories regarding the role of media in society. Prerequisite: 103 or permission of instructor.

341 Media and Democracy (4)

The role of the news industry in a democracy is to inform and socialize the citizenry for participation within the democracy. What are the consequences for the nature of that information when the news

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industry is profit-driven? How do decisions about the "bottom line" influence decisions about an event's newsworthiness? This course will examine issues of ownership, the influence of advertising/public relations, and factors within the routines of production that help determine the content of news. Prerequisite: 103 or permission of instructor.

343 Capstone: Critical Analysis of News (4)

This course will provide advanced study in the critical analysis of news. Students will examine the relationship of news to the construction of shared beliefs that shape human community. Prerequisite: 103 and 341& JN or SR standing

344 Capstone: Media Aesthetics (4)

This course will provide advanced study in the creation and critique of mediated messages. Students will learn to make cogent production choices to create effective media messages and will learn to defend those choices both orally and in writing. Prerequisites: 103 and 240 & JN or SR standing or permission of instructor.

346 Capstone: Strategic Communication Campaigns (4)

This course provides an opportunity for senior majors to apply what they have learned about strategic communication campaigns, persuasive theory, oral and written communication, message analysis, and community, by creating strategic communication campaigns for a client. This course is a service learning course and will count toward the experiential learning requirement. Prerequisite: 336 and senior standing.

347 Capstone: Media Effects (4)

This course will provide advanced study in the effects of media on adults. By taking a social scientific approach, students will examine the theoretical underpinnings of mass media effects research, with a focus on the effects of media on individuals and on society. This course will include independent research and public presentation. Prerequisite: 103 & JN or SR standing

350 Intercultural Communication. (4)

Examines the relationship between communication and culture. Communication theory is used to identify and explore barriers and opportunities in communicating with individuals from different cultures and co-cultures. Skills necessary for communication across cultures are identified and developed. Note: Some sections of this course may carry an experiential learning component. See registration booklet for details.

351 Gender and Communication. (4)

Examines the impact of socialization on gender roles and the influence of gender roles on communication. Looks at the communication behaviors of women and men in same sex and mixed sex contexts. Introduces students to current theories of gender communication. Examines the function of communication in gender role development. This course satisfies requirements for the GWST major/minor.

352 Health Communication (4)

Provides students with a broad introduction to the study and application of health communication theories, principles, and practices. Examines how narratives, media, interpersonal communication, group communication, intercultural communication, gender communication, organizational communication and promotional campaigns function within health contexts. The relevance of communication to health is examined as a means for improving communication in the health care setting, improving personal health, and influencing public health. Prerequisite: 102 or 105 or permission of instructor.

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~~357~~ **357 Capstone: Current Issues in Interpersonal Communication (4)**
This Capstone course explores contemporary topics in the communication field relating to how communication impacts communities. Students examine the latest communication research as it relates to how communication affects their communities through race, gender, and/or class. Provides the opportunity for students to interact directly with the researchers currently producing work in these areas. Prerequisites: 105 and 205 or 350 or 351 and JN or SR standing.

358 Family Communication (4)

An advanced relational communication course focusing on communication patterns in families and familial relationships. The course covers aspects of functional family communication patterns and explores the connections between family communication and societal discourse.

360 Capstone: Language, Gender and Culture (4)

This course will examine the relationship between language, gender, and culture in a variety of contexts and cultures. The mutual influences of language and culture, and their role in the creation of gendered roles and identities within and across cultures will be explored. Prerequisite: 205, 350, or 351 and JR or SR standing. This course satisfies requirements for the GWST major/minor.

367 Organizational Communication. (4)

Theories and concepts of organizational communication are discussed. Includes such topics as communication approaches to organizational theory, power, corporate culture, conflict, organizational metaphors, organizational processes, management styles and organizational change. Some sections of this course may carry an experiential learning requirement. See registration booklet for details. Prerequisite: 105.

368 Capstone: Love, Sex & Commitment (4)

An advanced relational communication course focusing on the intersections of love, sexuality, commitment, and communication in close relationships. Students review current research findings from a variety of perspectives (e.g., socio-psychological, cultural, evolutionary) and conduct original research. Prerequisite: 105 or 205 or permission of instructor & JN or SR standing. This course satisfies requirements for the GWST major/minor.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. The proposed project must be grounded in previous relevant coursework in the discipline. ILPs may not substitute for a regularly offered course and must be student-designed. Permission of department chair and completion of 12 credits within the department required. Four credits maximum will count toward the major. ILP credits may not be applied to fulfill the four 300-level courses in Communication for the major. Not available to first-year students.

380 Special Topics in Communication (4)

An advanced course focusing on a specific topic in communication. Topics may include communication ethics, visual communication, video game studies, etc. May be repeated as the topic changes. Prerequisites vary with the topic. See descriptions in the registration bulletin.

382 Special Topics in Message Design (4)

A study of a special topic in message design not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic. See description in registration bulletin.

384 Special Topics in Communication Analysis (4)

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A study of a special topic in communication analysis not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic. See description in registration bulletin.

387 Special Topics in communication and Community (4)

A study of a special topic in communication and community not ordinarily treated in standard courses. May be repeated as the topics change. Prerequisites vary according to the topic. See description in registration bulletin.

386 Studies in Film. (4)

This course will read film through one or more theoretical/critical aspects. Psychoanalytical, feminist, cultural studies, and reader-response theories are among possible approaches offered. A selection of films will be viewed for illustrative and interpretive purposes. Cross-listed with ENGL 386.

392 Communication Practicum. (1)

Under the supervision of an approved faculty moderator, a student who participates in a practical communication-related activity (e.g. KJNB radio or any official student-edited publication) may receive credit. Evidence of work completed (e.g. portfolio, audio tapes) letters of evaluation by supervisors, regular conferences with the faculty moderator, a structured self-evaluation, and a minimum number of hours (30 per term) and projects completed are required. Students present a proposal to a faculty moderator and obtain approval prior to registering for this credit. Course is repeatable for total of 4 credits. It may not be applied toward completion of the communication major or minor.

395 Capstone: Research Paper (4)

Student proposed research project not ordinarily available in standard courses. Prerequisites may vary according to topic.

397 Internship. (1-16)

Practical work experience for juniors and seniors. Experience is arranged by the student with the advice and approval of the internship director and the departmental faculty moderator prior to registering for the course. Credit will be earned by demonstrating knowledge gained as a result of the work experience. Additionally, students must demonstrate the ability to apply this knowledge to past communication department concepts and courses. Departmental moderator supervises and evaluates the experience. Internship credits may not be applied toward completion of the minor. Faculty in the department are limited to a maximum of three internship supervisions each term. Consequently it is not guaranteed that all students who desire to complete an internship for credit will be accommodated.

Prerequisite: Legal and Professional Issues Seminar. No student will be permitted to register for an internship without completing this seminar. Fall, Spring, and Summer.

398 Capstone: Honors Thesis/Senior Thesis. (4)

Independent project required for graduation with "Distinction in Communication." Prerequisite: HONR 396 and approval of the department chair and the director of the Honors Thesis Program. For further information see HONR 398.

3.1.11 Computer Science

Department Chair: James Schnepf

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Faculty: Michael Heroux, Noreen Herzfeld, J. Andrew Holey, John Miller, Imad Rahal, James Schnepf, Yu Zhang, Lynn Ziegler

Computers and information technology now permeate human society. People in almost any career find themselves using computers, many on a daily basis. This activity is supported by computing professionals who work in many areas, including computer design, software development, systems management, technology, consulting and computing education. Study in the field of computer science provides both computer users and professionals with an understanding of what is computable, how it can be computed and how the power of computation affects human society.

The computer science curriculum stresses the underlying theory and abstraction of computing, providing students with a broad foundation on which to build more specialized understanding. At the same time, the curriculum seeks to combine these principles with the design of applications current to each topic.

With an emphasis on problem solving as a core component of the major, it provides a good foundation of skills valuable to many different careers and is not limited to those interested in software development.

Assessment

The Computer Science Department is committed to using assessment for the improvement of its curriculum and programs. To this end, it engages in several assessment strategies.

Major

The computer science department offers a major in computer science; it also offers a major in numerical computation jointly with the mathematics department. Information about the numerical computation major is in a separate section for that major. In addition, students may develop individualized majors which meet their particular interests. (See the section on individualizing a traditional major under Academic Regulations.)

Computer Science Major (56 credits)

This major focuses on the study and implementation of algorithms and the theoretical foundations of computing. It is appropriate for students interested in the full range of computing including software design, systems analysis, and graduate study in computer science.

Required Courses:

- MATH 118 or 119 or 120;
- CSCI 150 (130 or 140);
- CSCI 160, 200, 230, 239, 310, 338, 339, and 369;
- CSCI 373 or 398;
- Twelve additional upper division credits in computer science, or MATH 315 or 322 or 338 and eight additional upper division credits in computer science.

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Students who complete MATH 120 may substitute MATH 239 for CSCI 239.

Minor (24 credits)

Required Courses:

- MATH 118 or 119 or 120;
- CSCI 130 or 140 or 150;
- CSCI 160;
- Twelve additional computer science credits of which at least 4 are at the 300 level.

Students who complete MATH 120 may substitute MATH 239 for CSCI 239. Students primarily interested in business computing should take 230 and at least one of 312, 330 or 331; those interested in computing systems should take 310 and either 312, 350 or both; those interested in theoretical computer science should take 338 and 339.

Criteria for admission to the major:

Students will be accepted into the Computer Science major if:

1. They have completed the required mathematics course and three CSCI courses,
2. No more than one of the above courses has a grade below C, and
3. The GPA in the above courses is 2.5 or better.

Students will be conditionally accepted into the Computer Science major if:

1. They have not yet completed all the courses needed for unconditional acceptance into the major, but are currently enrolled in the courses which are lacking, and
2. They meet the other two criteria for acceptance on the courses completed thus far.

Students not accepted to the major must consult with Academic Advising. In exceptional circumstances, a student may be allowed to continue working toward a Computer Science major, subject to constraints determined by the Chair of the department in consultation with Academic Advising.

Courses (CSCI)

130 Concepts of Computing: Business and Society. (4)

Introduces fundamental concepts of computer science that underlie all computing application, motivated by computational problems in business. Students will study the basic architecture of computers, the structure of programming, and the design of spreadsheets and databases. Through regularly scheduled labs they will gain hands-on experience with applications to business problems. Intended for students with an interest in computing in business. Prerequisites: Math 115 or four years of college preparatory mathematics or permission from the chair of the department.

140 Concepts of Computing: Science and Mathematics. (4).

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Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in science and mathematics. Topics include programming, modeling and simulation applied to a wide range of scientific problems along with an introduction to fundamental structures of computing. Intended for students with an interest in computing in science.

150 Introduction to the Science of Computing (4)

Introduces fundamental concepts of computer science that underlie all computing applications, motivated by computational problems in multimedia, robotics and other computer science areas. Regularly scheduled labs will explore the processes, possibilities and limits of computing. Intended for computer science majors and minors. Prerequisites: MATH 115 or four years of college preparatory mathematics or permission from the chair of the department.

160 Problem Solving, Programming and Computers (4)

Examines the fundamental skills of computer programming which underlie all of computer science. Using an advanced programming language, the laboratories will emphasize the use of control and abstraction as well as program libraries to solve problems. Supporting mathematical structures are also covered. Prerequisite: 130 or 140 or 150

200 Abstraction, Data Structures and Large Software Systems (4)

Examines the software implementation of data structures and objects along with careful analysis of time and space complexity. Students will use software components to construct larger software systems. Laboratories will include both software development and testing. Prerequisite: 160, completion of calculus requirements

217 Topics in Computer Science. (0-4)

Selected computer science topics such as enrichment courses in particular programming languages. Prerequisite: Consent of instructor.

230 Software Development. (4)

Provides an intensive, implementation-oriented introduction to the software-development techniques used to create medium-scale interactive applications, focusing on standard techniques and skills for software design such as the Unified Modeling Language (UML) and design pattern, and for software coding such as class design by contract (DBC), package design, code documentation, debugging, testing, version controlling, and refactoring. Prerequisites: 160 or 161

239 Discrete Computational Structures. (4)

Offers an intensive introduction to discrete mathematical structures as they are used in computer science. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, elementary combinatorics, discrete probability and functional programming. Prerequisites: 130 or 140 Or 150 and MATH 118 or 119 or 120.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

310 Computer Organization. (4)

Introduction to computer systems and architecture. Topics include digital systems, machine level data representation, processor design, assembly level machine organization, memory systems, system control, organization of operating systems, concurrency and scheduling. Prerequisite: 160 or 161, and either 239 or MATH 239.

312 Data Communications and Networks. (4)

Introduction to the concepts, terminology and approaches used in data communication systems. Topics include protocol stacks as models and implementations, signal encoding, media for transmission, analysis of network architectures, addressing and routing, error and flow control, connection management and security. Prerequisite: 200 or 230.

317 Topics in Computer Science. (1-4)

Selected computer science topics such as distributed processing systems, graphics or artificial intelligence. Prerequisite: consent of instructor. May be repeated for credit.

318 Topics in Software Development. (1-4)

Selected computer science topics requiring a major software development project. Prerequisite: consent of instructor. May be repeated for credit.

321 Computer Graphics. (4)

This course will survey programming techniques for producing three-dimensional computer graphics. Topics will include event-driven programming, geometric objects and transformations, viewing, shading, and animation. Prerequisites: 200 or 230 and either 239 or MATH 239.

330 Software Engineering. (4)

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Examines the methods and tools used to determine information requirements of a business, construct logical models of business processes, prepare specifications for program development, prepare procedures and documentation, and test, install and maintain an information system. Prerequisite: 230.
331 Database Systems. (4)

Introduction to physical file organization and data organization techniques, including an examination of data models, file security, data integrity and query languages. Discussion will focus on examples which illustrate various data models. Prerequisite: 230.

338 Algorithm Design and Analysis. (4)

Introduction to formal methods for the design and analysis of complex algorithms, with an emphasis on developing students' problem-solving abilities. Focuses on computational resources and ways of conserving both time and memory. Prerequisites: 162 or 200 and either 239 or MATH 239.

339 Theoretical Foundations of Computer Science. (4)

Introduction to the theoretical structures of programming languages and computers. Topics include regular expressions, formal grammars, abstract automata and computability. Prerequisites: 160 or 161 and either 239 or MATH 239.

340 Organization of Programming Languages. (4)

The structure, design and application of various programming language paradigms, with emphasis on the principles and semantics of languages. Prerequisite: 200.

341 Compiler Theory. (4)

Introduction to the design and construction techniques of modern language compilers, including both parsing and code generation. Prerequisite: 200.

350 Operating Systems. (4)

The fundamentals of the software that drives the computer, including single-user, multi-user and multi-tasking systems. Topics include networks, file systems, task scheduling, multiprocessing, memory management, user interfaces and peripheral devices. Prerequisite: 162 or 200, 310 recommended.

351 Principles of Parallel Computing (4)

Presents the theoretical foundations of parallel computing and an overview of several parallel computing models. Exposes students to current parallel programming models and systems through projects. Teaches students the ability to determine the most appropriate model for a given task.

Prerequisite: 200 or 230, 310 recommended

369 Ethical Issues in Computing. (4)

Examines a variety of philosophical and ethical questions that arise within the development and use of computer technology. Students will become familiar with several models of ethical reasoning and will apply these approaches to questions in a variety of areas of computer science, including artificial intelligence, nanotechnology, software development, and cyberspace. Prerequisite: 200 or 230 and jr/sr standing.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

372 Individual Senior Research. (0-4)

Individualized experimental, theoretical or applied projects for seniors. Each student intensively explores a topic, writes a major research paper, and makes a formal presentation to the department.

Prerequisite: Consent of department chair. May be repeated for up to 4 credits.

373 Senior Research in Computer Science. (4)

Directed research in computer science organized around a selected topic and conducted in a seminar format. Includes consideration of computer science research methodology and analysis of current research in the seminar topic. Each student intensively explores a topic, writes a major research paper and makes a formal presentation to the department. Prerequisite: 200 or 230 and jn/sr standing

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Computer Science." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.12 Economics

Academic Departments
Departments

Department Chair: Louis Johnston

Faculty:

Menna Bizuneh, Ernest Diedrich, Daniel Finn, Michael Hemesath, Louis Johnston, Margaret Lewis, Sucharita Mukherjee, John Olson, , Shrawantee Saha, Parker Wheatley

Economics is the study of how people interact within their social and natural environments to provide goods and services to one another according to the constraints that those environments impose. The Department of Economics offers students the opportunity to explore these interactions and to examine important economic issues and policies from the perspectives of various schools of economic thought.

In accord with the mission of the two colleges, the department's faculty is committed to the explicit treatment of the values implicit in economic choices and policies, to the benefits of methodological diversity in economic inquiry, and to the practice and improvement of contemporary pedagogies to engage students as active learners. The department's curriculum prepares students to be informed, critical citizens and engaged, competent professionals.

The economics curriculum is structured in three levels or tiers. Tier One consists of one 4-credit course, ECON 111 (Introduction to Economics), which provides an introduction to the subject of economics by examining fundamental economic principles as well as issues and problems examined by economists. The courses in Tier Two (numbered between 300 and 349) build on the Tier One foundation to address in greater depth particular areas of economic theory and application. Tier Three courses (numbered 350-399) are advanced courses in analysis and applications and are primarily intended for economics majors and minors. All Tier Three courses have a prerequisite of at least one of the core theory courses, ECON 332 (Microeconomic Theory), ECON 333 (Macroeconomic Theory), and/or ECON 334 (Quantitative Methods in Economics).

Many courses in the economics curriculum are designed to meet requirements in programs outside economics. In particular, the department contributes to the curricula in Accounting and Finance, Asian Studies, Environmental Studies, Gender Studies, Global Business and Leadership, Public Policy, and Theology.

The economics major prepares students for employment in a variety of areas and for graduate study. Recent graduates are pursuing careers in banking, insurance, finance and brokerage, journalism, sales and marketing, and management. Others are employed as policy analysts for various agencies and branches of local, state and federal governments. Economics majors have gone on to graduate study in economics, business, finance, law, public policy analysis, agricultural economics, environmental economics, labor relations and human resource management, health administration, sports administration, and public administration. The economics program also offers a minor that can be matched with many different majors as preparation and support for a broad variety of career opportunities.

Assessment

The Department of Economics conducts assessment of student learning in order to determine how well the department and its students are meeting the program's specified learning goals and objectives. Assessment provides the department with systematic feedback to make curricular and pedagogical improvements. While protecting confidentiality, students of economics should expect that their coursework may serve as assessment data, that they may be asked to provide other data for assessment, and that they will be invited to participate in assessment reviews.

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Major (44 credits)

Required Courses:

1. 111, 332, 333, 334, 384, and four additional 300-level ECON courses of which at least three must be from Tier Three courses (numbered 350 or higher);
2. One semester of calculus (either MATH 118 or 119) and one semester of statistics (either MATH 124 or 345).

Suggestions:

Students majoring in economics are advised to complete the required two MATH courses and the ECON 111, 332, 333, and 334 courses no later than the middle of their junior year. Mathematics and statistics are essential tools for graduate education and professional work in economics. The department therefore advises that students who are contemplating graduate study in economics minor in mathematics, with students taking MATH 119, 120, 239, 305, 345, and either 343 or 346. In addition, ECON 350 (Introduction to Econometrics) should be included among the economics courses taken for the major.

Minor (24 credits)

Required Courses:

1. 111, 332, 333, and two additional 300-level courses;
2. MATH 118 or 119.

Courses (ECON)**Tier One**

111 Introduction to Economics. (4)

Includes both microeconomics and macroeconomics. The price system as a mechanism for directing resource allocation. Demand, supply and market equilibrium in perfectly competitive markets. Development and application of criteria for efficiency and equity. Measures of the performance of the macroeconomy. Circular flow, aggregate demand, aggregate supply and equilibrium within the context of an international economy. Nature and impact of monetary and fiscal policies upon output, price level and employment. Fall and spring.

202 Readings in Economics. (0-1)

Readings and discussions in specific areas of economics. Topics may be tied to on-campus lectures/presentations given by invited speakers. Approval of department chair and/or faculty moderator required. This course can be repeated for credit with the permission of the department chair. Prerequisite: 111.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Prerequisite: 111 or permission of the department chair. Consult department for applicability towards major requirements. Not available to first-year students.

Tier Two

302 Readings in Economics. (0-1)

Readings and discussions in specific areas of economics. Topics may be tied to on-campus lectures/presentations given by invited speakers. Approval of department chair and/or faculty moderator required. This course can be repeated for credit with the permission of the department chair. Prerequisite: 111.

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314 International and Financial Analysis of the Firm and Markets. (4) Emphasis on the function, structure and regulation of financial markets; the behavior of financial institutions; the behavior of interest rates; and international finance. Prerequisite: 111.

315 American Economic History. (4)

Examination of the growth and development of the American economy from the 17th –century colonization to the present. Application of basic tools of economic analysis to explore the effects of the natural environment, public policies, changes in technology, and social and cultural forces on historical economic events, institutions and processes of economic growth and development. Prerequisite: 111.

316 Asian Economies. (4)

Examines the rise of the Asia-Pacific as an important economic, cultural, and geopolitical region. Concentrates primarily on the post-World War II growth performance of the “Asian Tigers” in East and Southeast Asia. Studies how these countries transformed themselves from peasant societies into global industrial powerhouses within their regional and international contexts. Prerequisite: 111.

317 International Economics. (4)

Uses elementary techniques to examine the reasons for and consequences of international trade. Explores the gains from trade, impact of trade on factor markets, the problems of labor and capital mobility and current commercial policy disputes (such as tariffs, quotas and other trade restrictions). Also examines financial aspects of trade, including the balance of payments and exchange rates. Prerequisite: 111.

318 Natural Resource and Environmental Economics. (4)

Examination of the economics of natural resources and the environment with special focus on environmental policy formulation. Topics include inter-temporal efficiency criteria, cost/benefit analysis, and sustainability issues. Prerequisite: 111.

320 Market Structures and Firm Strategy. (4)

Examines the pricing, output, and welfare implications of different market structures such as perfect competition, monopoly, oligopoly, and monopolistic competition. Topics frequently include the structure of production and costs, industrial regulation, pricing and advertising strategy, and the sources of firm dominance in an industry. Students apply theories to specific cases of industrial development such as the computer, airline, automobile, telecommunications, and beverage industries. Prerequisite: 111.

323 Economics of the Public Sector. (4)

Examination of the economic rationale for the government sector; issues of economic efficiency and equity. Evaluation of government expenditures. The nature and incidence of taxation. Federal government debt. Prerequisite: 111.

325 Political Economy of Gender and Race. (4)

Comparison of the dreams of Americans with the current situation facing American workers. Examination of economic and noneconomic explanations behind changes in workforce participation, earnings, occupational patterns, income distribution and poverty, with particular focus on the categories of race and gender. Prerequisite: 111.

326 History of Economic Thought. (4)

Examination of the development of economic thought. Schools and views considered include the

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ancients, scholastics, mercantilism, classical political economy, Marxian, neoclassical economics, and institutionalism. Prerequisite: 111.

327 Economic Thought and Religious Values. (4)

An examination of how economic life has been viewed from the perspective of religion, particularly Western Christianity: from roots in the Hebrew and Christian scriptures, through the early church, middle ages and the Protestant Reformation, up to contemporary debates about free markets, Marxism, feminism and the social teaching of the Roman Catholic Church today. Prerequisite: 111.

328 Economics, Philosophy and Method. (4)

An inquiry into the philosophy of social science and the methodology of economics. A survey of philosophical debates concerning what makes a “good” explanation in natural science and social science, and an examination of the debates within the history of economics concerning the requirements for good explanations of economic events. Prerequisite: Two courses in economics or two courses in philosophy.

329 Topics in Economics. (4)

Economic analysis of major social concerns in past, present and/or future. Emphasis on the economist’s role in perceiving and developing policy to address these issues. Consult course schedule for current offerings. May be repeated for credit with different topics. Prerequisite: 111.

332 Microeconomic Theory. (4)

Development of the theory of microeconomics. Demand theory and analysis of consumer behavior. Theory of the firm, analysis of production, costs and market structure in determination of supply. Factor markets. Introduction to theory of welfare economics. Prerequisites: 111 and either MATH 118 or 119. Fall and spring.

333 Macroeconomic Theory. (4)

Development of the theory of macroeconomics. Determination and analysis of macroeconomic activity using IS-LM, aggregate demand and aggregate supply models within the context of an international economy. Microeconomic foundations of macro-behavior. Evaluation of monetary and fiscal policies directed to problems of unemployment, inflation, growth and macroeconomic stability from classical and contemporary approaches. Prerequisites: 111 and either MATH 118 or 119. Fall and spring.

334 Quantitative Methods in Economics. (4)

An examination of quantitative methods employed in economic research. Emphasis will be placed on a working knowledge of quantitative methods in economics, the economic meaning of quantitative results, and the ability to evaluate the appropriateness of alternative methods and types of data for particular economic questions. Students will regularly employ spreadsheets and data sets available in print and on the Internet. Prerequisites: 332 or 333 and concurrent enrollment in ECON 333 or 332, MATH 124 or 345, . Fall and spring.

Tier Three

350 Introduction to Econometrics. (4)

Introduction to regression techniques as used in economics. Estimation and hypothesis testing with alternative functional form models. Single equation and simultaneous equation problems. Computer applications. Prerequisite: 334.

353 Labor Economics and Policy Analysis. (4)

Labor force participation, wage determination, and income distribution. Collective bargaining, bargaining power, and labor legislation. Economics of the family, poverty, and discrimination.

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Evaluation of labor market policy. Prerequisite: 334.

359 Advanced Topics in Economics. (4)

Analysis of contemporary or historical topics or applied areas in economics. Consult course schedule for current offerings. May be repeated for credit with different topics. Prerequisite: 332 (or 333) and 334.

361 Evolution of Economic Systems. (4)

Theoretical and practical examinations of how societies throughout history have organized their economies to accomplish social aims. Emphasis on how different societies have conducted vital functions such as health care, environmental protection, social security, defense, energy production, and trade. Special attention is paid to reform efforts and their effectiveness. Prerequisite: 332.

362 Economic Development. (4)

Examination and analysis of the economic problems of less developed countries. Emphasis on critical examination of current economic development theory, policies, and programs as they are applied in developing countries. Prerequisite: 334.

363 Economic Growth. (4)

Investigation and analysis of the theoretical and empirical causes, processes, and consequences of economic growth. Particular attention is given to the roles of history, capital accumulation, education, and research and development in economic growth to explain why some countries experience growth and others do not. Prerequisite: 333 and 334.

364 Dynamic Macroeconomics. (4)

Development and application of dynamic models to macroeconomic phenomena. Models will include the Solow growth model, overlapping generations models, and real business cycle models. Emphasis will be on the general equilibrium nature of macroeconomics and the need to consider macroeconomic theory and policy in a dynamic, rather than a static, context. Prerequisite: 333 and 334.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Prerequisite: completion of 12 credits within the department, including 334, and permission of the department chair. Consult department for applicability towards major requirements. Not available to first-year students.

373 International Theory and Policy Analysis. (4)

General equilibrium analysis of reasons for trade and the gains from trade. Impact of international trade on income distribution. Trade and commercial policy. Politics of trade. International trade agreements and trade wars. Exchange rates and balance of payments. Prerequisite: 334, or 333 and permission of instructor.

374 Monetary Theory and Policy Analysis. (4)

Theoretical analysis and empirical investigation of the effect of money on macroeconomic activity from classical and contemporary approaches. Theories of money demand and the money supply process. Issues in the formulation, execution and impact of monetary policy. Prerequisite: 333 and 334.

379 Welfare Economics and Public Policy Analysis. (4)

Application of the new welfare economics to analysis of government policy. Efficiency and equity criteria are developed and applied to analysis of expenditures and tax policy with special focus on the federal government. Evaluation of specific government programs. Examination of taxation theory and

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burden of the public debt. Prerequisite: 334, or 332 and permission of instructor.

384 Advanced Research in Economics. (4)

A directed research experience in economics. Application of economics research methodology and analysis in various sub-disciplines of economics. Each student intensively explores a topic and makes a formal presentation to the department. Prerequisite: 333 and 334. Fall and spring.

397 Internship. (1-4)

Practical off-campus experience. Must have a substantial academic component. Directed by officers of employing firms or institutions. Prerequisites: 20 credits in economics, senior standing and permission of the department chair. These credits will not apply to the requirements for a major or minor.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Economics." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.13 Education

Department Chair: Janet Grochowski

Faculty: Tom Andert OSB, Karen Bengtson, Michael Borka, Delbert Brobst, Jeanne Cofell, Melisa Dick, Bob, Domek, Elizabeth Eickhoff, Shannon Essler-Petty, Luke Feierabend, James Forsting, Janet Grochowski, Roxanne Hand, Kristi Hendricks, Theresa Johnson, Michael Leach, David Leitzman, Mark Mortrude, Elaine Odette, Alicia Peters, Natalie Prash, Edmund Sass, Lynn Schnettler, Matt Siers, Allison Spenader, George Zahn.

The education department prepares women and men for teaching careers in elementary, middle school and secondary education. Courses of study currently prepare students academically to apply for licensure in elementary education for grades K-6 with an optional endorsement in communication arts and literature for grades 5-8, science for grades 5-8, world language (French, German, or Spanish) for grades K-8, middle and secondary education in Communication Arts and Literature, Mathematics, Social Science, and Sciences for grades 5-12, as well as K-12 licensure in World Language, Art, and Music in the State of Minnesota. These programs are approved and accredited by the Minnesota State Board of Teaching (MBOT). In addition, the Education Department is fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

The Education Department seeks to develop teachers who are committed to high standards of learning and professional ethics. Our shared vision places decision-making at the heart of the teaching process. We emphasize active decision-making which is intentional, value-based, and which reflects a rational consideration of alternatives. We believe teachers must have a firm grasp of a diverse, research-based body of knowledge. Likewise, the Benedictine values of concern for community; respect for all persons; and balance of mind, body and spirit are cornerstones of our program. Through an on-going reflective process, students incorporate their knowledge and values into their personal philosophy and practice of teaching.

Students are strongly advised to contact the Education Department during their first year to become aware of the current program requirements and devise a course plan. Programs are subject to change according to the Minnesota Board of Teaching licensure guidelines.

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Admission to Teacher Education

Students must make formal application to the Education Department for admission to the Teacher Education Program. Application is made while students are enrolled in EDUC 310. Applicants are required to meet criteria specified in the online Education Department Handbook prior to acceptance by the department. In addition to these specific admission requirements, all students must complete the following:

1. It is mandated by the Minnesota Department of Education that all students applying for acceptance into any Teacher Education Licensure Program in Minnesota must take the Minnesota Teacher Licensure Exam (MTLE-Basic Skills) before the beginning of their sophomore year. Registration materials for the test are available in the Education Department. Passing scores on the MTLE must be achieved before acceptance into the Education program and application for teacher licensure can be made in Minnesota. Students must take the MTLE in their first year of college or during the summer prior to their sophomore year. (More information is available in the Education Department upon request.)
2. Students requesting admission to any Education Program are assessed on their writing skills and must achieve competency at the basic level (or above). The writing assessment takes place while students are enrolled EDUC 111.
3. Education students must maintain a cumulative G.P.A. of 2.50 or above. They must also carry a G.P.A. of 2.50 or above in the courses of the Education sequence and in their major sequence, and in their area of endorsement. In addition, a grade of C or above is required in all major/minor/endorsement courses.
4. Students must complete the Education Department application paperwork and a structured interview. (Forms and specific directions are available from the Education Department Secretary.) The application procedure must be completed during the semester that the student is registered for EDUC 310.
5. Students must successfully complete the speech proficiency requirement in one of the following ways prior to application to the major/minor:
 - proof of a formal high school speech course in grade 10 or above with a grade of B or higher;
 - pass the Speech Adequacy Test given by the Education Department;
 - successfully complete a college level speech course.

Additional requirements for acceptance and retention are specifically outlined in the Teacher Education Handbook which can be found on the Education Department homepage under "Student Resources". Students must follow these requirements carefully and be aware of revisions that are made each year.

Criminal Background Checks

All students applying for a Minnesota Teaching License are required to complete a criminal background check. Forms for this process are available in the Education Department. The procedure will be facilitated by the chair of the Education Department. A background check is required prior to all field experiences and student teaching and must be updated every two years, or as required by the district in which a student is placed.

Minnesota Teacher Licensure Exams (MTLE)

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All graduates seeking a Minnesota teaching license must pass the MTLE tests in their area(s) of expertise. The MTLE tests include content area exams as well as Pedagogy exams appropriate for the licensure grade level.

Major in Elementary Education (K-6) with Optional 5-8 Endorsement

In addition to the major course requirements, all elementary education majors may choose to complete an academic endorsement in one of the following areas: Communication Arts and Literature, Science, or a language (French, German, or Spanish). This endorsement prepares one to teach this subject in grades 5-8 for communication arts and literature, science and K-8 for languages. See the [Education Department page](#) for further information regarding the 5-8/K-8 endorsements.

Basic Requirements (78-87 credits)

Required Courses:

109, 111, 150, 151, 203, 212, 215, 310, 313, 315, 318, 325, 333, 334, 347, 356 (for K-8 world language endorsement only), 358 (for communication arts and literature and science endorsements), 359, 360 (for K-6 license only) 361 (for K-8 license), 390, MATH 121 and 180, NATS 151 and 152, and COMM 200 or evidence of fulfillment of the speech requirement.

Minor in Secondary Education (grades 5-12) (44-46 credits)

Students who minor in secondary education for grades 5-12 take a teaching major in one of the following areas: English-language arts, mathematics, science, social science or theology. All secondary education students should see the Education Department Advisor or Chair during their first year for planning purposes.

Minor in K-12 Education (38-44 credits)

Teaching majors are also available in the following K-12 areas: art, instrumental music or vocal music, or world languages (French, German or Spanish).

*Note: 5-12 and K-12 education minors may be required to take a ninth semester, overloads and/or summer school to fulfill state of Minnesota licensure requirements. Secondary and K-12 minors are urged to contact the education department during their first year for advice on the Minnesota State licensing requirements. Additional information is in the Education Department Handbook.

K-12 Minor in Teaching English as a Second Language (TEIL) (59-60 credits)

A teaching minor is available in TEIL K-12. This minor may be attached to any major with successful completion of the following course sequence:

EDUC 109, 111, 203, 212 or 213, 300, 301, 302, 303, 304, 310, 359, 390, ENGL 387, and one 4 credit sociocultural/intercultural course and a 16 credit student teaching experience. NOTE: This course sequence does not constitute a major.

ESL Minor, Non-Teaching (24 Total Credits)

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An ESL minor is available that does not lead to a teaching license. Following are the courses required for this minor: EDUC 300, 301, 302, 303, 304, ENGL 387, and one sociocultural/intercultural course.

Education Course Requirements for 5-12 and K-12 Secondary Minors: (according to major)

Mathematics, Science, Social Science, Theology (5-12)

109, 111, 203, 213, 310, 355, 358, 359, 362, 390, and fulfillment of speech requirement.

Biology, Chemistry or Physics (9-12)

A 9-12 license is available in Biology, Chemistry, or Physics provided a major in a subject area is attained. The Education course requirements are the same as those listed for the 5-12 license, excluding EDUC 358. Students interested in the 9-12 license should seek information from the Education Department chair to make sure all requirements are understood.

World Languages (French, German or Spanish) (K-12)

109, 111, 203, 213, 310, 341, 354, 359, 363, 390, and fulfillment of speech requirement. *WORLD LANGUAGE STUDENTS: Must demonstrate oral and written proficiency in major language for licensure.

English-Language Arts (5-12)

109, 111, 203, 213, 216, 310, 355, 358, 359, 362, 390, and COMM 200.

Art K-12

109, 111, 203, 213, 310, 340, 354, 359, 363, 390, and fulfillment of the speech requirement.

Instrumental and/or Vocal Music K-12

109, 111, 203, 213, 310, 321, 322, 354, 359, 363, 390, and fulfillment of the speech requirement.

Courses (EDUC)

109 Chemical Use and Abuse. (1)

An introductory course to the needs and problems of school-age youth with regard to chemical use and abuse. Participants learn to identify symptoms of substance abuse and how to intervene appropriately.

111 Introduction to Teaching and Learning in a Diverse World. (4)

Participants will examine trends in education, the philosophical foundations and the history of P-12 education. Additionally, they review the social problems and tension points in American education. Participants also examine the effects of their own culture on their education and begin an exploration of teachers' awareness of diversity issues in education as well as their sensitivities toward working with diverse student populations in various settings. A service-learning component is required for the course and a teacher shadow experience is required for acceptance to the Education Program.

150 Fundamentals of Music. (2)

An introductory course in which participants are actively involved in learning the elements of music (form, expression, rhythm, melody, texture, harmony) through reading, writing, composing, analyzing and performing. Piano and recorder study will be emphasized.

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Course Principles of Art (2) an understanding of how culture, gender, socio-economic status, and personality influences the art created by a diverse group of artists. In addition, they acquire a visual arts vocabulary needed for critiquing and interacting intelligently and sensitively with a variety of artistic styles and art forms. Using artistic reproductions and quality children's picture books, as well as field experiences to local/state art galleries that would enhance a K-6 art curriculum, are all part of this course. Prerequisite: Elementary Education majors are given preference. Elementary Education majors must register in conjunction with EDUC 315.

203 Human Development: Typical and Exceptional. (4)

A survey course covering the principles of human development (birth through adolescence) with an emphasis on topics of particular pertinence to those preparing for careers in teaching. Special emphasis is given to those who differ significantly in physical, mental, emotional and social development. Course content will include research, theories, stages, principles of development, and potential problems including those of students who need special classroom provisions to develop their full potential. Prerequisite: EDUC 111.

212 Clinical Experience: Elementary Education. (1-2)

(Diversity Immersion Week and Local Field Experience)

Daily participation and observation in a classroom where work as a teacher aide, tutor and classroom assistant is required. Assignments focus on understanding multicultural perspectives, knowledge about diverse cultural/religious/family groups, and strategies to use when educating students in culturally diverse K-8 classrooms. Prerequisite: 111.

213 Clinical Experience for K-12/5-12 Majors. (1-2)

(Diversity Immersion Week)

Observation and field experience in a K-12 or a secondary/junior high/middle school setting where work as a teacher aide, tutor and classroom assistant is required. Assignments focus on classroom management and discipline and the effects of diverse factors such as learning styles, cultural influences, family configurations and developmental characteristics of students. Prerequisite: 111.

215 Literature for Children and Adolescents. (4)

Reading and analysis of literature and poetry written for children and adolescents. Focus is on the distinguishing characteristics of diverse genre, the dynamic interaction of literary elements, approaches to critical analysis, problems of censorship and developmental considerations for young audiences. Emphasis is also placed on writing and discussion processes. Literature for the course is selected to deliberately include that from non-Eurocentric cultures. Prerequisite: 111.

216 Literature for Young Adults 5-12. (2)

Course participants will develop skills to use literature as a vehicle in the education of young adults. Participants will develop instructional materials for age appropriate literature – primarily in the genres of the short story and the novel. Emphasis is placed on methods and materials that appeal to a variety of learning styles and levels of comprehension. Prerequisite: 111. Fall semesters only.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

300 Structures of English for the ESL Teacher (4)

The course addresses both the structures of the English language in a format that allows pre-service teachers to not only understand how the language works, but also how these structures can be taught

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effectively. The course will cover an introduction to linguistics, including English grammar rules, phonology, morphology, orthography, vocabulary, semantics and pragmatics. This course will also cover word and sentence-level pronunciation rules in North American English. Students will observe and analyze speech and writing samples of English language learners, and design activities and lessons that target the development of specific structures of English in a contextualized, communicative way. (Spring semesters only)

301 Teaching Literacy to English Language Learners (2)

This course provides pre-service teachers with an overview of the challenges ELLs face in classrooms with regards to literacy. The course explores the importance of using a variety of instructional approaches to meet the needs of ELLs, and stresses the need to include teaching materials that support second language literacy development in both the ESL and mainstream classroom. This course includes an in-depth exploration of the differences between first and second language literacy development, and the effects that limited English proficiency has on student academic success. (Fall and Spring semesters)

302 Assessing English language Learners (2)

This course addresses the importance of using appropriate methods of assessment when measuring achievement and making decisions about English Language Learners. Some of the issues that will be explored include purposes for assessing, types of assessments, limitations of traditional assessments, creating validity and reliability in assessments, administering tests, interpreting test results, and sharing results with learners, colleagues and parents. Students will design language and academic content assessments for use with English Language Learners. (Fall semesters)

303 Theoretical Foundations of ESL (4)

This course is designed to build on candidates' knowledge of English structures by bringing together theories of first and second language acquisition with methods and approaches to language instruction. This writing-intensive course covers the topics of first and second language acquisition, biological and sociological factors in human learning and language acquisition, sociocultural issues related to language, motivation and policy making, as well as accepted approaches and methods to language pedagogy used in variety of ESL contexts. Participants will research and report on the latest findings in the field of language acquisition, and analyze and critique the major pedagogical approaches in the field of ESL. (Fall semesters)

Prerequisites: completion or simultaneous enrollment in ENGL 387 or EDUC 300

304 ESL Methods and Materials (4)

This course is designed to provide students with an overview of practical issues pertaining to teaching ESL today, including course and lesson planning, second language teaching methods, strategies instruction, as well as hands-on experiences working with elementary, high school and post-secondary learners. Topics covered include: information on learners of various ages and ability levels, communicative-based approaches to teaching ESL, creating and adapting lesson plans, working with technology and creating and analyzing ESL teaching materials. A variety of clinical experiences will prepare participants to work with ESL students in any setting. (Spring semesters)

Prerequisites: completion or simultaneous enrollment in ENGL 387 or EDUC 300, or permission of instructor

310 Educational Psychology. (4)

This is a foundations course that provides an introduction to educational psychology. Course content emphasizes best practices as they relate to theories of learning and their associated models of teaching as well as classroom motivation, classroom management, and assessment. The course is primarily designed for those preparing to teach, though the content should be broad enough for anyone interested in examining the teaching/learning process. Prerequisite: 111, sophomore standing. Taken concurrently with EDUC 203.

313 Teaching Physical Education K-6. (1)

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Participants study techniques for organizing, planning and teaching activities for the K-6 physical education program. Clinical observations and peer and classroom teaching experience are required. Prerequisite: Acceptance into the Education program.

315 Art Pedagogy in Grades K-6. (2)

Course participants will learn to teach K-6 students the four essential components of a quality art program: art aesthetics, criticism, history/heritage and production. Participants engage in a field experience in grades K-6 to observe and to implement developmentally appropriate art lesson. In addition, participants create an art resource file which includes art lessons/art works completed both in and outside of class. This resource package must include a variety of art concepts, grade levels and art media. There is a heavy emphasis on addressing the concepts, issues and trends in multicultural education as it relates to the creation of a culturally diverse art curriculum. Prerequisite: Acceptance into the Education program.

318 Social Studies Pedagogy in Grades K-6. (4)

In this course, participants consider key historical and social studies concepts and methods of inquiry as they prepare meaningful social studies experiences for children in the elementary classroom. The Minnesota Academic Standards in History and Social Studies and the NCSS Curriculum Standards for Social Studies are used when creating developmentally appropriate lessons that accommodate elementary students' diverse needs. Students also learn to select and utilize a variety of instructional methods and resources. This course includes a weeklong practicum. Prerequisite: Acceptance into the Education program.

320 ESL Practicum Lab (1)

This course is designed to provide students with hands-on experiences in teaching English as a second language to late-adolescent learners with emerging academic English skills. An important component of this course is hands-on experience working with English Language Learners (ELL). To gain experience in diagnostic assessments and teaching, you will be teaching international students here at CSB/SJU. The practicum lab consists of classroom teaching, individual assessments and tutoring. You will plan and teach a lesson to a group of English Language Learners on our campus, and debrief this experience with your instructor and your peers.

321 Music Pedagogy K-6. (3 credits)

Through active involvement, music majors learn to teach K-6 students the important elements of music: form, expression, rhythm, melody, texture and harmony, in view of the National Arts (music) Standards and MN-Academic Standards. They study the teaching methods currently in use in the U.S., including the methods of Orff, Kodaly and Dalcroze. Students compose, arrange and improvise. They are exposed to non-western music through videos, recordings and class performance. Observations and teaching experiences are required in the K-6 classroom. K-6 music idea files are required. The unique contribution of music toward meeting the special needs of children is frequently addressed. Prerequisite: Acceptance into the Education program. Fall semesters only.

322 Music Pedagogy 7-12. (3)

Music majors are actively involved in learning how to teach 7-12 general music and instrumental and choral performance groups. Arrangements of choral and/or instrumental compositions for appropriate for this level are required. Non-western music reports are required. Participants become familiar with the National Arts (music) Standards and MN Music Content Standards and Standards of Effective Practice for this level. Observations and teaching experience in all areas (instrumental and choral) are required as well as one teaching experience at the mid-level and secondary level. Each student must pass a guitar and piano proficiency test. The unique contribution of music toward meeting the special needs of adolescent students is frequently addressed. Prerequisite: Acceptance into the Education program. Spring semester only.

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325 Mathematics Pedagogy K-6 (4) Participants apply the central concepts, tools of inquiry and structure of mathematics education. Aspects of the MN Academic Standards and the National Council of Teachers of Mathematics Standards are addressed. Participants create and implement developmentally appropriate lessons which follow the outcome/assessment/curriculum/instruction in an elementary school classroom. These lessons also include accommodation for learners with diverse backgrounds and learning modes. Prerequisites: MATH 121, 180; and acceptance into the Education program.

333 Music Pedagogy K-6. (2)

Through active involvement, course participants learn to teach K-6 students the important elements of music: form, expression, rhythm, melody, texture and harmony, in view of the National Arts (music) Standards and the Minnesota Academic Standards. They study the teaching methods currently in use in the U.S., with special emphasis on the methods of Orff, Kodaly and Dalcroze. They compose and improvise simple pieces. They are exposed to non-western music through videos, recordings and class performance. Two clinical observations and one teaching experience are required. Music resource card files are required. The unique contribution of music toward meeting the special needs of children will be frequently addressed. Prerequisites: 150 and acceptance into the Education program.

334 Science Pedagogy K-6. (4)

Participants study the central concepts and structures of science and plan and implement age-appropriate instruction based on the Constructivist model of learning. The identification of misconceptions and ways to address them through hands-on activities are included. Science process skills and the nature of science constitute a thread running throughout the course, as well as the incorporation of multicultural and special needs issues. Aspects of the MN Academic Standards and the National Science Teaching Standards are implemented in long and short term instructional planning. Clinical observations and a teaching experience are required. Prerequisite: Acceptance into the Education program, and COLG 111 and 112.

335 Environmental Education Pedagogy (2 or 4)

This course is designed for individuals that are planning on teaching in the field of environmental education in formal classroom settings and/or interpretive settings, such as environmental learning centers. Some of the issues that will be explored are the incorporation of environmental education in standards based settings, the dichotomy of advocacy versus education, and the history, trends and best practices of environmental education. The relationship between the two types of environmental education settings will also be explored, including collaboration, and students will be designing and teaching environmental education curriculum based on the North American Association for Environmental Education's "Excellence in Environmental Education - Guidelines for Learning". This course will include a practicum experience. Prereq: Educ/Env Studies majors/minors, or permission from instructor.

340 Art Education/Methods and Materials K-12. (4)

Art majors learn to teach K-12 students the four essential components of a quality art program: art aesthetics, criticism, history/heritage and production. Participants engage in a field experience in grades K-12 to observe and to implement developmentally appropriate art lessons. In addition, participants create an art resource file which includes art lessons/art works completed both in and outside of class. This resource package must include a variety of art concepts, grade levels and art media. There is a heavy emphasis on addressing the concepts, issues and trends in multicultural education as they relate to the creation of a culturally diverse art curriculum. Prerequisite: Acceptance into the Education program. Offered spring semester of even years: 2010, 2012, etc.

341 World Language Pedagogy K-12. (4)

This course is designed to meet the needs of preservice teachers in K-12 world/second language education by providing an overview of child and adolescent development with corresponding implications for teaching world language K-12. Specific theories, methods and techniques for teaching

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second language and culture in K-12 settings will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will participate in age appropriate, communicative-oriented materials development and peer teaching scenarios. A field experience is required. Prerequisites: Acceptance into the Education Department and demonstrated proficiency in the target language. Fall only.

347 Reading, Writing and Language Growth K-6. (4)

Course participants explore and apply the central concepts, tools of inquiry and structure of the various language arts processes. Focus is on teaching elementary-age students to read and write narrative, expository and poetic works in the English language. Participants learn instructional practices that support learning outcomes and goals for elementary students' literacy development. Formal and authentic assessment procedures are addressed. Participants explore cultural, family, development influences on literacy acquisition and demonstrate their understanding of literacy in a field-based performance which considers knowledge of subject matter, diversity, community, and curriculum goals. Prerequisite: Acceptance into the Education program.

349 Introduction to Teaching and Learning in an Online Environment. (1-2)

The course has been organized into seven online modules that introduce participants to the world of online teaching and learning. As an introductory course our focus will be on adapting what we know about best classroom practices in a face-to-face setting to the unique needs of the online environment. Online community and relationship building, curriculum, teaching strategies, selecting the most appropriate digital tools, classroom management, and responding to students' diverse learning needs are among the topics that we will explore. The class includes opportunities to work with and observe teachers who teach classes online. Prerequisite: successful completion of one pedagogy course.

354 Middle Level Literacy and Pedagogy. (2)

In this course, K-12 Education students with a major in Art, Music or World Languages will gain an understanding of the importance of literacy instruction in the middle school curriculum. The class will review developmental stages of students in the middle grades as well as the philosophical foundation for middle school. Aspects of Minnesota Academic Standards, study skills, reading and writing in the content area, pedagogical strategies, and collaboration are included. In addition, the participants will partake in a five-day practicum at a local middle school where they will observe and participate in daily activities.

(Required for K-12 Education students with a major in Art, Music or World Languages) Prerequisite: Acceptance into the Education program.

355 Pedagogy in Grades 9-12. (4)

Participants learn and apply the principles of effective long and short term planning of developmentally appropriate lessons for students in grades 9-12. In addition, participants develop a variety of authentic assessment strategies for their particular disciplinary area, including aspects of the MN Standards and appropriate National Standards. A field experience is required with this course. Prerequisite: Acceptance in the Education program. Offered for English, Social Science and Mathematics in fall semesters, and for Science and Theology in spring semesters. (EDUC 355 for Theology majors covers grades 5-12.)

356 World Languages in the Elementary School (K-8). (4)

This course is designed to meet the needs of the world languages teacher in the elementary classroom. Course focus is on current theories of second language acquisition, communicative methods and techniques for teaching second language and culture in a variety of K-8 settings. These topics will be examined and demonstrated with particular emphasis on national and professional standards for program content, teacher performance, and student proficiency assessment. Students will also learn about the principles of foreign language immersion. A field experience requires observations and teaching in a K-8 setting, with the option to do so in a language immersion classroom. Prerequisites: World Language courses through 312 and acceptance into the Education program for Elementary majors. Fall semester only.

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~~358 Middle Level Literacy and Pedagogy in Understanding Mathematics, Science or Social Studies (4)~~
The middle school curriculum. The class will review developmental stages of students in the middle grades as well as the philosophical foundation for middle school. Developmentally appropriate practices in middle level content areas are explored. Both Minnesota and National Standards are examined and used in planning lessons that are appropriate for the student. Curricular materials and resources are reviewed for use in teaching. A field/teaching experience at the middle school is integrated into the course. Prerequisite: Acceptance into the Education program. Offered for Language Arts, Math, and Social Studies in fall and spring semesters; Science in fall only. At least 8 credits in specialty content area is required prior to registration for this course.

359 Issues in Education K-12. (1)

In this capstone course, participants explore school related issues from the perspective of the "Teacher as a Decision Maker" conceptual model. Topics include both current and on-going educational issues such as classroom management, student discipline, parental involvement and diversity. Other matters are also addressed such as the Minnesota Code of Ethics for Teachers, licensure requirements and procedures as well as other legal issues relating to teaching. All participants will have an opportunity to develop a formal management plan integrating their beliefs about teaching and learning, knowledge of the setting in which they will complete their students teaching, and techniques of classroom management they have observed or acquired from their readings and discussion. Prerequisite: Taken the semester immediately before student teaching.

360 Student Teaching K-6 (16)

Participants use classroom observation, information about student, and a strong knowledge base as sources for their teaching in K-6 school settings. Furthermore, they implement aspects of the "Teacher as a Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time off-campus assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching.

361 Student Teaching K-8. (16)

Participants use classroom observation, information about students, and a strong knowledge base as sources for their teaching in K-8 school settings. Furthermore, they implement aspects of the "Teacher as a Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus teaching assignments are arranged by the Director of Elementary Student Teaching. Prerequisite: Successful completion of all Education courses and requirements and approval of the Director of Elementary Student Teaching.

362 Student Teaching 5-12. (16)

Participants use classroom observation, information about students, and strong knowledge base as sources for their teaching in 5-12 school settings. Furthermore, they implement aspects of the "Teacher as a Decision Maker" conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching.

363 Student Teaching K-12. (16)

Participants use classroom observation, information about students, and strong knowledge base as

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sources for their teaching in K-12 major subject area (music, art or world languages). Furthermore, they implement aspects of the “Teacher as a Decision Maker” conceptual model as well as aspects of the Minnesota Academic Standards. Major goals of this experience are to have student teachers recognize and accept their responsibility to children and youth, to become reflective practitioners and to actively seek out opportunities to grow professionally. Full-time, off-campus student teaching assignments are arranged by the Director of Secondary Student Teaching. Prerequisites: Successful completion of all major and Education courses and requirements and approval of the Director of Secondary Student Teaching.

368 International Teaching Externship (ITE) (1-2)

International Teaching Externship (ITE) is a post-student teaching international/multicultural experience in which CSB/SJU teacher candidates work with international teaching professionals as volunteer teacher aides, teaching assistants, or team-teachers in globally diverse K-12 classrooms. The four to six week externship begins soon after the successful completion of the Minnesota-based student teaching experience. Since this is not a student teaching experience, externship students are able to teach in a more collaborative, collegial environment while living in other countries, experiencing other cultures, and engaging in diverse educational systems.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

390 Ethics in Human Relations. (4)

This course examines some prominent ethical views of both Western and Eastern philosophical thinking. Participants explore various ethical perspectives and visions and consider their application in the demanding and ever-changing arenas of classroom, school, community, and world. The focus of ethical analysis in this course will revolve around issues of oppression, discrimination, poverty, violence and educational leadership. While students will grapple with ethical concerns existing in educational issues, this will require that they engage with ethical perspectives relevant to the larger world. Prerequisites: Junior standing and acceptance to the teacher education program.

397 Internship. (4-8)

Practical off-campus experience related to education. Experience is arranged by the student with the advice and approval of the internship director and department chair prior to registering for the course. Departmental moderator supervises and evaluates the experience.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with “Distinction in Education.” Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.14 English

Department Chair: Madhuchhanda Mitra

Faculty: Matthew Callahan, Mara Faulkner OSB, Jessica Harkins, Matthew Harkins, Cynthia Malone, Luke Mancuso OSB, Ozzie Mayers, Madhu Mitra, Michael Opitz, Christina Shouse-Tourino

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The department of English offers traditional and innovative courses to meet the needs of both liberal arts and pre-professional students. We prepare majors for a wide range of careers as well as for further study of literature. We also work closely with the education department to help English majors with education minors meet state licensing requirements. The department encourages students to participate in the college's International Studies Programs or to pursue independent studies abroad.

By studying literature in English, students gain insight into experiences and ways of thinking and feeling different from their own. As a result, they come to perceive the shared humanity of people as well as the differences determined by such circumstances as gender, race, and class. These insights foster cooperation and community, both in the classroom and in the larger world.

The English department teaches students to read thoughtfully and perceptively, to listen carefully, to analyze critically, and to express their ideas logically, clearly, and precisely. Through exposure to theoretical and critical debates, students learn various ways of interpreting and analyzing literature. Exploring literature – poetry, drama, fiction, and the essay – students develop an understanding of the growing and rapidly changing world of contemporary English studies. Courses include excellent writers who have been excluded from the literary mainstream in addition to traditionally respected British and American authors.

Through analytical and creative writing, students practice a variety of literary forms and develop their own talent. Through reading, writing, and discussing, students discover the values inherent in literary works and the theories which shape our interpretation of them. Students also come to a clearer and deeper awareness of their own values as they develop an individual voice to express them.

Assessment

The English Department conducts regular assessment of student learning in the major. Methods of assessment include: a yearly analysis of student sample essays, a survey of seniors' perceptions of the curriculum, and focus-group interviews for graduating seniors.

Major

The English department offers concentrations in literature and English communication arts/literature for 5-12 education.

Concentration in Literature (40 credits)

Required Courses:

8 credits of ENGL 221-223:

221: World Literatures

222: Literatures in English

223: Literatures of the Americas

4 credits of ENGL 243: Literary Theory and Criticism

4 credits of ENGL 311: Writing Essays

4 credits of ENGL 365: Capstone or HONR 398 Honors Senior Essay, Research or Creative Project. (4), or EDUC 362 Student Teaching. (4-16)

Capstone

20 credits of English electives

At least 16 credits must be in upper-division courses

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Students may apply only one course from 120-124 toward the major
Students must have sophomore standing to enroll in 300-level courses

Admission Requirements

Students may apply to the department: (1) if they possess at least average college skills in speech, reading, and writing; (2) if they have completed four credits from courses numbered 120-124 and earned four other English credits above that level at CSB/SJU; and (3) if they have a 2.0 cumulative grade-point average in major coursework. The department may also request an interview.

Concentration in English – Communication Arts/Literature for 5-12 Education Licensure (44 credits)

Students in this program meet the same requirements as do other English majors. Secondary-education minors must also meet the requirements of the education department. Students are strongly encouraged to contact an English secondary education advisor as soon as possible in their college career, preferably as first-year students.

Students who transfer to these colleges should see an English secondary-education advisor before registering for classes. Students should contact both the education and the English departments for detailed information on their programs.

Required Courses:

8 credits of ENGL 221-223

221: World Literatures

222: Literatures in English

223: Literatures of the Americas

4 credits ENGL 243: Literary Theory and Criticism

4 credits ENGL 311: Writing Essays

4 credits of coursework under each of the following clusters:

Literature and Literary History – ENGL 352: Shakespeare

Theory and Culture – ENGL 387: English Language (Linguistics)

Capstone – EDUC 362: Student Teaching

To meet state requirements and fulfill the additional requirements listed under the Concentration in Literature, education minors must also take the following courses:

4 credits ENGL 383: Post-Colonial Literature or ENGL 382: Race and Ethnicity in U.S. Literatures

Those students who complete the minor may also count 2 credits of COMM 200: Public Speaking, 2 credits of COMM 252: Listening, and 4 credits of COMM 103: Mass Communication and Society towards their major.

See also the education department's listing of courses required for a 5-12 licensure.

Minor: (20 credits)

Writing Minor:

12 credits of writing courses within the English major. Students may substitute COMM 245: Introduction to Media Writing and COMM 345: Advanced Media Writing

8 additional elective English credits

The English department strongly recommends that students take English 311.

English Minor:

20 credits of English courses, including at least 12 at the upper-division level.

The English Department strongly recommends that students take English 311.

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Students may apply only one course from 120-124 toward the minor.

Courses (ENGL)

100-Level Courses

The department of English offers a variety of 100-level courses in order to introduce students to critical reading skills, analytical thinking, and competent writing. Students have the opportunity to learn methods for understanding literary genres, history, and the crafts of poetry, fiction and nonfiction. Faculty members are committed to both the traditional canon of literature and to the expansion of the traditional canon through attention to the literatures of women, minorities, and non-Western cultures. Faculty members usually supplement the study of literary texts with consideration of other cultural forms—examples might include paintings, photography, music, film, video, popular culture—and with significant texts from other fields, including history, philosophy, psychology and the social sciences. Course content will vary from course to course, and not all 100-level courses may be offered each semester. Consult the English Department Course Description Booklet for a description of each semester's offerings.

- Students may apply only one course from 120-124 toward the major or minor.

120 Fiction (4)

This course is an introduction to fiction with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course; recent offerings have included "Growing up in Literature," "Science Fiction: Of Aliens and Outer Space," and "Fiercely Funny Fiction."

121 Fiction and Film (4)

This course is an introduction to fiction and film with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course.

122 Fiction and Poetry.

This course is an introduction to fiction and poetry with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course.

122 Fiction and Poetry (4)

This course is an introduction to fiction and poetry with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course; recent offerings "Men, Women, and Aliens"; "An Atlas of a Difficult World."

123 Poetry (4)

This course is an introduction to poetry with emphases on close reading, critical thinking, discussion and writing skills. Course topic and content vary from course to course; recent offering: "Poetry and Popular Music."

124 Cultural Studies (4)

This course introduces students to methods for understanding literary genres, history and elements of popular culture by applying insights drawn from the field of Cultural Studies. This course will expand upon the study of traditional literary texts by examining other forms of cultural discourse--painting, photography, music, film, video and other elements of cultural discourse; recent offering: "Looking Hard at Movies."

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This special topics level course fosters close reading, critical thinking, discussion and writing skills across a variety of genres -- from fiction and poetry to film, pop music, autobiography, blogs, travel, and beyond. The course topic and content vary from course to course.

Writing

Consult the English Department Course Description Booklet for a description of each semester's offerings.

211 Writing Well. (4)

Practice in writing for various audiences and in a variety of nonfiction forms. Attention to grammar, mechanics, paragraph development, etc. Prerequisite: completion of First-year Symposium.

213 Seminar in Creative Writing. (4)

Workshop/seminar in the principles and techniques of writing any two genres such as short fiction, poetry, mixed genres and creative non-fiction prose. Consult the English Department Course Description Booklet for a specific description of each semester's offering.

220 Investigative Writing. (4)

The theory and practice of research in literary and cultural studies in preparation for a written project of the student's choice—literary or cultural critique, memoir, historical fiction, biography, etc. This course is an excellent preparation for an honors thesis in the humanities.

311 Writing Essays. (4)

Theory and practice of writing longer nonfiction forms (essays, articles) dealing with complex subject matter. Study of the rhetorical strategies used in non-technical writing drawn from a variety of disciplines. Concentration on development of the student writer's voice and style. Prerequisite: Completion of First-year Symposium and junior standing.

313 Advanced Seminar in Creative Writing. (4)

Advanced workshop/seminar in a particular genre such as poetry, fiction, mixed genres or creative non-fiction prose. Consult the English Department Course Description Booklet for a specific description of each semester's offering.

315 Writing: Special Topics. (4)

Theory and practice of writing special genres—such as biography or memoir, normally not included in other writing courses, or workshop/seminar in editing and publishing, business writing, technical writing, etc. See the English Department Course Description Booklet for a description of a specific semester's offering. This course may also be cross-listed with writing courses in other disciplines.

Gateway Courses: Literature

Engl 221, 222, and 223 are topics courses designed to introduce students to the practice of research-based literary criticism. Every course will focus on literature produced within a historical period of at least 75-100 years, enabling students to examine the rich intersections of political, economic, religious, and aesthetic currents that shape literary/cultural productions.

The topic and content will vary from course to course, but every version will include the following objectives:

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- Study of texts within a span of at least 75 to 100 years. Emphasis on historical breadth helps students to trace shifts in genre, changes in aesthetic value, etc., and to draw connections between changing literary practice and contemporary historical, social, economic, and other forces.
- An introduction to research practices in literary studies. Students will learn the appropriate use of secondary critical material when writing interpretive analyses of literary texts. Ensuring that all students practice research in these intermediate courses will allow us to build on that foundation in our upper-division courses.

221 World Literature. (4)

World Literature is a topics course. Each version of the course will focus on major literary works from around the world, often read in translation. Literary texts will be situated in historical breadth of at least 75-100 years, often a considerably longer span of time. Course topic, content, and historical period may vary from course to course. No prerequisites.

222 Literatures in English. (4)

Literatures in English is a topics course. Each version of this course will investigate texts with an historical breadth of 75 to 100 years. Subjects may include texts from England, and/or Anglophone literatures from various English-speaking countries (India, Ireland, Australia, etc.). They may also address and investigate questions of literary or cultural continuity and boundaries within a chosen 75 to 100 year historical period. No prerequisites.

223 Literature of the Americas. (4)

Literature of the Americas is a topics course. Individual courses might focus solely on literature written in the United States or by U.S. writers. Or, challenging the common notion that America equals the United States, they might focus on literary and historical content that spans North, Central, and South America and the Caribbean. Literary texts will be situated in relevant social, political, and economic contexts covering an historical breadth of 75-100 years. No prerequisites.

Gateway Courses: Theory

Engl 243 will introduce students to the major trends in literary and cultural theory.

243 Literary Theory and Criticism. (4)

Introduction to literary and cultural theory. Students apply theoretical texts or concepts to literary or cultural texts (e.g., novels, films, television, popular arts, clothing, architecture, and public spaces). No prerequisites.

Literature and Literary History

Consult the English Department Course Description Booklet for a description of each semester's offerings.

340 Topics in British Literature. (4)

Courses organized by theme, by historical period, by region, or by genre. Recent offerings include Green Writing: 19th-Century British Nature Writing.

348: Topics in U.S. Literature. (4)

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Courses organized by theme, by historical period, by region, or by genre.

352 Shakespeare. (4)

Reading and analysis of selected plays in historical and literary context.

355 Studies in Individual Authors. (4)

Study of several works by one or two authors. Recent offerings include Jane Austen/Charles Dickens.

367 Studies in Contemporary Literature. (4)

A selection of fiction, poetry and/or other forms written in the past 30-50 years. Recent courses have emphasized emerging forms, including graphic novels, hybrid works, and online works.

381 Literature by Women. (4)

Selection of works written by women. Recent course offerings include Literature by Women: African, Asian, and Caribbean.

382 Race and Ethnicity in U.S. Literatures. (4)

A study of literature from several of the ethnic, racial and other groups that make up United States culture. Some attention to the historical and social contexts in which this literature arises. Prerequisite: fulfillment of HM.

383 Post-Colonial Literature. (4)

A study of literature, partly in translation, from African, Asian and the Caribbean countries. The course examines the specific historical and cultural contexts in which these literatures arise. Prerequisite: fulfillment of HM.

385 Studies in Literature. (4)

Special topics in Literature. Recent courses have included Envisioning Nature, Literature of South Asia, and Women and Power in Medieval Literature.

Theory and Culture

Consult the English Department Course Description Booklet for a description of each semester's offerings.

243 Literary Theory and Criticism. (4)

Introduction to literary and cultural theory. Students apply theoretical texts or concepts to literary or cultural texts (e.g., novels, films, television, popular arts, clothing, architecture, and public spaces).

286 Introduction to Film Studies. (4)

An introduction to film as a medium of communication and representation. Possible topics include but are not limited to a survey of the development of film and the movie business, techniques of acting, directing, cinematography, narrative style, and film theory. The vocabulary of cinema and representative films of the first hundred years of filmmaking is covered. Recent titles have included "An Introductory Guide to Active Spectatorship" and "Introduction to Film Techniques, Meanings, and Pleasures."

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365 Studies in Critical Theory. (4)
Study of recent critical theories and application, using such approaches. Recent course offerings have included Globalization and American Literature. Recommended for majors planning for graduate English studies.

386 Studies in Film. (4)

Analysis of film through one or more theoretical aspects. Psychoanalytic, feminist, cultural studies, and reader-response theories are among possible approaches offered.

387 Introduction to Linguistics. (4)

Study of the history and development of the English language, its grammar and structure, and also language acquisition and use in society.

388 Studies in Popular Culture. (4)

Critical reading of such popular arts and practices as film, television, music, newspapers, etc.

Capstone

365 Current Issues in Literary Studies. (4)

Analysis and discussion of significant literary texts. Students examine debates that have shaped the discipline of literary studies complete a substantial research project. Thematic focus of the course varies with instructor. Recent offerings include Show Business: Race and the American Imaginary; Milton.

HONR 398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in English." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

EDUC 362 Student Teaching. (4-16)

Observations and supervised teaching in the student's major subject at area schools. Full-time off-campus student teaching assignments arranged by director of 5-12/K-12 student teaching. Four credits may be counted toward the capstone requirement.

Special Courses

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

397 Internship. (4)

Integration of the skills of the English major, a liberal arts background and the expectations of a career. Individually tailored by the student with the advice and approval of a department advisor and the college's director of internships. Four credits may be counted toward the capstone requirement. S/U

grading only.

3.1.15 Environmental Studies

Department Chair: Derek Larson

The environmental studies department takes an interdisciplinary approach to the study of the environment and sustainability issues, integrating perspectives from the humanities, social sciences, natural sciences, and fine arts, and applies these perspectives to issues ranging from global warming to environmental impacts of our own lifestyle choices. Because environmental problems and their potential solutions do not stop at disciplinary boundaries, our curriculum teaches students to approach a particular topic not simply as a question of biology, politics, or theology, but rather to combine these (and many more) perspectives to better understand environmental issues in all their complexity. Particularly important to this process is the inclusion of social science and humanities viewpoints, as even the most technical solutions to environmental problems must be implemented by individuals working within cultural, political, and economic contexts. Currently five departmental faculty and fifteen supporting faculty from over a dozen different academic departments contribute courses to the program; students also have access to professional staff from the Sustainability Office, Saint John's Arboretum, Land Management, Environmental Health and Safety, and other appropriate campus offices. The unique ecological resources of our two campuses include nearly 3,000 acres of deciduous forests, coniferous forests, restored oak savanna, tall grass prairie, wetlands, and a diversity of large and small lakes. This setting, which is carefully managed in the tradition of Benedictine stewardship, provides a wealth of opportunities for the hands-on exploration of environmental issues as well as venues for outdoor recreation and reflection.

Students majoring or minoring in environmental studies come from a wide range of backgrounds and areas of interest, but all share an essential curiosity about and concern for the environment and a sustainable future. The interdisciplinary nature of the program requires students to hone their skills in reading, writing, critical thinking, quantitative analysis, and argumentation to become well-rounded thinkers adept at developing and expressing reasoned opinions not only about environmental issues, but in all aspects of their intellectual lives. Experiential learning components are incorporated into many courses, including service learning projects, field studies, and a required internship for majors. A variety of co-curricular and volunteer activities offer students interested in environmental education, outdoor recreation, environmental activism, campus sustainability practices, and other related topics frequent opportunities to directly connect with others who share their environmental interests, often alongside faculty and staff affiliated with the program. Majors and minors in environmental studies pursue a wide range of careers, not only in environmental fields but in many other professions for which a traditional liberal arts education serves as preparation. Many also go on to advanced study in related fields such as environmental law, public policy, natural resource management, journalism, landscape architecture, and environmental education. Complete information on the environmental studies program is available on-line at <http://www.csbsju.edu/environmentalstudies/>.

Assessment

The Environmental Studies Department's curriculum emphasizes problem-solving skills in an environmental/sustainability context. The departmental assessment program thus focuses on evaluating student outcomes via problem-solving and skill-building exercises embedded in required courses. The assessment program culminates with the senior research theses, all of which are evaluated as a group

annually by the department faculty.

Environmental Studies Major - 53 credits

The Environmental Studies major is an interdisciplinary program of study that explores questions of environment and sustainability via methods and materials drawn from the natural sciences, humanities and fine arts, and social sciences. The curriculum is designed around an interdisciplinary core, upon which rest specialized courses with topical or disciplinary emphases. The major requires a total of 53 credits, divided into five groups. The exact distribution will vary depending on each student's choice of electives; the number of credits listed for each group is a minimum requirement.

Group One: Interdisciplinary Core - 17 credits required

The Interdisciplinary Core includes the introductory, methodological, applied, and capstone courses that give shape to environmental studies as a field of inquiry. These include the topical Introduction to Environmental Studies, the applied Sustainability Workshop, and the Environmental Methods & Measurement skills course at the lower division level. Junior majors are introduced to research projects in the Research Colloquium, and seniors complete an individual thesis in the capstone Research Seminar. The Internship requirement offers an opportunity for majors to explore a potential career field by working alongside practitioners for an extended period, typically after completing the junior year.

Group Two: Natural Science - 12 credits required

The Natural Science group offers students a lab-based, scientific perspective on environmental and sustainability issues. The required foundation courses, Integrated Environmental Science I and II, take a systems approach to understanding the form and function of the natural world, and incorporate case studies to provide depth of inquiry in specific areas such as climate, water, air quality, energy, and agriculture. A third natural science course, chosen from Group Two, allows students to pursue more advanced study in a focused subfield of environmental science such as ecology or climate science.

Group Three: Interdisciplinary Environmental Studies - 12-20 credits required

The Interdisciplinary Environmental Studies group includes courses that are focused topically, rather than by discipline, and typically bring the methods of multiple disciplines to bear on contemporary issues in environment and sustainability. Students will select at least three courses from group three, according to their interests and in consultation with their faculty advisor.

Group Four: Disciplinary Humanities & Fine Arts - 4-12 credits required

The Disciplinary Humanities/Fine Arts group brings the perspectives of art, literature, history, philosophy, and theology to issues of environment and sustainability. Students will select at least one course from group four, according to their interests and in consultation with their faculty advisor.

Group Five: Disciplinary Social Science - 0-8 credits required

The Disciplinary Social Science Electives group offers elective courses for students interested in social science approaches to issues of environment and sustainability, including such fields as political science, anthropology, economics, and sociology. Students may select up to two courses from Group Five, according to their interests and in consultation with their faculty advisor, in fulfilling the elective requirements.

NOTE: Courses listed in **BOLD TYPE** are required for all majors.

GROUP ONE: Interdisciplinary Core - 17 credits required

- **ENVR 150: Introduction to Environmental Studies (4 credits)**
- **ENVR 215: Learning Community/Sustainability Workshop (2 credits)**
- **ENVR 220: Environmental Methods & Measurement (2 credits)**
- **ENVR 320: Research Colloquium (4 credits)**
- **ENVR 395: Research Seminar (4 credits)**
- **ENVR 397: Internship (1 credit)**

GROUP TWO: Natural Science - 12 credits required (ENVR 175/275 plus one elective)

- **ENVR 175: Integrated Environmental Science I (4 credits)**
 - **ENVR 275: Integrated Environmental Science II (4 credits)**
 - **ENVR 300: Topics in Environmental Studies - Natural Science (4 credits)**
 - **ENVR 300G: Science of Global Climate Change (4 credits)**
 - **ENVR 300F: Environmental Geology (4 credits)**
 - **BIOL 334: General Ecology (4 credits)**
 - **BIOL 337: Aquatic Ecology (4 credits)**
-

MAJOR ELECTIVES - 24 credits required

All majors must complete at least 3 courses from Group Three, 1 course from Group Four, plus 2 additional courses from either Group Three, Four, or Five.

GROUP THREE: Interdisciplinary Environmental Studies Electives - 12 -20 credits required (chose 3-5 courses)

- **ENVR 225: Food, Gender, and the Environment (4 credits)**
- **ENVR 300: Topics in Environmental Studies - Interdisciplinary (4 credits)**

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- ENVR 310: Environmental Geography (4 credits)
- ENVR 311: Introduction to Geographic Information Systems (4 credits)
- ENVR 321: Sustainable Agriculture (4 credits)
- ENVR 335: Environmental Education Pedagogy (4 credits)

GROUP FOUR: Disciplinary Humanities/Fine Arts Electives - 4-12 credits required (choose 1-3 courses)

- COMM 309: Environmental Rhetoric (4 credits)
- ENVR 200A: Environmental Art/Architecture (4 credits)
- ENVR 300: Topics in Environmental Studies - Humanities/Fine Arts (4 credits)
- ENVR 300E: Envisioning Nature (4 credits)
- PHIL 322: Environmental Ethics (4 credits)
- THEO 343: Theology and the Environment (4 credits)
- HIST 360: U.S. Environmental History (4 credits)

GROUP FIVE: Disciplinary Social Science Electives - 0-8 credits required (choose 0-2 courses)

- ENVR 300: Topics in Environmental Studies - Social Science (4 credits)
- ENVR 300I: Environmental Anthropology (4 credits)
- ECON 318: Natural Resource/Environmental Economics (4 credits)
- POLS 330: Environmental Politics/Policy (4 credits)
- SOCI 338: World Populations (4 credits)
- PCST 354: Global Environmental Politics (4 credits)

ADDITIONAL INFORMATION FOR MAJORS:

1. Students cannot take more than TWO 200-level courses in Groups Three through Five for credit toward the major.
2. ENVR 200 and ENVR 300 Topics courses may be offered in any group (Two - Five). Please contact the Department Chair with questions about specific courses.
3. Additional courses not listed here may qualify for inclusion in any group as courses are

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developed. See your academic adviser or the Department Chair with questions about specific courses.

4. AP Environmental Science scores of 4 or 5 may be accepted for credit in ENVR 175. IB test scores and AP scores for other natural science courses are not accepted by the department for credit in the major/minor.

Environmental Studies Minor Requirements-24 credits

Required courses:

ENVR 150: Intro to Environmental Studies (4 credits)

ENVR 175: Integrated Environmental Science I (4 credits)

ENVR 275: Integrated Environmental Science II (4 credits)

Plus 12 additional credits in ENVR courses. At least 8 credits must be at the 300 level.

Note: The elective courses must be listed as ENVR; environmental courses taught in other departments will not be accepted toward the minor (unless cross-listed with ENVR).

Courses (ENVR)

100 Topics in Environmental Studies (1-4)

In-depth study of an environmental issue, perspective, or methodology at the lower-division level.

Course may be repeated for credit when topics vary and with consent of the Department Chair. Varies.

150 Introduction to Environmental Studies. (4)

Interdisciplinary introduction to environmental studies. Case-based investigation of environmental issues combining perspectives from the social sciences, natural sciences, and humanities. Topics will vary but may include such subjects as endangered species, air/water pollution, environmental justice/racism, animal rights, global warming, ecotourism, agriculture, nature writing, campus ecology, and others. Both semesters.

175 Integrated Environmental Science I. (4)

ENVR 175 (Integrated Environmental Science I) - An interdisciplinary introduction to the science underlying environmental issues. This course will focus on earth systems science, providing a basic understanding of how the earth's hydrosphere, lithosphere, atmosphere and biosphere work and how they interact. Prerequisite: math prerequisite. Both semesters.

200 Topics in Environmental Studies. (4)

In-depth study of an environmental issue, perspective, or methodology at the lower-division level.

Course may be repeated for credit when topics vary with approval of the Department Chair. Varies.

215 Sustainability Workshop. (2)

Workshop focusing on current environmental issues in application, intended for students new to the major or minor. Course may be repeated for credit when topics vary with approval of the Department Chair. Both semesters.

220 Environmental Methods & Measurement (2)

This course serves as an introduction to the analytical tools and metrics of environmental studies,

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providing students with quantitative and methodological skills germane to environmental problem solving that can be applied in upper division courses and in their own research projects. Topics covered will include basic statistical analysis, environmental footprinting, cost-benefit and other economic metrics, energy auditing, green building standards, greenhouse gas emissions auditing, green certification programs, field- and laboratory-based measurement tools, and other common standards. Students will learn to apply these methods and to critique the use of similar methods by the media, in marketing campaigns, and by other researchers. Prerequisite: math prerequisite. Both semesters.

225 Food, Gender, and the Global Environment (4)

In this course, we examine the environmental, economical, and social equity issues of food, production, processing, distribution and consumption. We explore the journey of food from the field to our table. To map successfully this journey we analyze women's and men's roles, historically and currently, in food production; examine different approaches to food sustainability and environmental sustainability; and delve into politics of food regulation. Both semesters.

275 Integrated Environmental Science II. (4)

An interdisciplinary scientific exploration of environmental issues through case studies. Specific case studies will be chosen by the instructor, but will typically center around the broad topics of population, climate change, food and agriculture, biodiversity, pollution and energy. Prerequisite: ENVR 175. Both semesters.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Approval of Department Chair required. Consult department for applicability towards major requirements. Not available to first-year students.

300 Topics in Environmental Studies. (1-4)

In-depth study of an environmental issue, perspective, or methodology at the upper-division level. Course may be repeated for credit when topics vary with approval of Department Chair. Varies.

310 Environmental Geography (4)

This course is an upper level, reading intensive course focusing on global environmental issues from the perspective of geography. Using water as a topical focus, the course will consider human modifications of and responses to the environment; the sometimes unintended consequences of such actions; and water as a key resource and potential source of conflict in the 21st century. As an environmental studies course, the subject matter is interdisciplinary and will include physical geography. Annually.

311 Intro to Geographical Information Systems (4)

This is an introductory course in Geographic Information Systems (GIS). GIS is designed to collect, store, and use spatial and geographical information, such as land use, property ownership, roads, rivers, lakes, forest cover type, elevation, versus tract boundaries and data, and political boundaries. In this course, students will learn to use ESRI's ArcGIS software within a larger context that also includes a history of cartography, the uses and abuses of maps, elements of map design, mental maps, participatory GIS, and a range of ethical issues that must be considered in learning how to use this powerful technology responsibly. Annually.

320 Research Colloquium. (4)

In depth, interdisciplinary study of a single topic in environmental studies. By design the course will provide both depth of exposure in a topic and methodological instruction and application of research skills in the field, as preparation for the research requirements of other upper division ENVR courses and for the application in post-collegiate career settings. Topics will vary each semester, but skills covered will include group discussion, formal oral presentation, poster design and presentation, secondary literature analysis, research design, collaborative project design and implementation, and

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written presentation of research results. This course is intended for junior/senior Environmental Studies majors and must be taken before enrolling in the ENVR 395: Research Seminar capstone. Prerequisite: ENVR 220: Environmental Methods and Measurement. Both semesters.

321 Sustainable Agriculture (4)

How do we sustain the environment and provide food security to 9 billion people in 2042? This course examines the causes of food insecurity; investigates the environmental, human and cultural costs of industrial agricultural food production; identifies the environmental consequences of producing protein-rich foods, e.g. fish farming, meat, and soybeans; considers the effect of climate change on food production; and explores the potential and the risks of agricultural biotechnology to increase the global food supply. In addition, we explore emerging agricultural practices as possible solutions to the problem of balancing human needs and the environment. Alternate years.

335 Environmental Education Pedagogy (4)

This course is designed for individuals that are planning on teaching in the field of environmental education in formal classroom settings and/or interpretive settings, such as environmental learning centers. Some of the issues that will be explored are the incorporation of environmental education in standards based settings, the dichotomy of advocacy versus education, and the history, trends and best practices of environmental education. The relationship between the two types of environmental education settings will also be explored, including collaboration, and students will be designing and teaching environmental education curriculum base on the North American Association for Environmental Education's "Excellence in Environmental Education-Guidelines for Learning." This course will include a practicum experience. Prereq: Educ/Env Studies majors/minors, or permission from instructor. Annually.

341 Natural History of Tropical Carbonates

This course provides students with an introduction to the unique ecology and geology of tropical marine carbonate ecosystems, with an emphasis on those of the Bahamas. Topics covered include the evolution of reefs and reef-building organisms, geological history of the Bahamas, and the natural history of modern reef, mangal, and seagrass ecosystems. Environmental challenges facing these ecosystems will also be considered. The course requires participation in a field trip to San Salvador Island, Bahamas, or another tropical carbonate system. As part of the field trip, students will participate in a research project that involves monitoring of the ecological status of a tropical carbonate ecosystem. Prerequisite: BIOL 222, GEOL 212, or ENVR 175/275. Spring semester. Cross-listed with BIOL 341 & GEOL 341. Varies.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Approval of Department Chair required. Consult department for applicability towards major requirements. Not available to first-year students.

395 Research Seminar. (4)

Capstone seminar for majors/minors; intensive research project and formal presentation in collaborative setting. Prerequisite: senior standing or permission of instructor. Both semesters.

397 Internship in Environmental Studies. (1-8)

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator; completion of the pre-internship seminar.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Environmental Studies." Prerequisite: HONR 396 and approval of the program chair and director of the Honors Thesis program. For further information see

HONR 398.

3.1.16 Exercise Science and Sport Studies

Department Chair: Donald Fischer

Faculty: Donald Fischer, Janna LaFontaine, Mary Stenson

Instructors: Amanda Anderson, Julie Deyak, John Gagliardi, Jerry Haugen, John Haws, Dennis Johnson, Tim Miles, Doug Schueller, Matthew Stenson,

Exercise and physical activity play an important role in improving the quality of life of individuals, including decreasing the risk of disease and injury. The mission of the Exercise Science and Sport Studies Department is to prepare liberally educated men and women for graduate study in exercise related fields, and to prepare students to function professionally and competently in the fields of exercise science and coaching. Consistent with the Coordinate Mission of the College of Saint Benedict and Saint John's University, the department seeks to foster integrated learning, critical thinking, strong communication skills, exploration of culture and gender related issues, and provide leadership and service opportunities for students.

Assessment

The Exercise Science and Sport Studies Department is committed to the process of formative assessment in order to enhance student learning. The assessment process employs a variety of assessment measures including (but not limited to):

1. Embedded assessment of student learning within Exercise Science and Sport Studies Department courses
2. Survey of senior students and graduates
 3. Survey of Internship or Practicum site supervisors regarding student performance relative to curricular learning goals

Major (None)

Exercise Science and Sport Studies Minor (24 credits with at least one course from each of the four categories)

Category A: ESSS 202, 203, 204, 205, 209, 258, 259*, 260*, 261*, 263*, 264*, 267*, 269*, 270*, 273, 275, 307, 320, 321, 397

Category B: ESSS 306, 308, 310, 396

Category C: ESSS 316, 390

Category D: ESSS XXX

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*NOTE: a maximum of two "Theory of Coaching" courses may be applied toward the minor degree.

Courses (ESSS)

202 Sport Psychology. (2)

This course will introduce students to sport psychology as a science in which the principles of psychology are applied in a sport or exercise setting, particularly to enhance performance. Spring.

203 Coaching Methods. (2)

In this course students will learn fundamental concepts of motor learning and apply the concepts by instructing proper exercise and sport-related techniques. Students will actively analyze exercise and sport techniques, identify errors, and provide learner-appropriate feedback to facilitate learning of proper technique. Students enrolled in this course will actively participate in exercise techniques and coaching sessions with peers. Fall and Spring.

204 Sport Nutrition. (2)

In this course students will discuss and apply the role of various nutrients in sport performance and body composition for athletes. Issues related to drug and supplement use and the coach's role in recognizing and handling these issues will also be addressed. Fall and spring.

205 Sport Administration. (2)

This course will explore concepts related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of sport or physical activities. Issues related to risk and team management will be discussed and evaluated. Students will develop a foundational understanding of the legal duties related to coaching. Fall and spring.

209 Prevention and Care of Athletic Injuries. (2)

This course will examine the role of the coach or exercise professional in planning for, preventing, and responding to sport related injuries. Fall and spring.

258 Human Anatomy and Physiology for Exercise Science. (4)

This course is primarily a lecture course covering fundamental human anatomy and physiology concepts with emphasis placed on the muscular, skeletal, cardiovascular, respiratory, metabolic, endocrine, and nervous systems. This course is designed to emphasize selected concepts necessary to the study of human movement, athletic performance, and athletic injuries. Spring.

259 Theory of Coaching Ice Hockey. (1)

Advanced skills, strategy and theories of team play of ice hockey. Practice planning and drill work, game preparation, as well as game rules. Current issues and problems in the sport. Spring, alternate years. S/U grading only.

260 Theory of Coaching Football. (1)

Advanced skills, strategy and theories of team play of football. Practice planning and drill work, game preparation, as well as game rules. Current issues and problems in the sport. Spring. S/U grading only.

261 Theory of Coaching Basketball. (1)

Advanced skills, strategy and theories of team play of basketball. Practice planning and drill work,

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game preparation, as well as game rules. Fall, alternate years. S/U grading only.

263 Theory of Coaching Track and Cross Country. (1)

Advanced skills, strategy and theories of track and field and cross country. Practice planning and drill work, meet preparation, as well as competition rules. Current issues and problems in the sport. Fall, alternate years. S/U grading only.

264 Theory of Coaching Baseball. (1)

Advanced skills, strategy and theories of team play of baseball. Practice planning and drill work, game preparation, as well as game rules. Current issues and problems in the sport. Spring, alternate years. S/U grading only.

267 Theory of Coaching Soccer. (1)

Advanced skills, strategy and theories of team play of soccer. Practice planning and drill work, game preparation, as well as game rules. Current issues and problems in the sport. Spring, alternate years. S/U grading only.

269 Theory of Coaching Volleyball. (1)

Coaching of skills, strategy and theories of volleyball. Emphasis to include drill work, practices, contest planning and rules. Fall, alternate years. S/U grading only.

270 Theory of Coaching Softball. (1)

Coaching of skills, strategy and theories of softball. Emphasis also to include drill work, practices, contest planning and rules. Spring, alternate years. S/U grading only.

273 Health and Fitness. (4)

In this course, students will discuss and apply foundational concepts in exercise, disease prevention and management, and wellness. Beyond studying the physiological changes to various types of exercise, students will apply course concepts in designing individualized exercise programs for healthy and special populations. Students in the course will also examine gender, age, sexuality, race, culture, class, ethnicity, and behavioral differences that influence exercise habits, general health, and chronic diseases. In the laboratory portion of the course, students will assess their own fitness using traditional field tests and health screening and risk appraisal tools. Prerequisites: ESSS 258 or BIOL 214 or [BIOL 325 and 326]. Fall.

275 Techniques in Athletic Training. (1)

In this course students will integrate and apply knowledge and develop practical skills related to the taping and wrapping of injuries, assessing and managing on-the-field injuries, and the treatment of acute and chronic injuries. Students are required to demonstrate competency in specified techniques. Prerequisite: 175. Fall and spring. S/U grading only.

306 Kinesiology. (4)

In this course students will integrate and apply fundamental anatomical, physiological and biomechanical concepts of human movement. Students will use course concepts to evaluate complex movements such as running and throwing. The laboratory component of the course will emphasize analytical and problem solving skills through the qualitative and quantitative assessment of human movement. Prerequisites: ESSS 258 or BIOL 214 or BIOL 325 and 326; completion of the Core/Common Curriculum math requirement. Recommended: PHYS 105 or 191. Fall.

307 Advanced Injury Assessment. (2)

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In this course students will learn and apply fundamental theoretical and practical concepts relative to assessing and managing common athletic injuries, primarily of the extremities. Students will develop critical thinking skills by identifying injuries based on relevant signs/symptoms and by identifying management strategies based on the nature of the injury. Students will also learn to effectively communicate through written SOAP notes. Prerequisites: ESSS [175 or 209] and [ESSS 258 or BIOL 214 or BIOL 325 and 326]. Fall.

308 Exercise Physiology. (4)

In this course students will advance their understanding of the human body's physiological response to exercise. Topics include acute responses and chronic adaptations of the muscular, cardiovascular, respiratory, hormonal, and bioenergetics systems to exercise induced stress. Environmental influences on performance and gender differences will also be explored. In the laboratory portion of the course students will practice the scientific method by assessing physiological capacities using the laboratory assessment methods. Prerequisites: ESSS 273; [ESSS 258 or BIOL 214 or BIOL 325 and 325]; [MATH 118 or MATH 119 or MATH 124 or PSYC 221 or SOCI 201]. Spring.

310 Principles of Strength Training and Conditioning. (4)

Students will develop a functional understanding of the exercise science as it applies to strength training and conditioning. Exercise science concepts and principles will be applied to test and analyze human performance and to design theoretically rationalized exercise programs. In the laboratory portion of the course, students will develop a practical understanding of the principles of test selection and administration and the principles used to effectively instruct physically active individuals in safe and effective exercise technique. Prerequisites: ESSS 203 and [ESSS 204 or NUTR 125], and [ESSS 258 or BIOL 214 or 326 and 326]. Spring.

316 Research Methods. (2)

Students will learn about different types of research and experimental designs in the fields of exercise science. Emphasis is placed on the elements of research leading up to data collection, including critical consumption of scholarly information, developing a research question, conducting a literature review, and completing a research proposal. The role of the Institutional Review Board in protecting the rights of human subjects will also be discussed. Prerequisites: (MATH 124 or PSYC 221 or SOCI 201) and (ESSS 306 or ESSS 308 or NUTR 330 or NUTR 331). Spring. A-F grading only.

320 Gender and Sport. (2)

This course examines the role gender played and continues to play in shaping sport in our society. Students will examine topics such as Title IX, gender and social context, and the representation of female athletes in the media. This course is cross-listed with the Gender and Women's Studies major. Fall. A-F grading only.

321 Culture and Sport. (2)

This course will examine the cultural implications of how sport affects society. Students will understand that sport serves as a cultural lens that reflects and defines cultural beliefs and values. Historical, political and economic views will be studied along with fandom and youth sport models. Spring. A-F grading only.

390 Sport Ethics. (4)

This course will introduce students to a variety of theories of moral reasoning, ethical and unethical behavior in sport, and the development of moral education through sport. Students will engage in learning about how they should act in order to support the moral foundation necessary for sport to function. Students will wrestle with questions such as "how should I act" or "what type of an athlete, coach, official, manager, fan or parent should I be" through readings and discussions. Decision-making models based on moral reasoning theory and other principles of strategic reasoning will be employed

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as students navigate case studies and issues related to sport. This course has a required Service Learning component. Fall and spring.

396 Research Seminar. (2)

Students in this course will begin the data collection process for previously completed research proposals. Students will communicate their ideas and progress to class colleagues. After data collection, students will analyze data and interpret the results. Conclusions will be drawn from the results and the final projects will be presented on and off campus. Throughout the research process students will be asked to reflect upon the process, on how their project has integrated their previous coursework, and how performing research has changed their perspectives on health and human performance. Prerequisite: ESSS 316. Fall. S/U grading only

397 Internship. (2-8)

Internship in an approved setting. Work experience in an area of sports medicine supervised by agency personnel and department coordinator. All internships need to be planned with the CSB/SJU internship office one semester prior to work experience.

XXX(A) Assessment of Student Learning. (0)

This course is designed to assess the students' experiences associated with the Exercise Science and Sport Studies minor and to assist in the assessment of the overall program. The assessment methods will include, but is not limited to, a survey regarding the quality of the program. This course is to be completed in the student's final semester prior to graduation. S/U grading only.

3.1.17 Geography

Director: Theresa Johnson

Major (None)

Minor (None)

Courses (GEOG)

230 World Geography. (4)

A spatial frame of reference for the changing patterns of world events. Study of the relationships between physical and cultural environments and major, global issues such as population, pollution and economic change.

See Environmental Studies for additional 300 level ENVR/Geography courses.

3.1.18 Geology

Program Director: Larry Davis

Faculty: Larry Davis

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We live in a time of expanding population and increasing demands on finite resources. Consequently, there is an ever-increasing need to understand and appreciate the complex interrelationships among the Earth's physical and biological systems. We believe that every liberally educated student should have at least an elementary understanding of geological systems and processes, and how these affect human activity. To this end, the Geology Department offers entry-level courses in Physical Geology and Historical Geology. These courses provide an introduction to the scientific principles and techniques used to understand the Earth and to inform students about the composition and materials of the Earth, major processes which shape the Earth's surface, and the evolution of the Earth's lithosphere, hydrosphere, atmosphere, and biosphere.

The Geology Department maintains a collection of minerals, rocks, and fossils for student study and research. Research equipment includes petrographic and binocular microscopes, stream table, and groundwater simulation models. Laboratory space is available for student research. A large geology reference library is located in the geology classroom/lab.

Major (None)

Minor (None)

Courses (GEOL)

211 Physical Geology. (4)

Geology is the study of the composition of the Earth and its dynamic systems. One system, using solar and gravitational energy, involves the processes of weathering, erosion and deposition of sediments by the atmosphere, wind, rivers, ground water and glaciers. The other system, using internal energy of the Earth, is tectonic. This involves movement of material in the Earth's interior resulting in plate movement which creates and destroys the crust and results in volcanism, earthquakes and mountain-building. Laboratory is required. Fall.

212 Evolution of the Earth. (4)

A study of the interpretation of the geological evolution of the Earth, with emphasis on the North American continent, in light of plate motion and sea-floor spreading. The rock record and fossil record are closely examined. Both provide clues to the evolutionary changes in the Earth's crust and in life. Laboratory is required. Prerequisite: 211. Spring.

214 Paleobiology of Dinosauria. (4)

A study of paleobiology and evolution of Dinosauria. Dinosaurs will be studied within the context of geological, biological, and anatomical considerations, and will include an examination of controversial issues; ideas about established facts and reasonable inferences; and separation of truth from fiction and misinformation. Prerequisites: BIOL 115. Laboratory is required. Fall.

340 Invertebrate Paleontology. (4)

Study of the evolution, paleoecology, and paleogeography of the first four billion years of life on Earth. The focus will be on invertebrate paleontology, with reference to vertebrate and plant fossils. Field trip and laboratory required. Prerequisites: 212 or BIOL 222. Fall.

380 Special Topics in Geology. (1-4)

Readings and discussions in either broad or specific areas of geology not covered in departmental courses OR extensive field research experience under the direction of a staff member. May be repeated for credit when topics vary. Prerequisites: 211, 212; or 214.

3.1.19 Gender Studies

Interdisciplinary Program Director: Patricia Bolanos

The study of gender is an important element in the humanities, fine arts, social sciences and natural sciences. Gender Studies allows students and faculty to link the examination of gender across academic disciplines and examine the gender roles in lives of both men and women as well as the social construction of both masculinity and femininity. The program incorporates a variety of methodologies, theoretical approaches and an interdisciplinary framework to explore the social and biological construction of gender and sexuality. Students who complete the Gender Studies major or minor will have worked with materials and methodologies from several academic disciplines in order to gain an understanding of how gender functions across cultures and in their own lives as it intersects with race, class, age, ethnicity, and sexuality.

Major (40 Credits)

A total of at least 40 credits, including:

1. GEND 101, Introduction to Gender Studies (required)
2. GEND 380, Approaches to Gender Theory (required)
3. GEND 381, Sex and Gender in Global Perspectives (required)
4. GEND 385, Senior Capstone in Gender Studies (required)
5. Experiential Learning Component (0-4 credits)
6. 5-6 additional 4 credit courses (20-24 credits).

Elective courses must be selected from approved GEND cross-listed courses. At least two of these elective courses should be from Humanities/Fine Arts and at least two courses from Social Sciences/Natural Sciences. Of these 20-24 elective credits, at least four courses (16 credits), should be at the 300-level. No more than three courses that count toward another major can be applied to the GEND major.

Minor (24 Credits)

A total of at least 24 credits, including:

1. GEND 101, Introduction to Gender Studies (required);
2. GEND 380, Approaches to Gender Theory (required);
3. 4 additional elective courses.

At least 12 credits of the remaining 16 elective credits must be at the 300 level. No more than 8 credits should be taken from the same department.

Courses currently approved for the Gender and Women's Studies minor include the following:

ART 101 Arts, Aesthetics, and Culture
COMM 305 Women's Voices Before 1920

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COMM 351 Gender and Communication
 COMM 381 Rhetoric of Women
 COMM 385A Love, Sex, Commitment & Communication
 COMM385D Language, Gender & Culture
 COMM 386/ENGL 386 Epistemology of Romance & Marriage
 ECON 325 Political Economy of Race and Gender
 ENGL 130 Reading Fiction: Growing Up in Literature
 ENGL 221C Masterworks of World Literature
 ENGL 355 Studies in Individual Authors: Olsen and Fitzgerald
 ENGL 361 British Novel to 1900
 ENGL 381 Literature by Women
 ENGL 382 Race and Ethnicity in US Literatures
 Women Writers of the Third World
 Women and Power in Medieval Literature
 ENGL 385E South African Literature (Taught Abroad)
 ENVR 225 Good, Gender and the Environment
 ESSS 320 Gender and Sport
 HIST 333 Gender and Society in Western Europe
 HIST 361 American Women to 1920
 HIST 362 American Women since 1920
 HISP 349 Spanish Women Authors
 HISP 355B Tradition and Dissidence in Politics and Gender
 Deceit & Desire in Contemporary Spanish Literature
 HONR350/MCLT 365 Reading Biblical Women
 MCLT 223 Literary Traditions: Gender, Narrative Structure, and the Fairy Tale
 MCLT 316 Radical Fantasies: Contemporary Japanese Women Writers
 NUTR 300 Cultural and Social Aspects of Food
 PCST 351 Women and Peace
 PHIL 153 Philosophy and Gender
 PHIL 325 Feminist Ethics
 POLS 314 Feminist Political Theory
 POLS 339 Gender and Public Policy
 POLS 352 Global Gender Issues
 PSYC 308 Psychology of Gender
 PSYC 345 Human Sexuality
 SOCI 229 Intimate Relationships
 SOCI 319 Sex and Gender
 SOCI 329 Family and Gender
 THEO 307 Bible, Church and Gender
 THEO 309 Sex & Renunciation in Early Christianity
 Reading Biblical Women
 THEO 329 Women's Theological Perspectives
 THEO 339 Topics in Spirituality: Spirituality of Marriage and Family
 THEO 349 Topics in Moral Theology: Women, Church and Society
 Please consult the program's website (<http://www.csbsju.edu/genderstudies/>) for up-to-date course and program information.

Courses (GEND)

101 Introduction to Gender Studies. (4)

Introduces students to a broad range of concepts and issues in the discipline of gender studies. It also serves as a practical and theoretical foundation for further courses in Gender Studies. It uses gender as an analytical method and explores how race, class, ethnicity, and sexual orientation influence the construction of gender identity. Although containing these common elements, this course's main focus will vary according to the particular instructor's design. Please refer to each semester's course title and description for more specific information. Enrollment is limited to first-year and second-year students or by permission of instructor.

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480 Gender and Culture (2) of the role of gender in a cross-cultural context while studying abroad. It introduces students to the discipline of Gender Studies and serves as an experiential foundation for further courses. It focuses on the ways in which race, socio-economic class, ethnicity, sexual orientation and culture influence the social construction of gender across diverse cultural backgrounds. Taught in English. Open to all students. Service-Learning is a requirement of this course. This course satisfies the service component requirement for the Gender Studies major.

270/370 Readings in Gender Studies. (0-1)

Readings and discussions in specific areas of gender studies. Topics may be tied to on-campus lectures/presentations given by invited speakers. Approval of the director and/or faculty moderator required. Gender Studies majors or minors count up to four credits from this course with permission from the Chair. S-U grading only.

271 Individualized Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of program director required.

290 Special Topics. (4)

A sustained interdisciplinary analysis of selected topics in Gender Studies at the intermediate level. Topics will vary each year.

360 Topics in Gender Studies. (4)

A sustained interdisciplinary analysis of selected topics in Gender and Women's Studies at the upper division level. Topics will vary each year.

371 Individualized Learning Project. (1-4)

Supervised reading and/or research at the upper-division level. Permission of Chair required. Not open to first-year students.

380 Approaches to Gender Theory. (4)

Builds on and further develops the understanding of gender studies introduced in GEND 101 by critically examining theoretical approaches to Gender Studies and analyzing key issues and disputes within the field. This course develops a framework that allows students to identify and examine the relations among the diverse theoretical approaches used in Gender Studies. This course may include aspects of feminist, gender, GLBTQ, and men's studies theories. Prerequisite: GEND 101 for GEND Majors/Minors.

381 Sex and Gender in Global Perspectives. (4)

Examines issues of sex and gender from cross-cultural perspectives. Themes vary but may include: international sex trade, global women's movements, gender and economic development, GLBT human rights movements, health and environmental issues, or cross-cultural conceptions of masculinity. Course will vary according to the particular instructor's design. Prerequisite: GEND 101 for GEND majors.

385 Senior Capstone in Gender Studies. (4)

A seminar in which students develop and complete an independent research project. The project should provide in-depth analysis of gender dynamics in areas such as contemporary social issues, history, the arts, theory or the biological-physical world and should integrate a variety of resources and learning from across the disciplines that compromise Gender Studies. This project will include not only a written component, but an oral presentation of research to faculty and students. Prerequisites: GEND

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101 and 380 or permission of instructor. Offered only in the spring.

397 Internship. (1-4)

Practical on- or off-campus experience in gender-related work with a strong academic component. Individually arranged by the student with the approval of the college's director of internships, a faculty moderator, and the GEND Chair. Prerequisites: GEND 101 and at least two other GEND courses. See Chair for further information.

3.1.20 Global Business Leadership

Department Chair: Sanford Moskowitz

Faculty: Jean Didier, Robert Gazich, John Hasselberg, David Hunger, Wendy Klepetar, Lisa Lindgren, Paul Marsnik, Sanford Moskowitz, Kingshuk Mukherjee, Margrette Newhouse, Deborah Pembleton, Steve Schwarz

The global business environment, in which change is a constant, requires a different type of leader. This new leader must have functional knowledge and analytical skills, yet be adept at leading teams of innovators. These leaders must have a global mindset that combines an openness to and awareness of diversity across cultures and markets with a propensity and ability to see common patterns across countries and markets. At the same time in an organization with a global mindset, people view cultural and geographic diversity as opportunities to explore and are prepared to adopt successful practices and good ideas wherever they come from.

The global business leadership curriculum provides an intensive, community based, 16 credit sophomore course experience. Juniors and seniors will take upper level core classes in global business and as seniors take a capstone advanced global strategy course. Students will receive the opportunity to develop a global mind-set through study abroad experiences, international internships, and in-depth studies in doing business in a specific region of the world.

Assessment

Global Business Leadership is focused on ensuring students expand their global business mindset, business knowledge, professional skills and ethical frameworks. Assessment is embedded throughout the curriculum to measure progression of student knowledge and inform our pedagogy.

Major

Global Business Leadership Required Courses:

From supporting disciplines - to be taken during first year: (12 credits)

ACFN 113; ECON 111 and one mathematics course from the following: MATH 118, 119, 122, or 124.

From global business leadership: (44 credits)

Sophomore Year (Cohorts): GBUS 210, 230, 220, 240.

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Junior & Senior Year - Completion of sophomore level courses is required for enrollment in 300 level courses:

GBUS 300

Three courses from: GBUS 311, 321, 341, or 361

GBUS Elective (4 credits)

Experiential Learning (4 credits): GBUS 397 or 394

Senior Year: GBUS 381(Capstone)

Minor (24 credits)

Required Courses:

ACFN 113; ECON 111; one mathematics course from the following: MATH 118, 119, 122, or 124;

GBUS 210, 230, 220, 240, 300.

Courses (GBUS)

210: The Strategic Environment

Leaders /Managers make decisions and take actions to ensure the long-term success of the organizations for which they work. Students will study the social, governmental and ethical issues that affect the conduct of business within a global environment. Students develop analytical and organizational design skills through an understanding of strategic thinking. Prerequisites: ECON 111; ACFN 113; completion of a math course other than Math Explorations. Co-requisite: GBUS 230

220: People in Organizations

This class gives students a foundation in organizational behavior concepts, including a study of the impact of diversity in the workforce upon workers' performance. The class setting will frequently utilize global business settings, cases and examples. Students will examine multiple ethical perspectives and learn to utilize these perspectives as a context for decision making. Prerequisites: ECON 111; ACFN113; completion of a math course other than Math Explorations Co-requisite: GBUS 240

230: Decision Making Methods

This course examines the application of qualitative and quantitative research techniques to management decision-making. Students will define research problems, design a research project, collect primary and secondary data, apply statistical tools, and reach conclusions. Computer applications will be employed. Students will use case studies and computer software in the analysis and decision making process related to case studies from the functional areas in organizations. Prerequisites: ECON 111, ACFN 113; completion of a math course other than Math Explorations Co-requisite: GBUS 210

240: Tools of Analysis

Managers need to analyze quantitative data to make decisions for the enterprises for which they work. This course will provide students with the tools necessary to conduct such analyses. Statistical tools such as multiple regression analysis, factor analysis, and time series analysis will be presented. Financial data will be presented, and students will develop their comprehension of such data. Prerequisites: ECON 111, ACFN 113; completion of a math course other than Math Explorations. Co-requisite: GBUS 220

3.1.21 Hispanic Studies

Department Chair: Elena Sánchez Mora

Faculty: Eleonora Bertranou, Patricia Bolaños, Bruce Campbell, Shirley Cardozo, Nelsy Echávez Solano, Angela Erickson-Grussing, Marietta Franulic, Tania Gómez, Christina Hennessy, Roy Ketchum, Marina Martín, Elena Sánchez Mora, Sarah Schaaf, Corey Shouse Tourino, Vilma Walter, Gladys White

The study of another language is an adventure, an exploration into the workings of minds both like and unlike our own. As human minds mold language, so language also molds human minds. A language is therefore not only a means by which we represent our thoughts; it is also a medium that presents the world to us in a certain way. When we learn a new language, we learn to see differently - we acquire a new perspective from which to view both ourselves and the world. In the literature of another language we encounter a culture revealed, extended and tested by its most critical and inventive thinkers, who use the language to explore their society's limitations and possibilities. Because the study of language liberates us from bondage to a single cultural perspective and allows us to converse with members of another culture, it has from the times of the ancient Romans been considered central to a liberal education.

Students of Hispanic Studies seek to understand an intricate contemporary culture and explore the literature and traditions that give it life. The major in Hispanic Studies, accordingly, consists of a balanced program of language, literature, culture, and linguistics, and should ideally include one or two semesters in the colleges' semester study abroad programs in Chile, Guatemala, and Spain, or at least a summer term in Spain.

A major in Hispanic Studies is often interdisciplinary in nature and prepares students for a wide variety of careers, both in the United States and around the world. Some students pursue careers in teaching or go on to graduate school in their field, others enter those professions in which applicants with a broad liberal background are sought. Beyond that, the linguistic competence associated with such a major is increasingly of interest to employers in a growing number of business, service, and government fields. As a result, students often choose to join a foreign language major to an additional major.

Requirements for Majors and Minors:

Major:

A major in Hispanic Studies consists of a minimum of 40 credits including the following required courses: 212, 311, and 312 plus at least six four-credit courses in HISP numbered 320 and higher, plus 394, and may include 12 transfer credits for study abroad. HISP 212 is a prerequisite for all 300-level courses; it also fulfills one course of the Common Curriculum Humanities requirement (HM).

Students who test out of 212, 311 and/or 312 must take additional 300 level courses beyond 312 to complete the total 40 major credits.

Students pursuing a major in Hispanic Studies must take at least one course each in the areas of literature, culture, and linguistics beyond HISP 312. All Spanish majors are required to study abroad a minimum of one semester in a Spanish-speaking country. Students who are unable, for whatever reason, to participate in a semester-long study abroad program, can fulfill this requirement through an

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Internship or a summer program. In order to ensure a well-balanced program, no student may apply more than 12 credits towards the major in any one semester, whether on campus or abroad. No more than 8 credits for upper division courses transferred from another U.S. institution can be applied to the major.

Courses in literature in translation may not be counted toward a major or minor.

All majors must complete the Capstone Course (HISP 394). All seniors must enroll in HISP 394. This 4 credit course is offered every semester.

Minor:

A minor in Hispanic Studies consists of a minimum of 24 credits including 212, 311, 312 plus three four-credit courses in HISP numbered 320 and higher with an expectation of balance between literature, culture and linguistics. HISP 212 is a prerequisite for all 300-level courses; it also fulfills one common curriculum course in humanities (HM). Students pursuing a minor in Hispanic Studies are strongly encouraged to spend one semester or at least a summer term in a Spanish-speaking country.

The Department of Hispanic Studies also provides the Global Language Proficiency common curriculum requirement for all CSB/SJU students. In order to fulfill this goal, all students will:

1. Demonstrate a minimum proficiency level of Intermediate-Low, as defined by the American Council on the Teaching of Foreign Languages, in at least two of the four language skills (listening, speaking, reading, and writing). Such a proficiency level means that students will have a functional command of the target language which allows them to communicate limited basic needs and ideas, and negotiate simple situations.
2. Be exposed to a variety of cultural contexts in which the target language is spoken, and have a functional command of the basic rules of social interaction in that language.

Assessment

The Department of Hispanic Studies conducts regular assessment of student learning in language skills as well as in the literary, linguistics and cultural components of the major. Methods of assessment include: listening and reading tests according to proficiency guidelines for intermediate language courses, entrance and exit examinations for majors, a senior capstone project written in the target language and presented in a public forum.

Courses (HISP)

111 Beginning Spanish I. (4)

An introduction to the Spanish language that provides a foundation for the four language skills: listening, speaking, writing and reading, along with an introduction to different aspects of the cultures of the Spanish-speaking peoples. The emphasis of this course is on promoting language proficiency. Vocabulary and grammatical structures will be the basis for the development of these skills in a meaningful, effective and creative manner.

112 Beginning Spanish II. (4)

The second in a series of three lower-level language courses. Emphasis remains on promoting

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language proficiency in listening, speaking, reading, and writing, with background information on the cultures of Spanish-speaking peoples. Class time is devoted mostly to the development of listening and speaking skills. Prerequisite: HISP 111 or placement into 112.

150 Intensive Beginner's Spanish. (8)

An intensive Spanish course whose task oriented approach aims at helping students develop fluency in understanding, speaking, reading, and writing in Spanish. It also intends to prepare students for a deeper understanding of the civilization and culture of the Spanish-speaking world. Due to its demanding nature, this course incorporates CAI (Computer Assisted Instruction) and other technological resources to facilitate students' language acquisition. Prerequisites: one year of foreign language learning experience and permission of instructor.

151 Intensive Beginner's Spanish I. (8)

An accelerated task oriented course that aims at helping students develop fluency in understanding, speaking, reading, and writing in Spanish. It also intends to prepare students for a deeper understanding of the civilization and culture of the Spanish-speaking world with its material and also through the living experience in the Spanish setting. This course shall cover the thematic and linguistic content of Spanish 111 and 112 in five weeks abroad in Valladolid (Spain) and will incorporate CAI (Computer Assisted Instruction) in addition to other technological resources to facilitate students' language acquisition. Summer.

200 Intensive Intermediate Spanish I. (8)

An accelerated task oriented course that aims at helping students develop fluency in understanding, speaking, reading, and writing in Spanish. It also intends to prepare students for a deeper understanding of the civilization and culture of the Spanish-speaking world with its material and also through the living experience in the Spanish setting. This course shall cover the thematic and linguistic content of Spanish 112 and 211 in five weeks abroad, in Valladolid (Spain) and will incorporate CAI (Computer Assisted Instruction) in addition to other technological resources to facilitate students' language acquisition. Prerequisite: 111 or placement into 112. Summer.

211 Intermediate Spanish (4)

The third in a series of three lower-level language courses. Emphasis remains on promoting language proficiency in listening, speaking, reading, and writing, with information on the cultures of Spanish-speaking peoples. Students will expand on vocabulary and grammatical structures presented in 111 and 112 to communicate meaningfully, effectively, and with an increasing amount of fluency and creativity. This course fulfills the Common Curriculum Global Language requirement.

212 Intensive Reading: Texts and Contexts in the Hispanic World. (4)

The main goal of this course is to improve reading and analysis of texts in Spanish in preparation for upper division courses in literature, culture and linguistics. Along with a step-by-step development of reading strategies, the course provides intensive training in textual analysis. Reading topics are related to literary and cultural readings as well as films and other media in the social, cultural and historical context of the Spanish-speaking world. To support textual interpretation, the course provides a systematic review of Spanish grammatical structures. In addition, the course includes practice in oral expression through oral presentations and discussion, and continues practice in writing. Prerequisite: 211 or placement into 212. This course fulfills a Common Curriculum Humanities requirement.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

311 Written and Oral Communication. (4)

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The main goal of this course is to help students improve their command of written Spanish in preparation for upper division courses in literature, culture and linguistics. Written assignments are based on a step-by-step approach to the development of writing skills through rhetorical strategies. Writing topics are related to short literary and cultural readings as well as films and other media. These materials are incorporated thematically using descriptive and narrative writing modes, and providing practice in summary, review and reaction assignments. To support the development of writing skills, the course provides a systematic review of Spanish grammatical structures, integrated with material studied in class. In addition, the course includes practice in oral expression through oral presentations and discussion. Prerequisite: 212 or equivalent.

312 Written and Oral Communication II. (4)

This course builds on the skills acquired in Spanish 311. Its goal is to further improve students' command of written Spanish through a continued review of grammatical structures. As in Spanish 311, thematically selected literary and cultural readings, as well as films and other media, are incorporated by means of step-by-step assignments. The focus in this course is on the argumentative and expository writing modes, providing practice in essay writing; these skills aim at an understanding of the process of preparation and completion of a research project. Strategies for oral communication are also incorporated into this course through presentations and discussions. Prerequisite: 311.

335 Spanish Culture. (4)

This course examines the political, social, cultural and historical development of Spain. The course will consider the different ethnic traditions as well as the linguistic and cultural regions that comprise present day Spain. The primary texts of the course will be approached in an interdisciplinary fashion that combines socio-historical, political and literary critical perspectives. Prerequisite: 312.

336 Latin American Culture. (4)

This course examines the political, social, cultural and historical development of the Spanish-speaking Americas. In geographic terms, the course includes countries of North, Central and South America as well as the Caribbean. Historically, the course covers the period prior to the Conquest, the Colonial era, the emergence of national identities, and current cultural trends, issues and conflicts. The primary texts of the course—whether these be literary, visual, performative, or ideological in character—will be approached in an interdisciplinary fashion that combines socio-historical, political and literary critical perspectives. Prerequisite: 312.

337 Latino Identity in the United States. (4)

The diverse population of Latino groups traces its origins to a variety of countries and their experience in the United States is quite varied. This course will examine the socio-historical background and economic and political factors that converge to shape Latino/Hispanic identities in the United States. This class will explore issues of race, class, and gender within the Latino community in the United States (Chicanos, Puerto Ricans, Cubans, Dominicans, Central and South American). Prerequisite: 312. Spring.

340 Latin America: Conquest and Colonization. (4)

This course examines the origins of regional literature in the period of the Spanish Conquest and colonization of the indigenous peoples of the Americas. Representative literary texts—encompassing genres such as essay, chronicle and biography among others—will serve as the basis for a study of the historical development of regional literary traditions out of the cultural conflicts and transformations of the colonial period. Prerequisite: 312.

341 Spanish Golden Age: Renaissance and Baroque. (4)

This course will study dominant themes and trends in 16th- and 17th century Spain with a concentration on either Spanish poetry, prose, or national theater. The course may include all three

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genres and will be taught within the context of Hispanic and Western culture. Authors may include Garcilaso, Góngora, Cervantes, María de Zayas y Sotomayor, Lope de Vega, Tirso de Molina and Calderón.

342 Latin America: Autonomy, Nation and Identity. (4)

This course examines the emergence and development of regional and national literary traditions in the Spanish-speaking Americas following Independence from Spain. Works from a variety of genres, such as poetry, essay and the novel, will be used to explore important aesthetic, economic and political manifestations of the nineteenth-century quest for autonomy and development in Latin America.

Prerequisite: 312.

344 Premodern Spanish Literature. (4)

An introduction to Spanish literature from 1700 to the turn of the twentieth century. This course studies some of the most representative literary works of neo-classicism, romanticism, costumbrismo, realism and naturalism, and examines the historical and cultural backgrounds of the texts under study.

Prerequisite: 312.

345 Modern Latin America through Literature. (4)

A study of major themes and works of contemporary narrative, criticism, poetry. This course examines the historical background of the texts under study as well as the emerging literary and cultural debates surrounding them. Prerequisite: 312.

349 Modern Spanish Literary Traditions.. (4)

An exploration of the major themes and authors of this period of Spanish literature, including representative works from the Generation of 1898, the Generations of 1914, '27, & '50, los novísimos, current authors, literature by women. Works read in their historical and cultural context. Prerequisite: 312.

350 Introduction to Hispanic Linguistics. (4)

A survey of general linguistics as it applies to Spanish with attention to the major areas of the field- Spanish phonetics, phonology, morphology, syntax, semantics, pragmatics, historical linguistics, sociolinguistics and language acquisition. Offered every year. Prerequisites: 312 or permission of instructor.

355 Seminar: Topics in Hispanic Literature. (4)

An in-depth study of a particular work, author, or theme in Hispanic literature or language. The precise subject to be studied will be announced prior to registration. Recent topics include: the picaresque novel; literature of the gaucho; women authors; Siglo de Oro; Generación de 98; Spanish drama from Lope de Vega to Buero Vallejo; Latin American short story. Prerequisites: 312 and one upper-division course in literature or culture.

356 Seminar: Topics in Hispanic Culture or Linguistics. (4)

An in-depth study of cultural issues in the Spanish-speaking world or of Hispanic linguistics. The precise subject to be studied will be announced prior to registration. Recent topics include: race, gender, ethnicity; national identity and its construction/invention; globalization; bilingualism; second-language acquisition; history of Spanish language, etc. Prerequisites: 312 and one upper-division course in literature or culture.

358 Seminar: Contemporary Hispanic Issues. (4)

The aim of this course is an intensive study on a topic in Hispanic Cultures, Literatures or Linguistics, including reading, discussion and independent research. Specific course content varies but focus is on

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contemporary issues. This course also questions the limits between Latin American, Caribbean and Latino identities, to propose a productive redefinition of the local and the global in the study of culture, literature and dialectology and sociolinguistics variation. Prerequisite: HISP 312.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

397 Hispanic Culture/Issues Internship. (1-4)

A practical off-campus experience with a substantial academic component, the internship represents an opportunity to apply language skills and explore issues and culture of Minnesota's Hispanic communities through a combination of social service/professional experience and independent research. Prerequisite: 312 and approval of the department chair. A-F grading only.

398 Honors Senior Essay, Research, or Creative Project. (4)

Required for graduation with "Distinction in Hispanic Studies." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

394 Capstone Project. (4)

This course is designed to be a culminating experience for Hispanic Studies majors in which the student demonstrates skills and knowledge acquired from his/her work in the major and experience in Spanish-speaking contexts. The course will focus on research methods. Each student will select a topic related to the language, literature, culture, history and/or civilization of the Spanish-speaking peoples of the world. Students will write a research paper and will present their findings in a public forum. Prerequisite: Senior standing.

Hispanic Studies courses taught abroad

All the following courses count towards the major or minor in Hispanic Studies. Cross listed courses cannot count twice.

Viña del Mar, Chile (Fall)

ART 309 Topics in Art History: Latin American Art and Culture. (4) (FA)

HISP 316 Spanish Conversation Abroad. (4)

HISP 328 History of Chile. (4)

HISP 357 International Relations Between Latin America and the U.S. (4)

HISP 363 Advanced Spanish Abroad. (4) (Meets the linguistics requirement)

Quetzaltenango, Guatemala (Spring)

HISP 216 Spanish Intermediate II. (4)

HISP 315 Spanish Conversation Abroad. (4)

HISP 316 Spanish Conversation Abroad. (4)

HISP 321 Mayan Societies: History, Politics and Economy. (4)

HISP 356D Guatemalan History. (4)

HISP 363 Advanced Spanish Abroad. (4) (Meets the linguistics requirement)

Segovia, Spain (Spring)

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ART 345 Culture and Art History. (4) (FA)
 HISP 324 History, Society and Spanish Cinema. (4)
 HISP 356AA National Tradition, Modernity and Cultural Identity. (4) (HM)
 HISP 359 Spain and the European Union. (4)
 HISP 363 Advanced Spanish Abroad. (4) (Meets the linguistics requirement)
 HISP 396 Myths and Legends in Times of Globalization. (4) HM)
 SA 398 Field Experience/Practicum. (1-4)

Valladolid, Spain (Summer)

HISP 112 Beginning Spanish II. (4)
 HISP 151 (111 + 112) Intensive Beginner's Spanish I. (8)
 HISP 200 (112 + 211) Intensive Intermediate Spanish. (8)
 HISP 211 Intermediate Spanish I. (4)
 HISP 212 Texts and Contexts in the Hispanic World. (4)
 MGMT 305A Spain: Business, Government and Society
 HISP 311 Written and Oral Communication I. (4)
 HISP 312 Written and Oral Communication II. (4)
 HISP 355 Seminar: Topics in Hispanic Literature. (4)
 HISP 356 Seminar: Topics in Hispanic Culture. (4)

El camino de Santiago, Spain (Summer)

Can be taken for college credit or for credits toward the major or minor

3.1.22 History

Department Chair: Gregory Schroeder

Faculty: Annette Atkins, David Bennetts, P. Richard Bohr, Cynthia Curran, Julie Davis, Jeffrey Diamond, Nicholas Hayes, Kenneth Jones, Brian Larkin, Derek Larson, Jonathan Nash, Gregory Schroeder, Theresa Vann, Elisabeth Wengler

Mission statement

The past matters. The discipline of history works to understand the past on its own terms and reveals its relevance for the present.

History analyzes human experience in context as it changes over time. It examines the complex intersections between human actions and the social, cultural, economic, environmental, and political forces at work in particular times and places. History uncovers the relationship between past developments and current conditions and it highlights the contingent, constructed nature of contemporary social structures and power relations. Historians construct interpretations of the past that illuminate the commonality and the diversity of individual and group experiences within and across societies. They also explore how human societies remember and represent the past and analyze how historical interpretations change over time. Thus the study of history reveals how people have

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used the past to create meaning for their lives.

The CSB/SJU History program supports the liberal arts mission by providing students with insight into the human condition while also building skills in critical analysis and effective communication. We lead students into an empathetic encounter with the past and engage them in the practice of historical interpretation. Together we imagine and reconstruct people's lives across place and time and within diverse circumstances. In these ways, the History program supports the colleges' commitment to global education and cultural literacy. We cultivate an understanding of how the past molds but does not determine the present, and we examine how current realities are historically constructed rather than naturally given. By encouraging students to recognize complexity and question the status quo, we prepare them to become effective citizens and contribute to the common good. Ultimately, the History program nurtures the curiosity and careful thinking that prepare students for a thoughtful and aware life.

Why study History?

Students of history develop intellectual skills and habits of mind that prepare them to find meaningful work and become successful in a wide variety of careers. They do so by learning how to interpret the past through the process of historical analysis. The study of history also encourages a lifelong effort to understand the human experience and prepares students to engage with the concerns of contemporary societies.

Intellectual Skills

History students learn to:

- Analyze data by breaking complex entities into component parts, comparing and contrasting them, and constructing cause and effect relationships among them;
- Synthesize information by selecting and marshaling relevant evidence into an explanatory narrative;
- Evaluate arguments by weighing the validity of their premises, methodology, and conclusions;
- Argue a position by carefully weighing divergent interpretations and grounding conclusions in evidence;
- Write clearly by employing logical organization and precise language; and
- Discuss effectively by respectfully listening to and participating in intellectual conversations to deepen understanding.

Principles of Historical Analysis

History students discover that:

- Societies and cultures change over time and that no single human experience is universal;
- People are shaped by their historical context;
- Primary sources are influenced by their historical circumstances; and
- Historians construct disparate interpretations of the past and these interpretations change over time.

Historical Habits of Mind

History students develop:

- A curiosity about the past and its relationship to the present,
- An appreciation of the complexity of the past,

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- A practice of analyzing things in context rather than in isolation,
- A practice of grounding interpretations in evidence, and
- An intellectual imagination that allows for a sympathetic understanding of others.

Life-long Pursuits

History students are prepared to:

- Understand how the past has shaped contemporary societies;
- Participate actively and knowledgeably as democratic citizens;
- Interact respectfully with others in a global society; and
- Seek meaning and pursue positive change in the world.

The curriculum offered by the department of history is exceptionally broad, covering East Asia, Latin America, Europe and the United States, and including social, political, intellectual, cultural and economic history. The course offerings are divided into four levels, devised to meet a variety of student needs. The first level of instruction (courses numbered 100-199) consists of broad courses designed to introduce the beginning student to the discipline of history. These courses survey general trends and developments in European, American, Latin American or Asian history. The second level consists of upper-division courses (numbered in the 300s) that focus on particular themes, regions or periods. These courses are generally offered on a rotating basis every third or fourth semester. The History Colloquium (HIST 200), Readings Seminar (HIST 381) and Historiography and Methods (HIST 395) constitute the third level of instruction. The History Colloquium is intended for beginning majors and is taken in the Sophomore year or first semester of the Junior year. The History Colloquium and Readings Seminar each involve an intensive study of a particular topic through reading, writing and discussion. Historiography and Methods addresses the critical skills applied by historians to the materials they work with. The fourth level is the Senior Thesis (HIST 399). This course is viewed as the capstone of the major's experience and involves the research, organization and writing of a substantial paper. Seniors present their findings to a gathering of faculty, students, parents and friends. Internships are also available for interested students.

Assessment of Student Learning

The Department of History engages in an on-going assessment of the Department's curriculum, pedagogy and student intellectual development. Through a careful examination of a combination of student surveys, oral presentations and the senior thesis, we regularly assess the Department's success in meeting student objectives established in our Assessment Mission Statement and Plan. In all of these efforts, student confidentiality is protected. Assessment data are used to assist the faculty in our periodic program review and revision.

Major (40 credits)

8 credits at the 100 level; History 200 (prerequisite History 381 and History 395); 28 credits at the 300 level, including History 381, History 395 (prerequisite for History 399) and History 399. History 399 must be taken during the spring semester of the junior year or during the senior year. History 399 requires at least a C grade for completion of the major. With advisor approval, History 300, History 395, and History 399 can be repeated for credit.

Minor (20 credits)

8 credits at the 100 level; 12 credits at the 300 level; History 200 may be substituted for 4 credits at the 300 level, but admission to the course will be on a space available basis and requires permission of

instructor.

Courses (HIST)

Asian History: Lower Division

114 East Asia Before 1800. (4)

A survey of East Asia-including China, Korea, Japan and Vietnam-from ancient times to the dawn of the modern era. Explores the building blocks of East Asian civilization and analyzes the changes set in motion by the region's contact with the West between 1600 and 1800. Every year.

115 East Asia Since 1800. (4)

A survey of continuity and change in the modern transformation of China (including the PRC, Hong Kong and Taiwan), Korea, Japan and Vietnam. Examines each country's role in the other's development; the impact of Western imperialism on the "modernization" of the region since 1800; and the implications of the "Asian Century." Every year.

116 South Asia Before 1500. (4)

A survey of the history of South Asia (the Indian subcontinent) from ancient times to 1700 CE. Course focuses on topics such as the role of religions in South Asian societies, including Buddhism, Hinduism, and Islam, as well as other religious traditions. Forms of government, changing socio-economic formations, and art, literature, and culture will also be explored. Where appropriate, course will address the similarities and differences between South Asian development and that of the other regions in the world. Every year.

117 Indian Subcontinent since 1500. (4)

This class examines the history of the Indian subcontinent, one of the largest and most populous world regions, from the rise of the Mughal Empire to the advent and decline of the British Empire. Important themes include wealth and power in pre-colonial India, the impact of British colonialism, as well as nationalist movements and the rise of Gandhi. We will explore how the concepts of religion, gender, and identity evolved and changed during this time from multiple perspectives. Every year.

118 Islam and the West (4)

This class will provide an introductory history of the Islamic World through a comparative analysis of Muslim societies in the Middle East and Asia. We will study the rise and spread of Islam, the emergence of the great early modern Islamic empires, and contemporary Islamic social movements. We also will concentrate on the interactions between Europe, the Middle East, and Asia, highlighting issues that include the influence of colonialism, Muslim-Christian-Jewish relations and Islam as a political, social, and religious force in the contemporary world. Every year.

Latin American History: Lower Division

121 Pre-Colombian and Colonial Latin America (4)

This course examines Latin American history from the rise of the Aztecs and Incas in the 1200s, through Spanish and Portuguese conquest in the 1500s, to the region's struggles for independence in the early 1800s. Students will investigate how the connecting of the Old and New Worlds created new, hybrid societies and cultures in Latin America as large populations of Indians and Africans (imported for slave labor) struggled against and accommodated European colonizers. Every year.

122 Modern Latin America (4)

This course examines Latin American history from the region's independence from Spain and Portugal

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in the 1820s to the present day. Students will investigate how the region's newly independent nations sought to modernize their societies, cultures, and economies beginning in the mid-1800s and how the results of these projects fostered social strife, civil war, and revolution in the 1900s. The course will conclude with an examination of Latin America's recent trend toward globalization and the discontent this process has caused. Every year.

European History: Lower Division

130 The Ancient World. (4)

A survey of the origins of Western civilization through an examination of Greek and Roman history and culture from the Bronze Age to the Roman Empire. Possible topics include the nature of Athenian democracy, the role of women in classical society, slavery in the ancient economy, the significance of the fall of the Roman Empire. Alternate years.

135 The Medieval World. (4)

A survey of the emergence of Western medieval civilization between the decline of the ancient world and the Renaissance. Possible topics include: men and women in feudal society, monasticism and the shaping of Western culture, the conflict between church and state, the transformation of a feudal into a commercial economy, the rise of Gothic architecture and scholasticism. Fall, every year.

141 Europe from the Black Death to the French Revolution (4)

This survey investigates the tension between traditionalism and discovery from the Black Death (1348) through the Age of Napoleon (1815). Potential topics include growing tensions between religious and secular authority; intellectual developments in art, science, and philosophy; roles of men and women in family and society; early modern globalizations; and the development of the modern state. Every year.

142 Europe since 1750; Old Regime to European Union (4)

This survey examines European history since 1750, prior to the French Revolution, and concludes with transformation of the continent in the European Union. Students will examine various themes that shaped this period of revolution, modernization, and transformation in European society. Every year.

United States History: Lower Division

152 The American Experience. (4)

A thematic survey of United States History. Topics and period to be emphasized varies, but major developments in political, social, intellectual and economic history are examined. Fall and spring, every year.

General History: Lower Division

200 History Colloquium. (4)

An examination of selected historical topics through reading, discussion and oral presentations. Intended for new majors and usually taken in the Sophomore year or first semester Junior year. Prerequisite: 1 lower division history course. Open to non-majors with permission of instructor. Every semester.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

Asian History: Upper Division

305 Gandhi and Nationalism. (4)

Mahatma Gandhi is one of the most celebrated historical figures and peace activists in modern history, yet few fully grasp his ideas and impact. This course will help to introduce you to Gandhi, examining his life, teachings, and actions, as well as global influence. The assigned readings have been selected to provide historical background and thought-provoking discussions, and include speeches, memoirs, literature, and film. They provide an Asian and a global focus, as we analyze social justice movements in India as well as the United States -- including the US Civil Rights Movement. You also will have the opportunity (although it is not required) to research a local social-justice organization through a service-learning option developed for this course. A background in South Asian history is not required. Every year.

315 Islamists, Modernists, Mughals: Muslims in South Asia. (4)

This class focuses on the history of Islam in South Asia and the development of a modern Islamic identity in the region, from the Mughal Empire to the twentieth century. South Asia contains more Muslims than any other region, and it is central to understanding the political, religious, and cultural concerns of the Muslim World. Important course themes include the continuities and changes of South Asian Islamic traditions in precolonial and colonial India, the diverse reaction of Muslim leaders to the rise of European colonial influence in the region, and the development of contemporary Islamic movements -- some moderate and some extreme -- that have impacted our world. Every year.

316 China in Revolution, 1800-1949. (4)

An analysis of China's transformation from Middle Kingdom to People's Republic. Explores traditional China's decline amid rebellion and the Opium Wars with the West; efforts to combat dynastic decay, famine, poverty, foreign domination, warlords and Japanese invasion; U.S.-China Relations; and Communism's victory in 1949. Alternate years.

317 The People's Republic of China. (4)

An analysis of China's socialist revolution since 1949. Explores the rise of Communism in China; the China of Mao, Deng, Jiang, and Hu; and U.S.-China relations since 1972. Previews the integration of the PRC, Hong Kong and Taiwan into a post-communist "Greater China" during the current "Asian Century." Alternate years.

319 Modern Japan, 1868-Present. (4)

A study of Japan's transformation from feudal mosaic to economic superpower. Analyzes the "modernization" process set in motion by the Meiji Restoration of 1868; the impact of its Asian neighbors and the West on Japan's economic and military rise; and U.S.-Japan relations since WWII. Examines Japan's role in the current "Asian Century." Alternate years.

Latin American History: Upper Division

321 Colonial Mexico. (4)

Begins with the Spanish conquest and ends with Independence from Spain in 1821. Includes the consequences of the conquest for Native Americans, the formation of new hybrid societies and cultures in a racially diverse world, gender relations, religion and the church, and 18th-century efforts to reform Mexican society according to Enlightenment ideals. Every third semester.

322 Modern Mexico. (4)

The birth and development, and current crisis of the Mexican nation from Independence from Spain in 1821 to the U.S.-Mexican War, from liberal dictatorship to social revolution, from one-party state to

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democratic present and uncertain future. Includes politics and economics, urban and rural Mexico, and the everyday lives of men, women, and children. Every third semester.

323 Religion in Latin America. (4)

The changing nature of religious cultures in Latin America from the pre-Columbian period to the present day. Includes the study of indigenous religious practices the European “spiritual conquest” of the New World, the creation of syncretic forms of Catholicism, 19th century conflicts between religion and secularism, the spread of Protestantism in the 20th century, and the advent and course of liberation theology in Latin America. Within a historical context, examines the role of religion in shaping sense of self, forms of community, and human interaction with the physical world. Every third semester.

324 Issues in Modern Latin American History. (4)

Latin America is comprised of nearly 30 countries (depending on who’s counting) with very different histories especially in the post-colonial era (after 1800). The purpose of this course is to avoid deceptive over-generalizations about a complex region and (on a more positive note) provide historical perspective on issues of special interest to North American students. Course topics will vary. (Study abroad only.)

European History: Upper Division

329 Colonialism and Culture: Everyday Life in the British Empire. (4)

Views of the expansion of Empire have veered from nostalgia to revulsion, but this course will avoid the focus on what Britain "did" to indigenous societies. Instead, it will concentrate on how colonized societies influenced western attitudes and institutions, as well as the other way around. This will be accomplished through examination of such themes as the relationship between economics and imperialism, with an emphasis on who benefited and who paid. Photographs of "distant" peoples and places influenced popular culture and political processes in the West, and photography shaped the imaginative landscapes of imperial culture. The independence movement offers further possibilities of examining the interaction and influences on national identity which passed between the colonized and the colonizer. Every second year.

330 Greece in the Classical Period. (4)

Greece in the Classical Period, and in particular Athens in the 5th century BCE, represents a “Golden Age” which in some ways has never been equaled in human history. How did this first democracy develop? How did it work? Why did it fail? How did other Greek cities of the time react? Students will use primary sources, literary works and electronically available sources including art, architecture, archaeology, coins, maps and various search tools. Every third year.

331 The Medieval Mediterranean. (4)

The culture of the Mediterranean world shaped the development of western European civilization and created a framework for contacts between Eastern and Western cultures. This course will explore these contacts, beginning with the hegemony of the Roman Empire, the rise of Christianity, the expansion of Islam, the influence of the Byzantine empire, and the conflicts between Christians and Muslims in Spain, Sicily, and the Middle East. Prerequisite: Completion of humanities lower division core requirement. Alternate years.

333 Gender and Society in Western Europe. (4)

An examination of the images, roles and experiences of women and men in western Europe from the later Middle Ages through the French Revolution (1300-1800). Particular emphasis will be placed on the Renaissance and Reformation period. Topics include: sexuality, family, politics, work, religion, culture and the construction of masculinity and femininity. Alternate years.

335: Medieval Institutions and Society. (4)

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This course will examine the development of selected medieval institutions and their influence on western society, focusing on the period 1000 to 1350. Topics will include the concept of an institution, roman legal foundations of medieval institutions, the emergence of the Christian Church, the influence of Christian theological teachings, the development of monarchies, the appearance of corporations such as towns and universities, customary law and evolving institutions, such as marriage. Alternate years.

336 The Renaissance. (4)

An examination of the ways that the term renaissance can be applied to European politics, society, and the visual arts from the fourteenth to the sixteenth centuries. We will consider who created the Renaissance, who participated in it (and who did not), and how the Renaissance manifested itself in Italy as well as northern Europe. To this end, we will study the literature, painting, sculpture, architecture, political thought and philosophy of the period. To understand the society in which these developments took place, we will look at gender relations, family and kinship networks, and changes in political and economic life. Alternate years.

337 The Age of Reformation. (4)

A study of the Protestant and Catholic Reformations in the 16th and 17th centuries with a particular emphasis on social history, including the causes and characteristics of religious change and its effects on European society and culture. Topics include the reception and implementation of the Protestant Reformation, Catholic responses to this challenge, radical religious movements, the role of women in religious reform, changes in family relations, and popular religion. Alternate years.

341 The Enlightenment and the French Revolution. (4)

The relationship between ideas, culture and politics in the 18th-century Enlightenment and French Revolution explores the cultural world of the common people, as well as the ideas of philosophers like Rousseau and Voltaire, and the role of women and men of all classes in social and political change. The focus is on France, but developments in other countries are included in the quest to understand the world that produced the first great revolution and the impact of that revolution on Europe. Alternate years.

344 Modern Germany. (4)

This course examines the social, political, and cultural history of Germany in the modern era. It begins in the nineteenth century with a consideration of "Germany" before the unification of 1871 and proceeds to Imperial Germany, the Weimar Republic, the Third Reich, and the post-1945 Germanies. Topics include nationalism and German identity, responses to political and social modernization, gender and religion, and the impact of the world wars and the Cold War. Yearly.

346 Cold War Europe, 1945-1991. (4)

This course traces the political, economic, social and cultural development of Europe after the unprecedented destruction and chaos caused by World War II. The topics include postwar recovery, the end of European overseas empires, the Cold War division of Europe and the influence of the superpowers, cultural and intellectual dissent, European integration, and the revolutions of 1989. The course covers both western and eastern Europe. Alternate years.

347 Modern Britain. (4)

Examines the main social, economic, political, and cultural features of Britain from 1750 until the present, covering Britain's rise as a powerful modern state and subsequent decline on the world stage. Themes include the social consequences of industrialization, changes in crime and the criminal justice system, the welfare state, the rise and decline of the British Empire, the effort to maintain a British identity in the face of the European Union. Yearly.

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~~348 History of Ireland. (4)~~
This course will examine the shifting patterns of settlement and colonization, the recurrent religious strife and the establishment of new political entities. The traditional perspectives on Irish history have been swept away in recent years because of the new research of historians and because of the tragic events in Northern Ireland, and this course will offer the most current views on timeless Irish themes. Yearly.

349 Modern Russia. (4)

This course examines the political, social, and cultural transformation of Russia from a preindustrial autocracy in the 19th century to an atomic superpower and post-Soviet society in the 20th century. Topics include the Romanov Empire, the Bolshevik Revolution, Stalinism, World War II, Soviet culture, the Cold War, and the collapse of the Soviet Union. Alternate years.

United States History: Upper Division

350 Early America. (4)

This course analyzes the interactions of Native Peoples, Europeans, and Africans on the North American continent to 1763. We will look especially at the social, cultural, and economic interdependencies and conflicts among these people with an eye toward how these shaped the later United States. Alternate years.

351 The American Revolution. (4)

The colonial period from 1763 to the Constitutional Convention of 1787 with emphasis on the social, economic, intellectual and political sources of the independence movement, confederation and nationalism. Alternate years.

352 United States in the Early 19th Century. (4)

The birth and development of the American Republic. Emphasis on political, economic and social developments. Highlights range from the struggle over the Constitution to westward expansion, industrialization and sectionalism. Alternate years.

353 Civil War and Reconstruction. (4)

An examination of the issues, personalities and military developments leading to war. The Civil War, the emancipation controversy and Lincoln's role. The terms of peace and reconstruction. Yearly.

354 United States in the Late 19th Century. (4)

A review of America's forgotten era, including such topics as industrialization, urbanization, the birth of the modern labor movement, the beginnings of an empire and the political stalemate. Alternate years.

357 United States From World War I to 1960. (4)

An examination of the U.S. role in the world since World War I. Topics include the response to the rise of fascism in Europe and Asia, World War II, the spread of the Cold War from Europe through the Korean War to the Vietnam conflict, Nixon's effort to re-structure international relations with his opening to China, Reagan's efforts to reassert American primacy, the search for a post-Cold War world, and the roots of the war on terrorism. Economic and political relations with Asia and the Middle East will receive substantial attention. Alternate years.

358 United States Since 1960. (4)

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Political, economic and social change in recent America. Topics include the baby boom generation, the struggle for equal rights for minorities and women, social divisions of the Vietnam era, issues of affluence amid poverty, and arguments over the power of the Presidency and the primacy of the Federal government from John Kennedy through George W. Bush. Alternate years.

360 U.S. Environmental History. (4)

Environmental history is the study of the relationship between humans and nature over time. This course examines the changing American understanding of nature in the 19th and 20th centuries with particular attention to the development of public policies toward natural resources and wildlife, the emergence of a new set of values recognizing non-utilitarian values in nature, and to the evolution of the conservation and environmental movements. Intellectual, political, economic, scientific, and social evidence will all be examined in the process of placing nature back into the human history of North America. Yearly.

361 American Women to 1920. (4)

Images and experiences of American women from the colonial period to 1920, concentrating on the 19th-century. Topics include the evolution of feminine images from Eve to nurturing mother, the rise of early women's rights and development of the suffrage movement, and female experiences in the family, at work, in politics and in religion. Alternate years.

362 American Women Since 1920. (4)

American women's experiences, roles and images since winning the vote in 1920. Examines women's work, the evolution of new images through film, changes in women's status, challenges to traditional views through the development of feminism, and the role of gender in recent public policy. Alternate years.

365 American Indian History, 1865 to Present. (4)

This course explores the commonality and the diversity of American Indian experiences in the United States since the late nineteenth century. Themes include federal Indian policies and their economic, political, social, and cultural consequences; relationships between Indian and non-Indian people; dynamics of cultural change, persistence, and revitalization; and the ways in which Native people, families, and communities have responded to and shaped their changing worlds. Students will contribute to class discussions; write reflective responses to course readings, films, lectures, and other presentations; analyze primary documents; and participate in a group project. Yearly.

366 Minnesota Regional History. (4)

Minnesota's past in the context of the Canadian and American Midwest. Analysis of the impact of immigration, urbanization, industrialization, political alignments and changing values on the state and region. Emphasis on how and why Minnesota is like/unlike surrounding states and provinces, and the consequences of those similarities and differences. Alternate years.

368 The United States and the World. (4)

An examination of the U.S. role in world affairs since 1929. Topics include isolationism, World War II, the Cold War, Vietnam and post-war adjustments, Reagan's efforts to restore primacy, involvement in the Middle East, the search for a post-Cold War role, and the roots of the war on terrorism. Alternate years.

379 Introduction to Public History: Making History Matter (4)

In this course, we will explore the definitions, practice, and meanings of public history, primarily (though not exclusively) in the United States. As a field of historical study, a set of theoretical concepts, a methodology, and an interpretive approach, public history both builds on and departs from

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more conventional academic historical practice. Students will learn what public historians do, how they do it, and why they do it in certain ways. They will engage with the historical process in hands-on ways that both build the skills of a good historian and reveal the particular concerns, challenges, and opportunities of working as a public historian. Through readings, discussions, applied projects, and a written essay, students will examine their own personalities and career objectives, and determine which kinds of public history work (or other related work) might best suit them. We'll also explore the more philosophical question of why history matters- that is, how and why the past is relevant, useful, and meaningful to us in the present. Along the way, we will encounter some of the many diverse ways of documenting, preserving, investigating, interpreting, reconstructing, and representing the past.

General History: Upper-Division

300 History Topics. (4)

An in-depth examination of selected topics, with an emphasis on critical reading, analysis, written critiques and discussion. Course may be repeated for credit when topics vary and with consent of department chair.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

Seminars and Internships

378 Apprenticeship in Archival Skills for Medieval and Renaissance Studies. (4)

A three- to four-week intensive experience in research techniques. The goal is to allow undergraduates the opportunity to learn how to conduct research at a major depository of documents or art historical material dealing with the Middle Ages and the Renaissance. (Offered at Hill Museum and Manuscript Library.)

381 Readings Seminar. (4)

Designed for History Majors, course focus is on the critical reading, analysis and discussion of classic, current and compelling historical writing. Topics will vary and course may be repeated for credit with permission of Department Chair. Prerequisite: HI 200. Every semester.

389 Historiography for Social Science Majors. (4)

This course is designed for Social Science majors who intend to teach. It covers historical content, but with an emphasis on historiography, or the story of a particular period or event has been told at different times. The other central goal of this course is to help students develop their ability to teach history in a secondary setting. Every fall semester.

395 Historiography and Methods. (4)

An examination through reading and discussion of selected topics in history. This course focuses on historiography and methods. The nature of and uses of primary and secondary texts will be addressed, and the course will concentrate on the analysis and critique of the reading material. Prerequisite: 200; 381 or permission of Department Chair. Every semester.

397 Internship. (4-8)

Supervised career exploration which promotes the integration of theory with practice. An opportunity to apply skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator; completion of the pre-internship seminar.

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HONR 399 Senior Thesis (4) a topic and preparation of a major paper. Required of every history major. Those majors seeking to graduate with "Distinction in History" must take HONR 396 the spring of their junior year, History 399 fall of their senior year, and complete their Honors research and writing the spring they graduate. Prerequisite: 395. Every semester.

3.1.23 Honors Program

Interdisciplinary Program Director: Anthony Cunningham

The Honors Program gives students opportunities to enroll in Honors versions of Common Curriculum courses and to engage in independent thinking, research, and writing. Select and invitational, the Honors Program is open to entering first-year students by recommendation of the admission committee and the director of Honors. Well-qualified students may also enter the Honors Program at the sophomore level by submitting an application to the Honors Program in the spring semester of their first year.

Each semester, Honors courses are offered to fulfill Common Curriculum requirements: Honors First-Year Seminar, Mathematics, Fine Arts, Social Science, Natural Science, Theology and Humanities, as well as upper-division Theology and the Ethics Common Seminar. In addition to regular Honors courses, Honors Reading Groups (under Honors 270 and 370) provide students with an opportunity to discuss great books of mutual interest with a professor and small group of classmates beyond the usual classroom.

Students in Honors may also earn 4 Honors Option credits by contracting with instructors of Common Curriculum or departmental courses to supplement normal course work with an additional reading, research or writing project. The Honors Option requires the approval of the Honors Director. In exceptional circumstances, students may be allowed to earn 8 credits. Students interested in an Honors Option should contact the Honors Director. Students are encouraged to plan Honors Common Curriculum courses and the senior project into their four-year plan of study carefully, especially if they intend to study abroad.

To graduate with "All-College Honors" students must earn 32 credits or more in honors courses, including 12 credits in 300-level courses and achieve at least a 3.4 cumulative GPA. With the approval of the Honors Director, an Honors Option may be used to fulfill 4-8 of the 32 credits required. For students who enter the program in their sophomore year or who spend a semester abroad, the 32 credit requirement is reduced to 28 credits with 8 credits in 300-level courses. In this case, only one Honors Option may be used to fulfill 4 of the 28 credits required.

To graduate with "All-College Honors with Thesis or Departmental Distinction" one of the required Honors courses must be the Honors Thesis and the 0 or 1-credit Thesis Proposal course. If the grade received on the thesis is B or AB, students will receive "All-College Honors with Thesis." If an A or H is earned, the citation will be "All-College Honors with Departmental Distinction."

First-year Honors students need to achieve a cumulative GPA of at least 3.0 by the end of their first year to remain in the program. Sophomores must achieve a cumulative GPA of at least 3.2 each semester to remain in good standing. Juniors and seniors must maintain a 3.4 cumulative GPA to remain in good standing.

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Suggested Sequence

Students normally take one Honors course each of the eight semesters they are enrolled for a total of seven courses plus the senior Honors Thesis. However, students who want an additional challenge are encouraged to take two or more Honors courses in a given semester.

First year: 100 and 101 and/or Honors Philosophy (H250).

Sophomore year: One or two 200-level or 300-level courses each semester.

Junior year: One or more 200- or 300-level course each semester or an Honors Option. In addition, Honors 396 in the fall or spring semester.

Senior year: Honors 398 in the student's major field (normally required first semester of a student's senior year) and an additional 300-level honors course or an Honors Option.

Courses (HONR)

Courses may be repeated for credit, if the content varies, with the permission of the director.

100-101 Honors First-Year Seminar. (4, 4)

A two-semester course with an emphasis on developing the skills in interpretation, writing, discussion and research which characterize all honors courses. Fulfills First-Year Seminar requirement and eight credits toward graduation with "All-College Honors."

210 Honors Natural Science. (4)

A study of great scientists, scientific ideas, and/or the most influential of scientific developments and revolutions in our culture. Fulfills the Common Curriculum Natural Science requirement.

220 Honors Social Science. (4)

A study of the most significant ideas and developments in the history of the Social Sciences. Fulfills the Common Curriculum requirement for the Social Sciences.

230 Honors Fine Arts. (4)

A study of great authors for the theater, artists and/or composers and their works. Fulfills the Common Curriculum Fine Arts requirement.

240 Honors Theology. (4)

The Christian Tradition rests on the Bible in combination with the received wisdom and practice that has been handed down for over two-thousand years. Students study and apply the interpretive methods for understanding the sacred text. The course then examines the major questions of Christianity by incorporating theological works, novels, the arts, and film into class discussion. Fulfills the lower-division Common Curriculum requirement for Theology.

250 Honors Humanities. (4)

An introductory study of great literary writers, philosophers and/or historians. Fulfills one course of the Humanities Common Curriculum requirement. The Philosophy section of Honors 250 is primarily reserved for first-year students.

270 Honors Special Topics. (0-4)

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Special topics courses offered according to student and faculty interest. Honors reading groups (0-1 credit) fall under the special topics heading. Honors students play the main role in determining the theme and frequency of such groups.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of the director of honors and undergraduate research required. Not available to first-year students.

310-311 Great Books, Great Ideas. (4,4)

A year-long discussion-based seminar for juniors which concentrates on many of the world's greatest works of literature, political philosophy and intellectual history. Authors include Plato, Aristotle, Biblical writers, Augustine, Montaigne, Shakespeare, Goethe, Marx, Dostoevsky, Tolstoy, Freud, Woolf, Faulkner, O'Connor, Nadine Gordimer and Toni Morrison. Students selected for this seminar are asked to read a number of novels and plays to prepare themselves for participation. Interview required in the Spring semester of a student's sophomore year.

320 Honors Social Science. (4)

A study of great ideas and developments in the social sciences. Fulfills the Common Curriculum requirement for the Social Sciences.

340 Honors Upper Division Theology. (4)

An in-depth study of great writers, texts, developments and ideas of our Judeo-Christian culture and its traditions. Fulfills the upper-division Theology Common Curriculum requirement.

350 Honors Humanities. (4)

A study of great philosophers, literary authors and/or historians and their works. Fulfills one course of the Common Curriculum Humanities requirement.

370 Honors Special Topics. (0-4)

Special topics courses offered according to student and faculty interest. Honors reading groups (0-1 credit) fall under the special topics heading. Honors students play the main role in determining the theme and frequency of special topics courses.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of the coordinator of honors and undergraduate research and completion (or concurrent registration) of 12 credits within the program required. Not available to first-year students.

390 Honors Ethics Common Seminar. (4)

Analysis of societal and personal ethical issues. Topics are interdisciplinary and are chosen because they defy easy answers and widen the field of moral vision. This honors course fulfills the Common Curriculum Ethics Common Seminar requirement.

396 Proposal for Honors Essay, Research or Creative Project. (0-1)

Regular meetings with an advisor from the student's academic major and completion of a proposal for a senior honors essay or project. Normally taken spring semester of the student's junior year.

398 Honors Senior Essay, Research or Creative Project. (4)

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Close work with a faculty advisor from the student's major department in writing a thesis, conducting research or executing a creative project, often in an area closely related to the advisor's own research or creative work culminating in a public defense. Students receiving a grade of A or H receive departmental distinction within their major. Normally taken fall semester of the senior year within the student's major (e.g., CHEM 398, ENGL 398, PSYC 398). Note: also available to students not in the Honors Program. Prerequisites: HONR 396 and approval of the appropriate departmental chair and the coordinator of the honors and undergraduate research program.

3.1.24 Humanities

Program Director: Dave Bennetts

The Humanities major offers students an interdisciplinary program of study in classical, medieval and Renaissance, or modern European studies. The major serves students whose interests in these areas extend beyond the scope of the standard curriculum of a single humanities department by offering students the opportunity to choose an interdisciplinary course of study. Students in this major acquire a broad-based understanding of a specified historical period or theme in classical, medieval and Renaissance, or modern European culture by integrating course work from at least three different areas within the Humanities Division: history, philosophy, literature, theology, and the fine arts (art, music, or theater). The humanities major builds on the skills emphasized in the core curriculum. This major supports the coordinate mission by fostering a unified liberal arts curriculum, leading students to a better understanding of the complexities of the human condition. The major provides a strong basis for graduate work in any area of the humanities, and is a useful preparation for careers in public affairs, foreign service, international business, the media and the arts.

A student who intends to major in the humanities should confer with a member of the Humanities Council as early as possible. Faculty members serving on the council are: Scott Richardson (classical studies); Nathaniel Dubin and Theresa Vann (medieval studies); Cynthia Curran, Elisabeth Wengler and Charles Wright (modern European studies). Students must choose a faculty advisor in a humanities department.

Assessment of Student Learning

Each student accepted to the Humanities major will establish a dossier with the Humanities Major Advisor in order to measure achievement of learning goals, progress in writing about Humanities topics, and ability to integrate knowledge gained from the study of various areas within the Humanities. The dossier will contain the following items: a) the student's statement of application to the major; b) an essay or another written project from a 300-level course in the Humanities major completed during the student's fifth or sixth semester of study; c) an essay of at least 5 pages in length or other significant written project from a 300-level course in the major completed during the student's seventh or eighth semester of study; d) a self-evaluative statement which the student will compose during her or his final semester of study.

Major

The humanities major offers concentrations in classical studies, medieval and Renaissance studies, and in modern European studies.

Basic Requirements (12 credits)

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Required Courses:

- (1) ART 109 or 110
- (2) HIST 130 or 135 or 140
- (3) ENGL 283, 284 or MCLT 221 or 222

Special Requirements:

International studies courses, literature courses in foreign languages, the history research seminar and other suitable courses can be substituted with approval of a member of the Humanities Council. Up to three courses may be outside the chronological/thematic period of concentration.

Language study is important for the student of the humanities. Each student is required to take a foreign language through the fourth semester or its equivalent.

Concentration I in Classical Studies (28-44 additional credits)**Required Courses:**

- (4) HIST 330 or 332
 - (5) PHIL 331
 - (6-10) Five additional courses from the following, to be chosen in consultation with the faculty advisor: ART 306; ENGL 283; GREK 327, 332; HIST 330, 332; LATN 327, 331; MCLT 221; MUSC 335; THEA 337; THEO 303, 305, 319.
 - (11-14) Four semesters (or the equivalent) of Greek or Latin.
- (Note: Any 300-level course in Greek or Latin which is beyond the fourth semester, or its equivalent, can be substituted for any of the courses 6-10.)

Concentration II in Medieval/Renaissance Studies (28-44 additional credits)**Required Courses:**

- (4) HIST 335 or 336
- (5) PHIL 331 or 333
- (6-10) Five additional courses from the following, to be chosen in consultation with the faculty advisor: ART 307, 308; ENGL 284, 341, 351; GERM 346; HIST 335, 336; MCLT 367; MUSC 335; PHIL 331, 333; SPAN 341; THEO 319, 331; and any relevant MCL 300-level topics course.
- (11-14) Four semesters (or the equivalent) of French, German, Greek, or Latin.

Concentration III in Modern European Studies (28-44 additional credits)**Required Courses:**

- (4) HIST 336 or 337
- (5) PHIL 331 or 334
- (6) ENGL 342 or 352
- (7-10) Four additional courses from among the following, to be chosen in consultation with the faculty advisor: ENGL 341, 342, 352, 361; FREN 330, 331, 340; GERM 334, 336, 338, 341, 343, 348, 349, 355; HIST 329, 333, 336, 337, 338, 341, 342, 344, 346, 347, 348, 349; MCLT 368; MUSC 336; PHIL 331, 334, 336, 341; SPAN 344, 349; THEA 338, 368, and any relevant MCL 300-level topics course;
- (11-14) Four semesters (or the equivalent) of French, German, Greek, Latin, or Spanish.

Minor (None)**Courses (HUMN)**

371 Independent Study

397 Internship

3.1.25 Latino/Latin American Studies

Interdisciplinary Program Director: Eleonora Bertranou

The Latino/Latin American Studies minor is an interdisciplinary curriculum that explores the histories and cultures of the peoples of South America, Mexico, Central America, and the Caribbean. The minor is also designed to give students an opportunity to develop an understanding of the diverse groups that comprise the U.S. Latino population. The program offers a variety of courses, some focusing on particular national groups or specific academic disciplines, and others organized around comparative topics or issues. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, within both the Americas and the Caribbean. Students will take a common introductory course and will complete their program with a common capstone.

Major (None)

Minor (25 credits)

The Latino/Latin American Studies minor requires Spanish-language proficiency and twenty-five (25) credits of Latino/Latin American Studies courses: seventeen credits, required; and eight credits, elective. Classes will be conducted in English and Spanish, depending on the department that offers them. Students will complete a one-credit senior capstone project.

Required Courses: HIST 120, POLS 347, SPAN 336 and 337, and LLAS 399 (1 credit).

Special Requirements: Demonstrated proficiency in Spanish by completing SPAN 311 and 312 or by approval of the Spanish faculty.

Electives: Plus two of the following courses: HIST 321, 322, 323, 324; SPAN 340, 342, 345; THEO 328; and the following courses focused on an appropriate topic (The approval of the Latino/Latin American Studies Program Director is necessary for these courses to count toward the minor.): HIST 200, 300, 389, 397; ENGL 355, 365, 381, 382; PHIL 368; SPAN 355, 356, 397; THEO 397; SA 398.

Courses (LLAS)

270 Readings in Latino/Latin American Studies. (0-1)

Readings and discussions in specific areas of Latino/Latin American Studies. Topics tied to on-campus lectures, performances, or exhibits presented by invited speakers or artists. Approval of the Latino/Latin American Studies Program Chair and/or the faculty moderator of the reading circle required. This course can be repeated for credit with the permission of the Program Director. S-U grading only.

399 Senior Project. (1)

An independent, interdisciplinary project completed during the senior year. Students complete the project under the supervision of appropriate faculty members. The Director of Latino/Latin American Studies must approve the project.

3.1.26 Liberal Studies

Interdisciplinary Program Director:**Interdisciplinary Program Advisor:** Jackie Hampton

The Liberal Studies major is a self-designed major that integrates an interdisciplinary program of study in the liberal arts with a culminating experiential learning requirement. The major serves students whose interests extend beyond the scope of a single department or division. The capstone experiential learning requirement, which is typically an internship or individual project, provides students an opportunity to integrate their academic learning with practical experience-based opportunities.

Assessment

Liberal Studies conducts regular assessment of student learning. The primary method of assessment requires students to compile a portfolio including: statement of intent, junior reflection paper, student designed experience reflection, writing samples, critical thinking samples, and internship performance appraisal and/or Independent Learning Project Moderator's appraisal. In addition, students may be asked to participate in other assessment activities such as the Small Group Instructional Diagnosis.

Major (44-48 credits)

32 credits of coursework are required, within which 20 must be at the upper division level. This can be done two ways:

A. Interdivisional: Course Requirements

- 32 credits are required to include one course addressing methodology or theory.
- 12 credits in each of two different divisions noted below are required (art and sociology, for example).
- 8 additional credits of coursework from any of the four noted divisions are required.
- 20 of the 32 credits of coursework must be completed at the upper division (300+) level.

OR

Within a Division: Course Requirements

- 32 credits are required to include one course addressing methodology or theory.
- 12 credits in each of two within a division are required (history and English, for example).
- Eight additional credits of coursework from any department within the selected division are required.
- 20 of the 32 credits of coursework must be completed at the upper division (300+) level.

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1. Humanities: theology, philosophy, history, English, communication, modern and classical languages (not including courses that can fulfill the core curriculum foreign requirement)
2. Fine Arts: art, music, theater
3. Social Sciences: economics, political science, psychology, sociology, management, peace studies
4. Natural Sciences: astronomy, biology, chemistry, geology, COLG courses in natural science, nutrition, physics, mathematics, computer science

B. Student Designed Experience:

A 12-16 upper division credit student designed educational experience which integrates a topic or issue through several disciplines. A minimum of 4 credits and a maximum of 8 credits must be experiential in nature (i.e. internship or individual learning project). The experiential component must be combined with 8-12 additional credits of course work to satisfy the total Student Designed Experience. A preliminary proposal for your SDE is required by the close of your junior year. Once in progress, a one-page reflection describing the SDE as a bridge between theory and application is due to the Liberal Studies Advisor no later than the semester of graduation.

Minor (None)

3.1.27 Management

Department Chair: Sanford Moskowitz

Faculty: Jean Didier, Robert Gazich, John Hasselberg, David Hunger, Jane Kathman, Wendy Klepetar, Lisa Lindgren, Paul Marsnik, Sanford Moskowitz, Margrette Newhouse, Steve Schwarz

CSB/SJU provides a distinctive program in management, as being perhaps the only liberal arts colleges with a free-standing Management Department in the U.S. The program integrates and builds upon the liberal arts curriculum of our institutions. The management curriculum prepares students for entry-level positions in all types of organizations, for building their own organizations, and for graduate study in management and related fields such as business, industrial relations, hospital administration and law. Course offerings introduce students to management principles and concepts while emphasizing the application of those principles and concepts in a variety of organizational settings. Courses in management are beneficial to students regardless of major.

The management major is interdisciplinary and integrates material from courses taken in other departments during all four years of study. Required courses in the major address discernment of ethical values and practices, our changing global environment and increasing diversity. Courses within the management sequence stress continual development of oral and written communication skills as well as of analytical, quantitative analysis, computer applications and critical thinking skills.

The management department curriculum helps students develop diverse methods of inquiry. Students are active participants in the learning process. They engage in problem-solving and decision-making individually and as members of groups. Emphasis is placed on making decisions under conditions of uncertainty and on developing the capacity to adapt to continually changing and complex

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environments.

The curriculum prepares students for life-long learning. Students learn how and where to find information and do research, how to distinguish between relevant and irrelevant information, as well as methods for analyzing, evaluating and utilizing information. Oral presentations and group work are expected in the management classroom. Cooperative learning methods enable students to learn from, critique and build upon the perspectives of others.

Assessment

The Management Department conducts ongoing assessment of student learning in order to determine how well the department and its students are accomplishing departmental learning goals and objectives. Assessment activities provide the department with information to improve our curricular and pedagogical approaches. A variety of methods are used to ensure that the curriculum is effective in promoting student learning including student portfolios, common assignments in required courses, standardized tests, and surveys.

Concentrations in Management

Business Administration

The concentration in Business Administration is designed for the student who desires to prepare for managerial positions in business. The Business Administration concentration focuses on the technical and functional aspects of business and students follow a very specific course of study. Students in the Business Administration concentration must complete a common set of business core courses as part of their major.

The Business Administration core curriculum introduces students to a variety of important functional areas including accounting, marketing, management, economics, finance, mathematics, and the global environment of business. Basic knowledge in each of the core areas is considered essential to a broad-based business education. The curriculum stresses analysis and communication, emphasizes both theory and practice, and is shaped by the needs of the business community.

Management and Leadership in Organizations

The concentration in Management and Leadership in Organizations prepares students for managerial positions in a variety of organizations. It incorporates the flexibility necessary to prepare for the varied careers of the 21st century. The concentration emphasizes the study of management theory and practice in a global context. Attention is given to the issue of values and diversity in the workplace. Students in the Management and Leadership in Organizations concentration acquire an understanding of how formal organizations are structured and come to appreciate the significance of informal structures within an organization. The program maintains a balance of theory and practical learning while developing knowledge and critical thinking skills essential to leadership and management in a wide variety of for profit and non-profit organizations. Special emphasis is given to developing communication, interpersonal, and decision making skills. This concentration develops an analytical and integrative viewpoint toward management.

Major

Business Administration Required Courses:

From supporting disciplines: (24 credits)

ACFN 113; ACFN 114; ECON 111 and one upper-division economics course with ECON 111 as a prerequisite; two mathematics courses from MATH 119, 122, 123, or 124. (Cannot take both MATH 119 and 123 to fulfill the requirement.)

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MGMT 201, 241, 243, 301, 321, 331; 381.
From management: 4 (3 credits).
One course from: MGMT 261, 361; or PHIL 362.
Experiential Learning: MGMT 397 (4 credits).

Management and Leadership Concentration Required Courses:

From Supporting disciplines: (12 credits)
ACFN 113; ECON 111; one mathematics course from MATH 119, 122, 123, 124.
From management: (14-16 credits)
MGMT 201, 302, 381, and MGMT 241 or CSCI 130.
One course from each of the following groups: (12 credits)
Quantitative: MGMT 331, 341, or 343
Qualitative: MGMT 301, 311, 321
Legal and Ethical: MGMT 261, 361, PHIL 362; POLS 334; THEO 344.
Elective courses from management: (12 credits—not from courses taken above)
MGMT 261, 301, 304, 305, 307, 308, 309, 311, 314, 318, 321, 322, 323, 332, 338, 341, 343, 353, 361.
Experiential Learning: (4 credits)
MGMT 389, 394, 395, 396, 397, 398.

Minor (24 credits)

Required Courses:

ACFN 113, 114; ECON 111; MGMT 201; and two from the following: MGMT 301, 304, 305, 307, 308, 309, 311, 312, 314, 318, 321, 322, 323, 331, 332, 338, 341, 343, 353, 361.

Courses (MGMT)

201 Principles of Management in a Global Context. (4)

This class gives students a foundation in management theories and concepts. The course will help students improve their communication skills and practice problem solving, conflict resolution and decision making as an individual and in groups. Students will develop an understanding and relationship of the traditional functional areas of organizations; Marketing, Human Resources, Operations and Finance. The class setting will frequently utilize global business settings, cases and examples. Students will examine multiple ethical perspectives and learn to utilize these perspectives as a context for decision making.

241 Decisions with Computer Application Software. (2)

This course is an advanced computer applications course for students who already have some knowledge of Microsoft Excel computer software. Students will use case studies and computer software in the analysis and decision making process related to the case studies. Case studies will come from the four functional areas in organizations. Prerequisite: Pass computer proficiency test.

243 Introduction to Management Information Systems. (2)

This course covers the conceptual foundations of management information systems and the various types of computer-based information systems. The course also introduces students to the relational-database structure underlying modern information systems and the information systems tools that managers use.

261 Business, Government and Society. (4)

The study of the social, governmental and ethical issues that affect the conduct of business within a global environment. This course addresses the fact that organizations cannot move forward or make sound decisions without encountering human, economic, social, governmental and ethical linkages. Students will be encouraged to think critically about the larger societal environment and how it both

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affects and is affected by business and nonprofit organizations.

271 Individual Learning Project. (1-4)

Individually designed supervised reading or research at the lower-division level. Permission of the department chair required. Consult the department chair for applicability towards major requirements. Not available to first-year students.

301 Introduction to Organizational Behavior. (4)

The application of current organizational research to the management of the modern enterprise is central to this course. Topics include organizational change, reward systems, job design, organizational design, group and intergroup dimensions. Prerequisite: 201. Cross-listed as PSYC 304.

302 Work and Values in a Diverse Society. (4)

The increasing diversity of the workforce, both globally and within the United States, requires knowledge of the impact of diversity on workforce behavior on the part of managers. Diverse segments of society, here and abroad, are distinguished by diverse sets of values. Furthermore, these sets of values lead to different behaviors in the workplace. This course will help prospective managers understand that the behaviors which distinguish various groups of employees are a reflection of the different values held by these employees.

304 Entrepreneurship. (4)

Entrepreneurs search for change, respond to it, and exploit it as an opportunity. This course begins by examining the process of opportunity recognition. Students then conduct a feasibility analysis on one or more new venture ideas. Students will consider issues in marketing, strategy, operations, human resources, and finance as they develop and present a business plan. Topics relating to ethics, social responsibility, technology and personality will be investigated. Prerequisite: 201.

305 Topics. (4)

This course covers current topics in management. The topics for the course will be announced each semester. Course may be repeated for credit when topics vary. Prerequisite: announced with course listing.

307 Creativity and Innovation in Organizations. (4)

This course begins with an examination of creativity (the generation of ideas that are novel and useful), by exploring various theories of individual creativity. The course also examines innovation which is defined as the successful implementation of creative ideas. Topics include self awareness, thinking style preferences, and creative problem solving processes. Prerequisite: 201.

308 Introduction to International Business. (4)

Students study strategy in international transactions, foreign trade and international marketing management. Options for direct and indirect operations abroad are explored. The course includes analysis of financial, environmental and behavioral problems of multinational business. Prerequisite: 201.

309 International Management Seminar. (4)

This course is intended for students interested in an in-depth study of special topics pertaining to international management. Topics will vary from semester to semester and may focus on international aspects of finance, marketing, human resource management, operations or strategy. Students will investigate a number of countries which are varied in terms of geography, religion, language, race, political system and economic development. Prerequisite: 308 or study abroad experience.

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301 Human Resource Management and Practices (4)
 Topics include the concepts and practices of human resource planning and utilization. The course will examine the full range of complexities of human behavior within the modern organization and the organization's responses to ensure productivity and human development. Prerequisite: 201.

314 Leadership. (4)

What is leadership? Throughout this course, students will define and answer this question through exploration of this topic within a liberal arts context. Course content will include extensive historical and current reading from leading experts and practitioners, study and discussion of relevant leadership "current events" throughout the semester, in addition to conversation and insight shared by visiting practicing leaders with multidisciplinary perspectives. Particular attention will be focused on the dynamics of situations, leadership styles, and followers' behaviors in a global context. Guided and independent self-reflection will result in a preliminary roadmap for the student's own leadership purposes, philosophies and objectives for years to come.

318 International Organizational Behavior. (4)

Careers in international management require the ability to deal with people coming from varied cultural backgrounds. Do American management techniques work in these situations? How can Americans prepare to be successful managers abroad? Students answer these and related questions as they analyze their own attitudes and abilities in relation to international management. Prerequisite: 201.

321 Principles of Marketing. (4)

The focus of this course is an introduction to the functions and activities of marketing. Topics include the marketing environment, consumer behavior, market research, marketing plans, product development, distribution, promotion and the pricing of products. Prerequisite: 201.

322 Strategic Marketing. (4)

This course builds upon and applies the concepts learned in the principles of marketing class. Case studies and computer applications are used to understand how marketing strategy is formulated and implemented in many diverse organizations. The course involves writing, discussion and small group exercises. Prerequisite: 321.

323 Consumer Behavior. (4)

This course examines the process of consumer decision making in regards to motivation, personality, lifestyle, attitudes, and cultural and social influences. There will be an emphasis on the use of research and theory in developing marketing strategies. Prerequisite: 321.

331 Corporate Finance. (4)

Study of the acquisition and allocation of funds within a business enterprise. Includes such topics as capital markets, return on investment, liquidity, risk analysis, financial leverage, valuation models and cost of capital. Prerequisites: 201, ACFN 113, and ECON 111. Cross-listed as ACFN 310.

332 Investments. (4)

Corporate and governmental securities and their investment possibilities. Security markets, factors affecting securities prices. Financial instruments. Portfolio management. Government relations. Prerequisite: 331 or permission of instructor. Prerequisite: 331. Cross-listed as ACFN 315.

338 International Finance. (4)

This course examines the international dimensions of finance. The financial management of a

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multinational corporation is more complex than the management of a strictly domestic enterprise. This course builds on the principles of finance discussed in the Corporate Finance course and provides a conceptual framework for the key financial decisions of multinational organizations. Topics covered include the balance of payments, the determination of exchange rates, international financial markets, the cost of capital for a multinational organization, multinational capital budgeting, and international cash management. Prerequisite: 331. Cross-listed as ACFN 320.

341 Operations Management. (4)

Study of the strategic issues and tools that will enable analysis of day-to-day operations of organizations in both the manufacturing and service sectors. Topics addressed include forecasting, location, layout, planning, scheduling, productivity and quality. Emphasis will be placed on problem solving using both quantitative and qualitative reasoning skills. Prerequisite: 201.

343 Research Methods in Management. (4)

This course examines the application of research techniques to management decision-making. Students will define research problems, design a research project, collect primary and secondary data, apply statistical tools, and reach conclusions. A lab component will provide hands-on applications. This course is recommended for all students who wish to learn more about research methodology. Prerequisite: Completion of MATH 119, 122, 123, or 124.

353 Management Information Systems. (4)

This course covers the conceptual foundations of management information systems, the various types of computer-based information systems, and societal issues related to information systems. Particular attention will be paid to understanding the relational-database structure underlying modern information systems and the information system tools that managers use. Prerequisites: MGMT 241 and one upper division management course.

361 Business Law. (4)

Managers must be aware of laws and regulations affecting their strategic decision making. This course provides an overview of the U.S. legal system with emphasis on the legislation, the judicial system and regulatory agencies. Attention will be given to an understanding of contracts, business torts, type of business organization, securities law, product liability, civil rights, employment and environmental law. Historical, ethical, social, cultural, economic and political dynamics of legal change will be explored. Attention will also be paid to understanding major international legal institutions such as the European Union, United Nations and the World Trade Organization.

371 Individual Learning Project. (1-4)

Individual supervised reading or research at the upper-division level. Permission of the department chair and completion of 12 credits within the department required. Consult the department chair for applicability towards major requirements. Not available to first-year students.

381 Strategic Management in Global Context. (4)

This course is the capstone course for the Management major. Theories of strategic planning and implementation in organizations will be the framework for integrating knowledge of the functional areas of management, principles of organizational behavior, and general management theory. Students develop analytical and problem-solving skills through application of theoretical knowledge to case studies involving actual organizations. An understanding of the global, economic, social and legal environments is developed through reading and analysis of companies operating throughout the world. Prerequisite: Senior management major.

389 Study Abroad Experiential Learning. (1-2)

This course is designed for students participating in the Study Abroad program. Readings relevant to

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understanding business in the international environment are assigned. Students write a series of essays integrating their knowledge of theory with their personal observations and reactions. Particular emphasis is placed on the impact of culture on business. The course is taught by a professor at CSB/SJU, using distance learning to maintain contact with students located in a variety of countries. May be repeated for up to 4 credits.

394 Management Practicum. (2)

A student designed practical management experience in a student activities or volunteer organization. Students gain experience in applying management theory and practice in leadership roles in settings other than the off-campus workplace. Readings and periodic meetings with a management faculty member and other students enrolled in practicum will facilitate the integration of theory and practice. Prerequisite: Completion of 12 credits in management courses. May be repeated for up to 4 credits.

395 SIFE Experiential Learning. (2)

This course provides practical on-campus management experience with an academic component. Previous course work in management is necessary. After consulting with the faculty advisor for Students in Free Enterprise (SIFE) students will complete a contract listing their goals, activities, and desired outcomes for the semester. Students will meet periodically with the faculty advisor to review progress. Upon completion of the course, the student will have a portfolio documenting activities and outcomes for the semester. Prerequisite: Permission of the SIFE advisor. May be repeated for up to 4 credits.

396 SAM Experiential Learning. (2)

This course provides practical on-campus management experience with an academic component. Previous course work in management is necessary. After consulting with the faculty advisor for the Society for the Advancement of Management (SAM) students will complete a contract listing their goals, activities, and desired outcomes for the semester. Students will meet periodically with the faculty advisor to review progress. Upon completion of the course, the student will have a portfolio documenting activities and outcomes for the semester. Prerequisite: Permission of the SAM advisor. May be repeated for up to 4 credits.

397 Internship. (1-8)

This is a practical off-campus experience with a solid academic component. Previous course work in management is necessary. Information is available on the management department's website.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Management." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.28 Mathematics

Department Chair: Robert Hesse

Faculty: Bret Benesh, Philip Byrne, Robert Campbell, Sunil Chetty, Robert Dumonceaux, Jennifer Galovich, Michael Gass, David Hartz, Robert Hesse, Kristen Nairn, Thomas Sibley, Anne Sinko, Michael Tangredi.

Math Skills Center Director: Marilyn Creed

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The mathematics department offers courses to fit the needs of a wide variety of students: the student majoring in mathematics, the student majoring in another field who needs or chooses supporting courses in mathematics and the general liberal arts student.

Since a knowledge of mathematics can be useful in disciplines as diverse as biology, philosophy and economics, the mathematics department offers a number of options to students. The major offerings are flexible enough to prepare students to apply for further study in graduate school, for a career in secondary education or as a mathematician or statistician in business or industry. It is also possible for a student to arrange for an individualized major in mathematics and another discipline. This should be done in careful consultation with a member of the mathematics department and a member of the student's major department. A student majoring in another discipline may choose to minor in mathematics. A major in elementary education may choose a minor in mathematics or the concentration designed especially for elementary teachers. (See the education department listing for more information.)

In addition to the formal courses described below, there are many other opportunities available for students interested in mathematics. An individual learning project on a topic of mutual interest can be designed with the assistance of a faculty member. The department supports students to engage in summer research in mathematics, mathematical biology or biostatistics through a generous stipend program. Opportunities are available to combine the summer research with an honors thesis. An active student math club and a local chapter of Pi Mu Epsilon (a national honor society for students of mathematics) cooperate with the mathematics department to offer a rich program of seminars, films, visiting speakers, career information and social activities. Each spring the department hosts a regional Pi Mu Epsilon conference at which students and faculty from several colleges gather at Saint Benedict's and Saint John's for two days of presentations by students and invited speakers.

Each semester the mathematics department employs students paid on an hourly basis as calculus teaching assistants, course assistants, and tutors. Calculus teaching assistants grade papers and, in consultation with the course instructor, supervise the calculus labs. Those labs, which meet regularly, provide students with additional opportunities to discuss course material and to practice problem-solving skills. Course assistants grade papers for lower division classes other than calculus I and II. Tutors give individual help to students at the Math Skills Center.

Mathematics in the Common Curriculum

Mathematics as a skill and as a theoretical structure has played a crucial role in modern civilization as well as in the everyday lives of individuals. Therefore, all students will be required to take and pass one course which satisfies the common curriculum requirement in mathematics. While different courses cover different topics, all courses meeting the requirement stress mathematics as a conceptual discipline, and address its contemporary role. These courses will also enable students to understand and appreciate the power and limitations when using mathematical reasoning, its language and notation to solve a variety of problems from other disciplines and from everyday life. Students enrolled in common curriculum courses are actively involved in doing mathematics.

The director of the Math Skills Center will provide assistance for students who have not fulfilled this requirement.

Certain mathematics common curriculum courses (MATH 114, 121, 122, 124) have as prerequisite satisfactory performance on the Quantitative Skills Inventory Test. Students who have an ACT-Math score of 21 or greater or SAT-Math score of 530 or greater will be granted satisfactory performance status without taking the examination. Otherwise, the examination will be administered by

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appointment with the Mathematics Skills Center. All students enrolled in MATH 118 or 119 will be asked to take a calculus readiness exam during the first week of classes.

Major

The mathematics department offers concentrations in mathematics and mathematics/secondary education; it also offers a major in numerical computation jointly with the computer science department. Information about the numerical computation major is in a separate section for that major. Students may not earn majors in both mathematics and numerical computation. Students may not earn a minor in mathematics with a major in numerical computation.

Special Requirements:

Students anticipating a major in mathematics and/or the natural sciences ordinarily begin their study of mathematics with 119. However, a student needing further preparation before beginning calculus, either 118 or 119, should enroll in 115. Students interested in advanced placement should contact the department chair.

Admission to the major requires a grade of C or higher in MATH 119, 120 and MATH 239 or 241. Before admission to the major (ordinarily in the sophomore year), prospective majors must consult with their advisors in the mathematics department to plan their mathematics courses. Students should choose their courses and non-curricular activities with regard to their goals for careers and graduate school. Students should be aware of which semesters upper-division mathematics courses will be offered.

Senior majors are required to take a comprehensive exam in mathematics (the Major Field Test).

Suggestions:

Prospective majors should have familiarity with computer programming before taking upper-division mathematics courses. Students preparing for graduate school in mathematics should include 332 and 344 or 348.

Concentration in Mathematics (40-42 credits)

Required Courses:

119, 120, 239, 241, 331, 343, 395, 16 additional upper-division credits in. 395 may be waived for students who complete an undergraduate research project in mathematics. See department chair for details.

Concentration in Mathematics/Secondary Education (40-42 credits)

Required Courses:

Same as concentration in mathematics, but include 333, 345.

Suggestions:

At least 2 credits 300 (History of Mathematics) is also recommended. Check with the chairs of the education department and the mathematics department for requirements for certification by the Minnesota Department of Education. See the education department listing for minor requirements.

Minor (24 credits)

Required Courses:

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119, 120, 239; plus either 12 additional upper-division credits in mathematics, or 241 plus 8 additional upper-division credits in mathematics. Note: students may not earn a minor in mathematics with a major in numerical computation.

Courses (MATH)

The minimum prerequisite for any mathematics course is: Math ACT subscore of 21 or above OR Math SAT subscore of 530 or above OR satisfactory performance on the CSB/SJU Quantitative Skills Inventory. Other prerequisites may also apply, as noted in the course descriptions.

114 Mathematics Exploration. (4)

A course to enrich the students' liberal arts education by presenting the spirit and some insights of mathematics. The course will emphasize understanding over techniques. Topics will illustrate the nature of contemporary mathematics and the relationship between mathematics and our cultural heritage. Some possible topics include: algorithms, exotic geometries, finance, map coloring, graphs, groups and mathematical modeling. Prerequisites: three years of college preparatory mathematics or permission of instructor.

115 Pre-Calculus Mathematics. (2)

Properties of polynomial, trigonometric, exponential functions. For the student who needs further preparation for calculus. Prerequisites: three years of college preparatory mathematics. Does not satisfy Mathematics Common Curriculum Requirement.

118 Essential Calculus. (4)

Preliminary concepts; derivatives, integrals and the concept of limit; application of differentiation and integration; calculus of several variables; exponentials, logarithms and growth problems. Other topics may include differential equations and probability theory. Prerequisites: 115 or four years of college preparatory mathematics or permission from the chair of the mathematics department.

119 Calculus I. (4)

Definition and nature of limits, continuity, derivatives of polynomial, algebraic and trigonometric functions and applications. Definite integrals and application. Prerequisites: 115 or four years of college preparatory mathematics or permission from the chair of the mathematics department. Note: Credit will be awarded for MATH 119 upon completion of MATH 120 with a grade of C or higher.

120 Calculus II. (4)

Continuation of applications of the integral. Infinite series, Taylor's theorem, methods of integration, introduction to functions of several variables. Additional topics may include complex numbers, polar coordinates, parametric equations, approximation methods, differential equations. Prerequisite: 119 or permission of the chair of the mathematics department. Note: Credit will be awarded for MATH 120 upon completion of MATH 305 with a grade of C or higher.

121 Fundamentals of Mathematics. (4)

Basic concepts of sets, numeration, structure of number systems, arithmetic and algebraic operations, problem solving, and other topics to prepare students for elementary school mathematics teaching. Prerequisites: three years of college preparatory mathematics.

122 Finite Mathematics. (4)

Mathematics for students in the life, social and management sciences. Topics chosen from symbolic

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logic, set theory, combinatorial analysis, probability, linear equations, vectors, matrices, mathematics of finance, linear programming, Markov chains and matrix games. Prerequisites: three years of college preparatory mathematics.

124 Probability and Statistical Inference. (4)

Graphs and charts, mean, median and other measures of location. Terminology and rules of elementary probability; normal distribution, random sampling, estimation of mean, standard deviation and proportions, correlation and regression, confidence intervals, tests of hypotheses. Prerequisites: three years of college preparatory mathematics.

127 Number Systems (1)

Topics to include sets, functions, other number bases, elementary number theory, rational and irrational numbers and problem solving strategies related to these topics. Prerequisite: Elementary Education majors who have completed Math 118, Math 119 or the equivalent, with a grade of C or better.

180 Fundamentals of Mathematics II. (4)

Continuation of 121. Probability and statistics, geometry, discrete mathematics including combinatorics and graph theory, and other topics to prepare students for middle school mathematics teaching. Prerequisite: 121.

239 Linear Algebra. (4)

Systems of linear equations, matrices and matrix operations, vector spaces, subspaces, linear independence, basis and dimension, linear transformations, eigenvalues and eigenvectors, inner products, elementary proofs appropriate to the course content, and selected applications. Prerequisite: 120 or permission of the chair of the mathematics department.

241 Foundations and Structures of Mathematics. (4)

The basic theme of this course is mathematical thinking and writing. Emphasis will be placed on formulating and writing proofs. The course will cover topics in the following areas: logic, sets, relations, functions, counting, graph theory, infinite sets, algebraic structures and the real number system. Additional topics as time permits. Prerequisite: 120.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

300 History of Mathematics. (2 credits)

Advanced level independent guided readings, discussion and written projects on the history of mathematics. May be repeated for credit when topics vary. Prerequisite: instructor's consent.

305 Multivariable Calculus. (4)

Topics selected from Geometry of R^n , differentiation in R^n , vector-valued functions, optimization, multiple integrals, line and surface integrals, vector analysis and introduction to differential forms. Prerequisite: 239. Fall.

315 Operations Research. (4)

Topics selected from: linear programming, duality theory, dynamic and integer programming, graph-theoretic methods, stochastic processes, queuing theory, simulation, non-linear programming, PERT/CPM. Applications to social and natural sciences and business. Prerequisite: 239. Fall in even

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years.

318 Applied Statistical Models. (4)

The relationships among variables in real data sets will be explored through the theory and application of linear models. The focus of the course will be on building such models, assessing their adequacy, and drawing conclusions. Statistical computing programs will be used to analyze the data. Prerequisite: 239. Spring in even years.

322 Combinatorics and Graph Theory. (4)

Basic enumerative combinatorics and graph theory including counting principles, generating functions, recurrences, trees, planarity and vertex colorings. Additional topics at the discretion of the instructor. Prerequisite: 239. 241 recommended. Spring in odd years.

331 Algebraic Structures I. (4)

Definitions and basic properties of sets and relations, groups, rings, ideals, integral domains, fields, algebras and applications. Prerequisites: 239, 241. Spring and fall in even years.

332 Algebraic Structures II. (4)

Continuation of 331, additional topics in Algebra such as: Sylow theorems, coding theory, free groups, Euclidean rings, extension fields, Galois theory, categories, functors, tensor products. Prerequisite: 331. Spring in odd years.

333 Geometry I. (4)

Foundations of geometry, study of axiom systems for finite geometries and Euclidean geometry, topics in synthetic geometry; introduction to hyperbolic and other geometries. Geometric transformation theory and classification of geometries by transformation groups. Prerequisite: 239. Fall in odd years.

337 Differential Equations. (4)

The concept of a solution, tangent fields, the existence and uniqueness theorem and its implications, elementary solution techniques, series and numerical solutions, linear equations and systems, Laplace transforms, applications. Prerequisite: 239. Spring.

338 Numerical Analysis. (4)

Numerical algorithms and error estimations, solutions of linear and nonlinear equations and systems, numerical solutions of differential equations, numerical integration, interpolation and approximation techniques, matrix methods and power series calculations. Prerequisite: 239 and familiarity with computer programming. Spring in even years.

339 Mathematical Modeling. (4)

Mathematical modeling is the art of finding mathematical descriptions of real-world phenomena, with the goal of attaining a deeper understanding of those phenomena. The mathematical tools will vary according to the application. This course will cover both continuous and discrete mathematical models. Applications will be drawn from a variety of fields, such as population dynamics, economics, and physical sciences. Prerequisite: Math 239.

340 Topics in Advanced Mathematics. (4)

Content varies from semester to semester. Topics will be chosen from both pure and applied mathematics and may include algebraic coding theory, cryptology, number theory, mathematical modeling, mathematical logic, complex analysis, topology, dynamical systems, applications to computer science. May be repeated for credit when topics vary. Prerequisite: 239. Additional

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prerequisites possible depending on the topic. Fall.

341 Fourier Series and Boundary Value Problems. (4)

Separable partial differential equations from theoretical physics. Fourier series, convergence, orthogonal systems. Fourier integrals. Sturm-Liouville theory, solutions to boundary value problems. Applications. Prerequisite: 239. Spring in odd years.

343 Analysis I. (4)

Set theory, real numbers, topology of Cartesian spaces, Heine-Borel Theorem, sequences, series, convergence, continuity, differentiation, integration. Prerequisites: 239, 241. Spring and fall in odd years.

344 Analysis II. (4)

Topics selected from the following: mapping theorems and extremum problems, Riemann-Stieltjes integral, main theorems of integral calculus, point set topology, Lebesgue integral, functions defined by integrals, convergence theorems. Prerequisite: 343.

345 Mathematical Statistics I. (4)

Probability spaces, random variables, statistics and sampling distributions, statistical hypotheses and decision theory, statistical inference, estimation. Prerequisite: 239. Spring and fall in even years.

346 Mathematical Statistics II. (4)

Topics selected from the following: sampling, order statistics, Monte Carlo methods, asymptotic efficiencies, maximum likelihood techniques, inference, multivariate normal, analysis of variance, regression, correlation. Prerequisite: 345. Spring in odd years.

348 Complex Analysis. (4)

Topics will generally include properties of complex numbers; complex functions and their derivatives; analyticity; Cauchy's Theorem and related results; series representations of functions; contour integration and the theory of residues. Additional topics at the discretion of the instructor. Prerequisite: 343 or 305. Spring in even years.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

395 Mathematics Capstone. (2)

Critical analysis of readings or topics and/or an in-depth investigation leading to a project. The course will be structured as a seminar. The instructor will select the subject matter. Students will present and discuss the material of the course, and complete regular assignments (short papers or problem sets). Prerequisite: Senior standing, 241 and completion of at least two 300 level mathematics courses.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Mathematics." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.29 Modern and Classical Languages

3.1.29.1 Chinese

Major in Chinese(None)

Minor in Chinese(20 credits)

CHIN 211 (4) or 215 abroad; 212 (4) or 216 abroad; 311 or 312 (4) or 315 or 316 abroad; MCLT 315, 316, or 319 (4); and one non-MCL course from the Asian Studies Program course list (4). See "Asian Studies" pages...for details.

Courses (CHIN)

111, 112 Elementary Chinese. (4,4)

Introduction to the basic elements of the Chinese language. Practice in listening, speaking, reading, and writing, including work with grammar, pronunciation, and culture.

211, 212 Intermediate Chinese. (4,4)

Review and continued study of grammar together with additional training in listening, speaking, reading, and writing. 211 and 212 emphasize Chinese culture and civilization. Satisfactory completion of Chinese 211 fulfills the global language proficiency requirement.

311, 312 Advanced Chinese: Conversation, Composition, and Literature. (4, 4)

Designed to help students solidify and further their communicative and writing ability in Chinese through contact with various written styles of modern Chinese. Advanced Chinese also provides a basic introduction to contemporary Chinese literature and culture.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

Courses taught abroad

115 Elementary Chinese I Abroad.

116 Elementary Chinese II Abroad.

215 Intermediate Chinese I Abroad.

3.1.29.2 Classical Languages

Major in Classical Studies (40-56 credits)

This major combines the study of language and literature, history, philosophy, and art for an interdisciplinary approach to classical antiquity. See "Humanities," pages 145-147 for details. [check pages]

Major in Classics (30 credits beyond elementary sequence)

This major emphasizes the study of languages and literature.

Required Courses:

Seven upper-division courses in either Greek (for a Greek concentration) or Latin (for a Latin concentration) or a combination of the two (for a classics concentration), plus 398 or 399. Of the seven courses, one may be in classical literature or civilization in translation or (with permission of department chair) in a related field.

Suggestions:

Students are strongly urged to take two courses in related fields. Such courses should be chosen to fulfill core curriculum requirements.

Minor (12 credits beyond elementary sequence)

The department offers minors in Latin and Greek.

Required Courses:

After completing the language proficiency sequence, three additional upper-division courses in either Latin or Greek.

Greek Courses (GREK)**115, 116 Intensive Beginning Greek. (6, 6)**

This two semester course covers the twelve credit language requirement in two semesters. By the end of spring term, students will be able to read Greek at an intermediate level. The last mod in the spring will concentrate on biblical Greek. Classes meet Monday-Friday, 2:40-3:35 p.m.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

327 Topics in Greek Literature. (4)

A selected topic in Greek literature, such as the Attic orators, lyric poetry, the novel, church literature, or prose composition. This course may be repeated for credit if the topics are different.

332 Topics in Greek Historians. (4)

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Reading of one or more Greek historians, such as Herodotus, Thucydides, Xenophon. Emphasis on methodology, style, function of speeches, views of causality, origins of war, and the weighing and presentation of evidence. This course may be repeated for credit if the topics are different.

341 Homer and Epic Poetry. (4)

A detailed analysis of the *Odyssey* or the *Iliad*; the entire work in translation, selected readings in the original. The "oral epic" and Homer's influence on Greek morality, culture, and literature.

342 Greek Tragedy. (4)

Reading of one or more plays by Sophocles, Euripides, or Aeschylus read in the original, and several in translation, noting each poet's outlook and dramatic technique.

345 Studies in Plato. (4)

Reading of a Platonic dialogue (*Apology*, *Crito*, *Phaedo*, *Symposium*, etc.) with emphasis on the technique of the Socratic dialogue, prose style, Plato's view of the soul, and the theory of forms.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

398 Honors Senior Essay, Research, or Creative Project. (4)

Required for graduation with "Distinction in Classics." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

399 Senior Project. (2)

Unless they complete 398 (above), all majors must present a senior project in a public forum. In consultation with a faculty advisor, students choose a project appropriate to their previous course of study and/or their individual goals.

Latin Courses (LATN)

111, 112 Introduction to Latin. (4,4)

The elements of classical Latin, its grammatical structure and forms, with a basic vocabulary. Development of reading skill through a varied selection of ancient texts in prose and verse.

211 Intermediate Latin. (4)

Review and completion of the fundamentals of Latin, including the reading of passages from classical texts. Satisfactory completion of this course fulfills the core foreign language proficiency.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

327 Topics in Latin Literature. (4)

A selected topic in Latin literature, such as classical rhetoric, Lucretius, Cicero, Ovid, the novel, philosophy, satire, medieval Latin, or Christian literature. This course may be repeated for credit if the

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topics are different.

331 Virgil and Epic Poetry. (4)

Virgil's Aeneid: Latin readings in the first six books; the entire work in translation. The influence of Homer and of Alexandrian poetry and the unique quality of Virgil's poetic art.

333 Elegiac and Lyric Poetry. (4)

Readings in Catullus, Tibullus, Propertius, Ovid, and Horace, with emphasis on a close explication of the Latin text and on the characteristics of classical poetry. Development of Roman elegiac and lyric forms.

338 Roman Comedy. (4)

Reading of one or more plays of Plautus or Terence, with emphasis on the techniques of New Comedy, situation, characterization and plot, the play's subsequent influence, and perhaps comparison with a later treatment of the theme, as by Shakespeare.

349 Roman Historians. (4)

Reading of one or more Roman historians, such as Livy, Caesar, Tacitus, Suetonius, Sallust, or Josephus. Emphasis on methodology, style, function of speeches, views of causality, origins of war, and the weighing and presentation of evidence.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

398 Honors Senior Essay, Research, or Creative Project. (4)

Required for graduation with "Distinction in Classics." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

399 Senior Project. (2)

Unless they complete 398 (above), all majors must present a senior project in a public forum. In consultation with a faculty advisor, students choose a project appropriate to their previous course of study and/or their individual goals.

3.1.29.3 English as a Second Language

Major (None)

Minor (None)

Courses (ESL)

101 ESL (English as a Second Language) Listening Comprehension I. (0-1)

Listening to, responding to, and taking notes on spoken English, especially in an academic context. May count toward fulfillment of the global language requirement. Fall, A mod.

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102 ESL Speaking I. (0-1) and public speaking practice, with emphasis on skills expected in an academic setting. May count toward fulfillment of the global language requirement. Fall, B mod.

103 ESL Reading I. (0-1)

Emphasis on academic vocabulary, grammar, and reading skills needed in college coursework. May count toward fulfillment of the global language requirement. Fall, C mod.

104 ESL Writing I. (0-1)

Emphasis on academic vocabulary, grammar and writing skills needed in college coursework. May count toward fulfillment of the global language requirement. Fall, D mod.

105 ESL Listening Comprehension II. (0-1)

Listening and note-taking, discussion skills, and academic vocabulary skills. May count toward fulfillment of the global language requirement. Spring, A mod.

106 ESL Speaking II. (0-1)

Class discussions and presentations, with emphasis on leading discussions, posing and responding to questions, and presenting information effectively. May count toward fulfillment of the global language requirement. Spring, B mod.

107 ESL Reading II. (0-1)

Academic reading and research skills, strengthening of academic vocabulary. May count toward fulfillment of the global language requirement. Spring, C mod.

107 English Reading for Bilingual Students. (0-1)

Academic reading and research skills, strengthening of academic vocabulary. Designed for US bilingual/multilingual students. May count toward fulfillment of the global language requirement. Fall. A mod.

108 ESL Writing II. (0-1)

Academic writing with emphasis on essays and research papers. Practice in organizing, outlining, proofreading, editing, and revising. May count toward fulfillment of the global language requirement. Spring, D mod.

108 English Writing for Bilingual Students. (0-1)

Academic writing with emphasis on essays and research papers. Practice in organizing, outlining, proofreading, editing, and revising. Designed for US bilingual/multilingual students. May count toward fulfillment of the global language requirement. Fall. B mod.

MCL 110: English Conversation & Vocabulary for Academic and Professional Purposes. (1)

MCL 110 emphasizes speaking skills and topics related to academic and professional English. Students will strengthen their conversation and vocabulary skills through classroom instruction and interaction, and assignments will focus on academic and professional material. By living on campus, interacting with guest speakers, and participating in field trips, students will have regular opportunities to use English for authentic communication.

MCL111: English Reading & Writing for Academic and Professional Purposes (1)

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MCL 111 emphasizes academic and professional English reading and writing skills. Students will learn through classroom and computer lab presentations; assignments will emphasize academic and professional tasks and materials. Campus events and field trip experiences will be integrated into language learning activities.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Not available for first-year students.

3.1.29.4 French Studies

Major in French Studies (38 credits)

212, 311 or 315, 312 or 316; one literature course from 330, 331, or 332; one cultural studies course from 340 or 341; 16 additional credits from courses numbered 320 and higher and Art 250 in Cannes (when taught in French); and 399. All students are urged to study abroad at our French affiliate, the Collège International de Cannes. CSB/SJU Study Abroad Programs fulfill many Common Curriculum as well as major/minor requirements. No more than 4 credits of ILP coursework can be applied towards the French major. Four credits from a related department may be applied to the major through the French option.

Major in French/Secondary Education (38 credits)

Same requirements as for the major in French studies.

212, 311 or 315, 312 or 316; one literature course from 330, 331, or 332; one cultural studies course from 340 or 341; 16 additional credits from courses numbered 320 and higher and Art 250 in Cannes (when taught in French); and 399. All students are urged to study abroad at our French affiliate, the Collège International de Cannes. CSB/SJU Study Abroad Programs fulfill many Common Curriculum as well as major/minor requirements. No more than 4 credits of ILP coursework can be applied towards the French major. Four credits from a related department may be applied to the major through the French option.

Suggestion:

See the education department listing for minor requirements.

Minor in French (20 credits)

212, 311 or 315, 312 or 316; and eight additional upper-division credits in culture, language or literature.

Courses (FREN)

111 Introduction to the French Language. (4)

An introduction to the basic elements of the French language. Work in all communicative skills: listening, speaking, reading and writing, with particular attention to grammar and pronunciation. Introduction to the geography and culture of the French-speaking world. Upon completion of this

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course, students are eligible for our study abroad program in Cannes.

112, 211 French Language and Culture I & II. (4, 4)

Continued study of grammar together with the systematic development of all communicative skills. Further understanding of French culture, geography, and customs, enhanced by readings and video selections. Satisfactory completion of 211 fulfills the core foreign language requirement and prepares the student for 212 (HM).

212 First Readings in French Literature. (4)

A beginning course in reading French literary texts from a variety of genres: prose fiction, poetry, and theater. The course offers the opportunity to discuss the works studied and to practice written analysis of the texts, with continued development of linguistic skills. 212 fulfills a Common Curriculum Humanities requirement (HM).

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

311 Studies in Language and Culture. (4)

The content of this course focuses on the study of contemporary cultural topics in French-speaking countries: their geography, people, and customs. Readings might include the organization of the family, religion, art, and political thought. Students will integrate these topics with intensive study of the French language, grammar, and phonetics. Emphasis placed on conversational skills and oral expression.

312 Contemporary France. (4)

The course explores topics of cultural developments in France today with continued emphasis on grammar, speaking and writing. Readings may include a variety of short stories, novels or poetry.

330 French Literature Before the Revolution. (4)

France today remains very much a nation of readers, and French public education has clung to a traditional literary orientation. In this course students become familiar with some of the great books which gave rise to this literary culture. Readings are drawn from verse, drama, prose fiction, and belles lettres. Emphasis on fostering an appreciation of French literature, understanding the works in their social and historical context, and learning the techniques of literary analysis. Prerequisite: 311 (or 315) or 312 (or 316).

331 French Literature from Monarchy to Republic. (4)

This course focuses on the poetry, theatre, novels, short stories, and essays written during the period when France led the development of European democratic traditions. Emphasis on fostering an appreciation of French literature, understanding the works in their social and historical context, and learning the techniques of literary analysis. Prerequisite: 311 (or 315) or 312 (or 316).

332 Twentieth-Century French Literature. (4)

No longer exclusively European in outlook, literature in French is written and read throughout the world. The poems, plays, and prose works chosen date from the beginnings of the French democracy and the expansion of its colonial empire to the contemporary francophone world. Emphasis on fostering an appreciation of French literature, understanding the works in their social and historical context, and learning the techniques of literary analysis. Prerequisite: 311 (or 315) or 312 (or 316).

340 A Social History of the French People. (4)

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The political, social, economic, and educational institutions of the French people reveal their national character. In this course we study the history of French society, from the origins of France in medieval Europe to the present day, in order to understand how the societal structures have developed.

Prerequisite: 311 (or 315) or 312 (or 316).

341 The French-Speaking World Today. (4)

Moving from colonialism to independence, from repression to active global participation, the francophone world is in full evolution. This course opens doors to the variety of cultures that have been influenced by French and Belgian societies, from the Far East to Africa, Canada, and the Pacific and Caribbean Islands. We also study the changes in European cultures which have arisen in part due to their past colonialism. Prerequisite: 311 (or 315) or 312 (or 316).

350 Studies in Language and Style. (4)

This course aims at helping students strengthen and polish their written French through a variety of short papers, regularly evaluated and revised. Other exercises include explication of the prose style of major French authors, translation, and grammar review as needed. Prerequisites: 311 (or 315) Or 312 (or 316) and at least one 4-credit literature course.

351 Topics in Literature. (4)

An in-depth study of a particular literary movement, author, or theme. Recent offerings have included: Classicism and Romanticism, the Nineteenth-Century Novel, French Women Writers. The precise subject to be studied will be announced prior to registration. Prerequisite: 311 (or 315) or 312 (or 316).

352 Topics in Civilization. (4)

A study of a particular social movement, issue, or debate as reflected in the documents, art, literature, and customs of French-speaking cultures. Recent offerings include: Literature and Society of the Middle Ages, French Philosophers, French Canada, Paris Revolutions. The precise subject to be studied will be announced prior to registration. Prerequisite: 311 (or 315) or 312 (or 316).

354 Studies in French Language. (2)

A study of a specific aspect of French language. Topics might include French Cinema and Conversation. Upgrade your French, French Phonetics, and Language Basics of French for Business. Offered every fall semester. Course may be repeated for credit with different topics. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

355 Studies in French/Francophone Culture. (2)

A study of a particular cultural theme, or authors. Topic varies each semester. Topics might include The Regions of France, French Song, French Cinema (beginnings or a particular cinematographic movement), the culture or literature of a particular Francophone region, the study of a single author or a pair of authors. Offered every spring semester. Course may be repeated for credit with different topics. Prerequisite: 311 (or 315) or 312 (or 316) or permission of instructor.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

398 Honors Senior Essay, Research, or Creative Project. (4)

Required for graduation with "Distinction in French." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

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399 Senior Project (2) Present a senior project in a public forum. In consultation with a faculty advisor students choose a project appropriate to their previous course of study and/or their individual goals.

Courses taught abroad

115 Elementary French I Abroad.
116 Elementary French II Abroad.
215 Intermediate French I Abroad.
216 Intermediate French II Abroad.
315 Conversation and Composition I Abroad.
316 Conversation and Composition II Abroad.
320 Advanced Grammar Abroad.
321 Phonetics. (1 credit)
322 Expression Théâtrale. (1-2 credits)
323 French Civilization Abroad.
324 French Cinema Abroad.
325 French Literature Abroad.

3.1.29.5 German Studies

Major in German Studies (38 credits)

Required Courses:

212; 311 (or 315); 312 (or 316); 324 or 325; 20 additional upper-division credit hours with distribution across theme, genre and period; 399.

Major in German Studies/Secondary Education (38 credits)

Required Courses:

Same as concentration in German Studies, but must include 324 or 325.

Suggestion:

See the education department listing for minor requirements.

Minor (20 credits)

Required Courses:

212; 311 (or 315); 312 (or 316); 8 additional upper-division credits.

Courses (GERM)

111 Elementary German I. (4)

Basic elements of German. Practice in understanding, speaking, reading, and writing, including work with pronunciation, grammar, and culture. Designed for students with no prior study of German.

112 Elementary German II. (4)

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Continuation of basic German with emphasis on acquiring communicative skills, both narrative and descriptive, in a variety of practical situations. Upon completion of this course, students are eligible for study abroad in Salzburg.

211 Intermediate German. (4)

Review and continued study of German structures, with an emphasis on the development of reading skills and the discussion of ideas. Satisfactory completion of this course fulfills the core foreign language proficiency requirement and prepares students for 212 (HML).

212 Introduction to German Culture. (4)

Study and analysis of cultural texts in German emphasizing contemporary issues. This course is required for students who wish to earn a major or minor in German. 212 fulfills a common curriculum HM requirement.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

311 German Conversation and Composition I. (4)

An exploration of the cultures of German speaking countries, with an emphasis on the development of discussion skills in response to written texts and a variety of media.

312 German Conversation and Composition II. (4)

Discovery and analysis of German culture, with special emphasis on developing writing skills in response to written texts and a variety of other media.

324 Survey Pre-1850. (4)

A survey of some of the key figures and periods of German art, literature, music, and public life in German-speaking countries that have made significant cultural contributions to world civilization up to the early 19th century, focusing on literary and cultural trends and movements of the Middle Ages, the Reformation, the Baroque, and the Age of Goethe. Selected readings will include courtly epic, lyric poetry, drama, prose texts and narratives from some principal authors. Prerequisite: 212. Offered alternate years.

325 Survey 1850 Until Present. (4)

A survey of various periods of German art, literature, music, public life and people that have made significant cultural contributions to world civilization from the early 19th century to the present. The major purpose is to analyze the interrelationship between the major social/political developments of German-speaking Europe, and their cultural manifestations. Selected readings will include lyric poetry, essays, novellas, drama, and prose texts and narratives from some principal authors. Prerequisite: 212. Offered alternate years.

330 German Lands in Religious Transition: The Light and Dark of the Middle Ages Topics. (2-4)

Before the Common Era, Germanic tribes moved into central Europe and greatly affected the culture of the continent. This course explores the origins and effects of the united European Empire myth. It also looks at the ways in which religions and feudal structures impacted the culture, actions and art of a variety of Europe. Prerequisite: 212. Offered every three years. Can be repeated with permission of instructor if content varies. Qualifies as a course in Period.

333 The Age of Goethe Topics. (2-4)

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Goethe's genius challenged inherited literary forms, created new ones, and developed the expressiveness of the German language so profoundly that the effects are still felt today. Born to the upper middle class, but employed at court, Goethe recognized attempts by men and women to cross barriers--literary, cultural, national, gender, and spiritual. As a founder of German Classicism (along with Schiller), Goethe's cosmopolitan spirit and enthusiasm impacted Romantic thought and generations to come. Prerequisite: 212. Offered every third year. Can be repeated with permission of instructor if content differs. Qualifies as a course in Period.

337 The Fragile Phoenix; German Identity in the Early 20th Century Topics. (2-4)

The Weimer period is a time of tremendous creativity in art, architecture, literature, music and politics, when German-speaking lands find themselves caught between theories of democratic freedom and the slide into fascism. This period, punctuated by the new excitement with freedom and decadence, encompasses the rise and strengthening as as hints at the aftereffects of Hitler's Third Reich. Prerequisite: 212. Offered every third year. Can be repeated with permission of instructor if content differs. Qualifies as a course in Period.

342 German Poetry. (2-4)

Poetry expresses more emotion and content in fewer words than any other kind of literature. German lyric across the ages conveys the essence of the culture and gives readers texts that will have both personal and cultural meanings throughout their lives. Prerequisite: 212. Can be repeated with permission of instructor if content differs. Qualifies as a course in Period.

345 Novels, Novellen, Stories and Tales Topics. (2-4)

An exploration of the world of storytelling in Germany, Austria and Switzerland. This course investigates the phenomenon of narrative, its elements, techniques, and forms; its relation to other modes of discourse; its power and influence in cultures past and present. A variety of interpretive strategies include such activities as classroom storytelling, Nacherzählungen, interpretive presentations, skits and group discussions. Prerequisite: 212. Offered every third year. Can be repeated with permission of instructor if content differs. Qualifies as a course in Period.

349 The Romantic Quest in the Arts and Sciences: Nightingales, Posthorns and the Night Side of Nature. (4)

Romanticism began as a protest of German writers and scholars against the limits of the Enlightenment with its over-emphasis on reason. The Romantic strove to stretch beyond reason to embrace the irrational, the feared and the misunderstood. Seeking the unknown is still considered romantic today and thus is a force that ranges beyond any specific period of time. Nature, emotions and the infinite take on a central position. The mysterious, the miraculous and searching find expression in the works of these writers, musicians, artists, philosophers and scientists. Prerequisite: 212. Offered every three years. Can be repeated with permission of instructor if content differs. Qualifies as a course in Theme.

350 Eavesdropping on Germany: Current Debates and Issues Topics. (2-4)

A course based on today's explosive debates and issues in German-speaking countries using up-to-date materials from the internet, German radio, television, film, and newspapers. This is a course for researching and debating controversies and listening to provocative news. Prerequisite: 212. Offered every three years. Can be repeated with permission of instructor if content differs. Qualifies as a course in Theme.

355 Seminar in a Specific Period Topic. (2-4)

This course varies in the cultural period explored, but focuses on an especially significant or influential time in German history. The course will provide a framework for the understanding of the particular period in terms of philosophy, literature, music, painting, sculpture, architecture, and socio-political make-up and may focus on a topic such as: The Age of Luther; Fin de Siècle; or The Late Twentieth

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Century: War to Postwar, Wall to Post Wall. See semester class catalog for further details. Prerequisite: 212. Offered as needed. Can be repeated with permission of instructor if content differs. Qualifies as a course in Period.

356 Seminar in a Particular Genre Topic. (2-4)

A more intensive exploration of a specific genre. The course may focus on a genre such as: The Novelle From Its Beginnings into Modernity; The Drama as Multivalent Text; The Essay as Medium for Social Change; New German Cinema and Political Revolt. See semester class catalog for further details. Prerequisite: 212. Offered as needed. Can be repeated with permission of instructor if content differs. Qualifies as a course in Genre.

357 Seminar in a Particular Theme Topic. (2-4)

A more intensive exploration of a specific theme or linguistic topic. The course may focus on a topic such as: The Holocaust, Its Origins and Effects; The Persistent Problem of Imported Labor; The Discourse of Evil in German Language Culture; Linguistic Style in Essays and Feuilleton; Marx, Freud and Nietzsche in the Modern World. See semester class catalog for further details. Prerequisite: 212; 311; 312 or concurrent enrollment in 311 or 312. Offered as needed. Can be repeated with permission of instructor if content differs. Qualifies as a course in Theme.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

398 Honors Senior Essay, Research, or Creative Project. (4)

Required for graduation with "Distinction in German." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

399 Senior Project. (2)

All majors must present a senior project in a public forum. In consultation with a faculty advisor students choose a project appropriate to their previous course of study and/or their individual goals.

Courses taught abroad

- 115 Elementary German I Abroad.
- 116 Elementary German II Abroad.
- 215 Intermediate German I Abroad.
- 315 Conversation and Composition I Abroad.
- 316 Conversation and Composition II Abroad.
- 360 Advanced Grammar Abroad.
- 361 Selected Topics.
- 362 German Literature.

3.1.29.6 Japanese

Major in Japanese (None)

Minor in Japanese (20 credits)

Academic Departments
Departments

JAPN 211 (or 215) (4); 212 (or 216) (4); 311 or 312 (4); MCLT 315, 316, or 319 (4) and one non-MCL course from Asian Studies course list (4). See "Asian Studies" pages...for details.

Courses (JAPN)

111, 112 Elementary Japanese. (4, 4)

Introduction to the basic structure of the Japanese language. Practice in speaking, listening, reading and writing, with a focus on an accurate command of grammar and culturally appropriate communication skills.

211 Intermediate Japanese. (4)

Review and continued study of language skills. Satisfactory completion of this course fulfills the core foreign language proficiency.

212 Intermediate Japanese. (4)

Review and continued study of grammar together with additional training in speaking, listening, reading and writing.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

311, 312 Advanced Japanese: Speaking, Reading and Writing (4, 4)

Review and continued development of grammar together with development of skills in speaking, listening, reading and writing.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

Courses taught abroad

115 Elementary Japanese I Abroad.

116 Elementary Japanese II Abroad.

215 Intermediate Japanese I Abroad.

216 Intermediate Japanese II Abroad.

315 Advanced Japanese I Abroad.

316 Advanced Japanese II Abroad.

3.1.29.7 Modern and Classical Literature in Translation Courses (MCLT)

Modern and Classical Literature in Translation Courses (MCLT)

Academic Departments
Departments

219 The Golden Age of Greece. (4)
Great books of Greek literature, history, and philosophy from the 5th and early 4th centuries B.C., one of the most remarkable periods of intellectual, artistic, and political activity. Authors read include Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, Aristophanes, and Plato. All works read in English.

222 Literature of the Western World: Medieval to Modern. (4)

Great books of the post-classical Western tradition which have had a lasting influence on Western literature and thought, covering a variety of genres (epic, drama, poetry, prose fiction) and several nationalities and historical periods. All works read in English, but qualified students may do some reading in the original language.

223 Literary Traditions. (4)

Reading of major representative works from the literatures of three or four contrasting cultures, with specific reference to the societies that produced them. The individual units, which may vary greatly according to the instructor's areas of interest and expertise, are chosen to ensure that students come into contact with traditions both past and present, of both Western and non-Western provenance, and of both dominant and minority groups, and will touch on a variety of literary genres. Some background readings in anthropology and sociology as needed.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Not available to first-year students.

315 Chinese Literature in Translation. (4)

Reading and analysis of classic literary works in English translation from selected periods, such as legends and poetry of the Tang Dynasty, plays of the Yuan Dynasty, novels of the Ming and Qing Dynasty, and representative works of contemporary literature. Examination of the development and adaptation of different literary genres in the process of social transformations such as migration and immigration.

316 Topics in Japanese Literature. (4)

A study of modern Japanese literature, film, and manga comics with emphasis on gender, sexuality, class, race, age, and nation.

319 East Asian Literature in Translation. (4)

A study of Japanese, Chinese and other East Asian literary traditions.

319C Transnational Japan (4)

A study of the diverse and complicated picture of modern Japan that has always been transnational and transcultural.

327 Classical Mythology. (4)

A study of the myths of the classical world through ancient literature and modern retellings, with particular emphasis on the ordering of the natural world, the relations between humans and divinities, and the nature of heroic life. Authors include Homer, Aeschylus, Sophocles, Euripides, and selected modern authors such as John Updike, Mary Renault, Margaret Atwood, and Woody Allen.

340 Topics: European Civilization. (4)

Academic Departments
Departments

An in-depth study of a particular theme, region, or time period in European Civilization. The precise subject to be studied will be announced prior to registration.

355 Biblical Exegesis and Literary Criticism. (4)

Study of the exegetical traditions of the Jewish and Christian faiths, concentrating on narrative concerns such as voice, form, quotation, and authority. Readings in critical theory, concentrating on essays which interpret the nature of language or which interpret works in which sacred stories, themes, or forms appear. Exploration of how these traditions of interpretation respond to important stories in our cultures, and how they help shape the ways we understand human experience.

365 Reading Biblical Women. (4)

An exploration of the Bible as sacred text, cultural document and literary masterpiece, with special attention to the women of scripture. In addition to close readings of texts such as Genesis, Exodus, The Song of Songs, the Gospels and Revelation, class members will become acquainted with a range of techniques of biblical and literary analysis, from historical and textual criticism to mysticism and feminist theory. In the final unit of the course, students will explore, as interpreters and creators, artistic responses to scripture (the study or creation of translation, stained-glass, theatre, poetry, mystical writings, prose fiction, etc., based on the biblical text). Cross-listed with THEO 309C.

367 Medieval Literature in Translation. (4)

Introduction to medieval European culture and society through the reading of major literary masterpieces in translation. Emphasis on the vernacular literature of continental Europe.

368 Comparative Literature. (4)

Offered in conjunction with specially-designed advanced literature courses in French, German, Spanish, or classics. Students will meet alternately with the class of majors and as a separate group, reading the texts in translation. Appropriate works from other national literatures will normally complement the basic works in the original. May be repeated for credit.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

397 Internship. (4-8)

Individual projects tailored to student needs/career. Prerequisite: consent of department chair.

Courses taught abroad

331 Greek Literature in Translation.

332 Roman Literature in Translation.

3.1.30 Military Science

Department Chair: Darrell Bascom

Academic Departments
Departments

Faculty: Donald Hansen, Alberto DeJesus, Jeff Nelson, Lukas Wright, William Stonebarger, Harlan Grams, Joseph Peterson, Molly Wiemann, John Zeitler, Joshua Wiemann

The Department of Military Science conducts the Army Reserve Officers Training Corps (ROTC) program to prepare men and women to serve as Second Lieutenants in the United States Army. Students serve our nation in one of three components of the Army—Active, Reserve, National Guard—upon completion of a bachelor or graduate degree and completion of the ROTC program. Students serve in various career fields including the Nurse Corps, Aviation Branch, and Signal Branch to name a few. Students enrolled in Army ROTC have a wide variety of majors.

The Army ROTC develops leadership skills. The core coursework includes 16 to 26 credits in topics such as the art and science of leadership, ethics, values, integrity, honor, problem solving skills, responsibility, basic military skills, military history, physical training, and adventure training. Students register and earn academic credit for Army ROTC courses in the same manner as other elective courses in their college curriculum.

Programs

Three basic programs are available in the Department of Military Science for students to earn a commission as a Second Lieutenant in the United States Army.

Four-Year Program—The four-year program is divided into two parts—the basic course and the advanced course. The basic course is typically completed in the first two years of college. Except for scholarship cadets, the basic course is voluntary and all students are eligible. After completing the basic course, students that meet the physical and academic standards, and have demonstrated leadership potential, contract into the advanced course. The advanced course includes four concurrent semesters of coursework and the Leader Development Advanced Course (LDAC). LDAC is a paid five-week leadership course conducted at Fort Lewis, Washington, during the summer. Typically students attend LDAC during the summer after the first year of the advanced course.

Three-Year Program—The three-year program is designed for students who want to start ROTC as a sophomore. Students complete the basic course in one year instead of two. This method is referred to as compression. Students completing the basic course as compression students go on to contract in the advanced course as above.

Two-Year Program—The two-year program enable eligible students to contract in the advanced course at the time they are academic juniors or seniors, or graduate students with four semesters remaining before graduation. Eligible students are those with one or more of the following:

- Prior service in the military.
- Member of the National Guard or Reserve with basic training completed.
- Completion of three or more years of Junior ROTC in high school.
- Completion of the Army ROTC Leader's Training Course (LTC).

Students who are members of the National Guard or Army Reserve can participate in the Simultaneous Membership Program (SMP), which provides additional income and the opportunity to serve in a leadership position in the student's unit of choice.

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Benefits

The Department of Military Science offers many benefits to students with or without military experience.

Personal Growth—The Department of Military Science gives students the opportunity to gain confidence, improve self-discipline, and build physical and mental toughness. The leadership experience gained by completion of the program gives students a marketable asset: leadership.

Scholarships—A wide variety of scholarships are available and application can be made at anytime during the year. Scholarships range from two to four years in duration with extensions possible for high demanding majors such as nursing or engineering. Scholarships provide full tuition, monthly stipend, and \$900 per year for textbooks. Two-year scholarships are available for members of the National Guard and Army Reserve. These scholarships feature continued reserve duty after commissioning and guaranteed branching in the student's unit. Scholarships for two to four years are also available and include duty in the Active Army after commissioning.

Guaranteed Job after Graduation—Upon commissioning, students have a full time job in the Active Army or part time job in the National Guard or Army Reserve. The military obligation of service is eight years after commissioning (four years Active Army and four years in the reserve component, or up to eight years in the National Guard or Army Reserve). The type of obligation is determined at the time of contracting in the advanced course and is tied to the type of scholarship. Cadets are selected for a specific branch depending on factors such as their interest, academic major, LDAC performance rating, and the needs of the Army.

Income—Students contracted in the advanced course and contracted scholarship students receive a stipend of \$250 to \$400 per month, depending upon the class, for up to ten months of the year. Students with prior service, SMP cadets, and members of the National Guard or Army Reserve may be eligible for Montgomery GI Bill (MGIB) benefits, financial assistance or reimbursement for tuition, and an additional \$350 per month.

Program content, benefits, requirements and personnel are subject to change by the U.S. Department of the Army.

Major (None)

Minor (None)

Courses (MILS)

101 Foundations of Officership. (2)

The purpose of this course is to introduce cadets 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 course teaches "life skills" including fitness and time management. The course is designed to give you accurate insight into the Army profession and the officers' role within the Army. A two hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Fall.

102 Basic Leadership. (2)

This course is a continuation of 101 and is designed to introduce cadets to issues and competencies that are central to a commissioned officer's responsibilities. These lessons reinforce self-confidence

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through participation in physically and mentally challenging exercises with upper division ROTC students. Students learn to relate organizational and ethical values to enable them to be better leaders and citizens. A two hour leadership lab and two one-hour physical fitness session per week are required in addition to class. Spring.

201 Individual Leadership Studies. (3)

The first, third and fourth years of the ROTC curriculum were designed to provide a consistent learning experience for the cadet. The purpose of year two is to work from the same or similar learning objectives developed as part of years one, three and four—but to provide direct experience. The subject is leadership. The curriculum necessarily involves understanding how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem-solving, and how to plan and organize. A two hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Fall.

202 Leadership and Teamwork. (3)

This course is a continuation of 201 and involves using direct experience in understanding how to build teams, how to influence, how to communicate, how and when to make decisions, how to engage in creative problem-solving, and how to plan and organize. A two hour leadership lab and two one-hour physical fitness sessions per week are required in addition to class. Spring.

210 Military History I. (2)

Army ROTC's Military History course examines the evolution of American warfare from colonial times through the Civil War and World War I to increase cadets', students', and citizens' understanding of the art of war, political discourse, and the human condition. Participants analyze past events through reading and discussion to gain perspective on the present. The course will not force the memorization of hundreds of dates or allow passive attendance of a lecture; it will challenge students to develop critical thinking to better understand our complex world. Fall.

211 Military History II. (2)

Army ROTC's Military History course continues its examination of the evolution of American warfare from the origins of World War II to the recent past to increase cadets', students', and citizens' understanding of the art of war, political discourse, and the human condition using the same methods as MILS 210. Spring.

301 Leadership and Problem Solving. (4)

This course is designed to enable a student with no prior military or cadet experience to quickly learn essential cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key cadet tasks. Cadets are first introduced to principles of physical fitness and a healthy lifestyle. They are taught how to plan and conduct small unit training as well as basic tactical principles. A two hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisites: Successful completion of all MILS 100 and 200 level courses or constructive credit. Fall.

302 Leadership and Ethics. (4)

This course is a continuation of 301 and is designed to enable a student with no prior military or cadet experience to quickly learn essential cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key cadet tasks. Cadets learn how to work as a team and are taught how to plan and conduct small unit training as well as basic tactical principles. A two hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisite: 301. Spring.

341 Leadership and Management. (4)

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This course is designed to enable cadets to make informed decisions about the career path they would like to take as they prepare to become lieutenants in the United States Army. The lessons focus on Army operations and training management, communication and leadership skills, and support the final transition from cadet to lieutenant. A two hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisites: 301, 302. Fall.

342 Officership. (4)

Continues the methodology of 341. This course focuses on attaining knowledge and proficiency in several critical areas cadets will need to operate effectively as Army officers. These areas include: Army training management, coordinating activities with staffs, and counseling skills. A two hour leadership lab and two one-hour physical fitness sessions are required per week in addition to class. Prerequisites: 301, 302 , 341. Spring.

3.1.31 Music

Music

Department Chair: Edward Turley

Faculty: J. David Arnott, Brian Campbell, Patti Cudd, James Dennihan, Richard Dirlam, Lisa Drontle, Andrea Fedele, Carolyn Finley, Marcie Givens, Amy Grinsteiner, Brenda Handel-Johnson, Andre Heywood, Kim Kasling, Mark Kausch, Patricia Kent, Robert Koopmann, OSB, Lucia Magney, John-Bede Pauley, OSB, Daniel Rassier, O. Nicholas Rath, Axel Theimer, Bruce Thornton, Edward Turley, Gregory Walker, Dale White

Music, one of the core Liberal Arts, is available to all students, regardless of one's major, and is a vital part of the curriculum of the College of Saint Benedict and Saint John's University. The joint CSB/SJU Music Department seeks to deepen students' understanding and appreciation of music through challenging courses, excellent choral and instrumental ensembles, and a comprehensive array of individual studio lessons. The department offers a Bachelor of Arts in music with concentrations in liturgical music, music composition, music education (choral and/or instrumental for both elementary and secondary), music studies, and performance. The department also offers a minor in music. Performance is at the heart of the music program. Numerous large and small ensembles, both choral and instrumental, present opportunities for students to develop their own musical abilities and to take delight in the creativity of others.

Extensive musical opportunities are available for all students on campus regardless of their chosen major. All students are encouraged to participate in ensembles along with music majors and minors (pending audition), and all students are welcome to take studio lessons with permission of instructor.

The department offers courses designed for both the common curriculum and the music major or minor, depending on the students' level of interest and commitment.

Music is an expression of the human condition. Above all, the music department seeks to foster a life-long engagement with the art of music.

Assessment

Assessment and review of student performance in music is compiled every semester and reviewed by faculty. Students complete a self-assessment for each performance jury examination and students complete a nationally-recognized Major Field Test indicating their level of mastery in music history and theory. Curricular review of all classroom activity, applied lessons, and ensembles, is gathered by the faculty on a rotating schedule, by division.

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Major

The music department offers a program leading to a bachelor of arts degree with concentrations in liturgical music, music composition, music education (choral and/or instrumental for both elementary and secondary), music studies and performance. The CSB/SJU Music Department is an accredited institutional member of the National Association of Schools of Music (NASM).

Basic Requirements (24 credits)

Required Courses:

111, 112, 121, 122, 211, 212, 221, 222, 335, 336.

Special Requirements:

All music majors are required to demonstrate basic musicianship, performance ability on a major instrument and piano proficiency (if the major instrument is other than keyboard). Some concentrations require additional proficiencies and/or secondary instrument study (see below).

Participation in a choral and/or instrumental ensemble is required of majors in all concentrations. All seniors successfully complete a final project as their concentration requires. All music majors are required to take a Major Field Test in music at the end of the junior or senior year (MUSC XXX).

Concentration in Liturgical Music (46-53 additional credits)

Required Courses:

323, 324, 327, seven semesters in applied music in one of the following: organ or voice (227, 337); supporting courses: EDUC 390; THEO 111, 202, 350, 351.

Special Requirements:

Demonstration of organ and voice proficiencies are required (114); demonstration of guitar proficiency is recommended. Organ majors must satisfy a proficiency in service playing (342).

Participation in a choral and/or instrumental ensemble for seven semesters.

Concentration in Music Composition (28-36 additional credits)

Required Courses:

260, 340, 345, 346, seven semesters in the major instrument (227, 337), if major instrument is not piano, continued piano study is recommended even after successful completion of the piano proficiency examination, two semesters of 357.

Special Requirements:

Participation in a choral and/or instrumental ensemble for seven semesters.

Concentration in Music Education (22-29 additional credits)

Sequences are offered for teacher candidates of Choral Music K-12 license and for Instrumental Music K-12 license.

Required Courses:

323, 324 (for choral education) or 316, 317, 318, 319, 325, 326 (for instrumental education), seven semesters are required in the major instrument(227, 337).

Special Requirements:

Students in music education are required to have a secondary instrument (114). Those pursuing the choral education sequence who do not have voice as their primary area of study must fulfill two levels of voice competencies; levels of competence in major areas of performance are distributed by the

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instructor.

Participation in a choral and/or instrumental ensemble for seven semesters.

For instrumental education: seven semesters of large ensemble experience (from 231, 233 or 238) and a minimum of two additional semesters of small ensemble experience (from 237, 240 instrumental ensembles, or 241-243). Note: Students desiring a K-12 teaching license in vocal or instrumental music must be accepted into the education department to complete a minor in education.

See education department listing for the supporting minor in education requirements.

Students in music education may receive special credit towards some core requirements. However, they are advised that a program in music fulfilling Minnesota state licensure requirements may require a ninth semester, course overloads and/or attendance at summer school. Students are urged to contact the education department regarding requirements.

**Concentration in
Music Studies
(24-28 additional credits)**

Required Courses:

Eight semesters in the major instrument (227, 337); 8 credits from 260, 327, 340-354 (credits from 316-326 are also accepted).

Special Requirements:

Participation in a choral and/or instrumental ensemble for seven semesters.

**Concentration in Performance
(24-32 additional credits)**

Required Courses:

Eight semesters in the major instrument (227, 337); 8 credits from 260, 327, 340-354 (credits from 316-326 are also accepted). Pedagogical courses under the special studies division are recommended for this degree concentration.

Special Requirements:

Solo recital in the junior and senior years.

Participation in a choral and/or instrumental ensemble for eight semesters.

Voice performance majors must meet proficiency in one language (French, German, Italian or Spanish).

Minor (20-24 credits)

Required Courses:

111, 112, 121, 122, 150, (211 and 221 if placed out of 111 and 121), four semesters of 227. Four credits of electives chosen from 152-159, 211, 221, (211 and 221 not applicable as electives if placed out of 111 and 121), 227 (2 credits max.), 260, 271-274, 325, 327, 342-02A, 358 (major role).

Special Requirements:

Participation in a choral and/or instrumental ensemble for four semesters.

**Courses
(MUSC)**

(Grading: S/U for 0 credit courses; A/F required for 1-4 credit courses)

100 Class Piano I. (1)

Group instruction for students with no previous study.

101 Class Piano II. (1)

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Group instruction for students at an early intermediate level of study. Prerequisite: 100 or permission of instructor.

102 Class Voice I. (1)

Group instruction for students with no previous study.

103 Class Voice II. (1)

Group instruction for students at an early intermediate level of study. Prerequisite: 102 or permission of instructor.

104 Class Guitar I. (1)

Group instruction for students with little or no previous study.

105 Class Guitar II. (1)

Group instruction for students at an early intermediate level of study. Prerequisite: 104 or permission of instructor.

111 Comprehensive Musicianship I. (3)

Development of basic musicianship, beginning with fundamentals of notation, music rudiments and basic harmonic functions, including keyboard harmony skills. Concurrent registration in 121 expected.

112 Comprehensive Musicianship II. (3)

Further study of musicianship and harmony, including more advanced harmony and study of basic forms. Concurrent registration in 122 expected. Prerequisite: 111.

113 Piano, Organ, Voice, Brass, Woodwinds, Strings, Guitar, Percussion. (1)

Intermediate or advanced study for the non-music major. Prerequisite: permission of instructor.

114 Secondary Instrument for Music Majors. (1)

121 Musicianship Skills I. (1)

Focused study in ear-training, rhythmic skills, and sight-singing. Concurrent registration in 111 expected.

122 Musicianship Skills II. (1)

Focused study in ear-training, rhythmic skills, and sight-singing. This course builds on the skills learned in MUSC 121. Concurrent registration in 112 expected.

150 Music Through History. (4)

An introduction to music in its historical and cultural perspective from ancient Greek to contemporary. Emphasis is placed on Western and other than Western cultures. Includes attendance at live performances. For music minors and non-music majors.

151 Music Through Theory. (2, 4)

An introduction to the basic principles of melody, harmony and rhythm. Various musical styles will be examined and analyzed using the tools of music theory. Class requires attendance at some live performances. For non-music majors.

152 Exploring World Music. (2)

An introduction to the many kinds of musical expression practiced around the world through listening, reading and classroom discussion. Primary goals will include becoming acquainted with the musical practices of selected cultures, understanding the cultural contexts of diverse musical practices, and, through comparison with other cultures, becoming more aware of the roles music plays in our own lives and culture. No previous experience with music is necessary.

156 Women in Music. (2)

A survey of the history of women in music from earliest times to the present. It will include reading about women musicians, the study of their styles and live and recorded musical performances. For non-music majors.

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157 Piano Music from Bach to Jazz. (2)

This course is a survey of piano music from the late baroque to the present. It will include readings on piano music, piano composers and piano performers, the study of musical and performing styles, and live and recorded musical performances. For non-music majors.

159 Men and Women in Music. (4)

This course will survey musical people - composers, educators and patrons - and their music from the earliest times to the present. It will include readings about men and women musicians, the study of music styles and live and recorded musical performances. For non-music majors.

211 Comprehensive Musicianship III. (3)

Study of chromatic harmony, keyboard skills, and form and analysis of music from the Baroque through the Classical era. Concurrent registration in 221 expected. Prerequisite: 112.

212 Comprehensive Musicianship IV. (3)

Continued study of chromatic harmony, keyboard skills, and form and analysis of music from the nineteenth century up to the present. Concurrent registration in 222 expected. Prerequisite: 211.

221 Musicianship Skills III. (1)

Focused training in ear-training, rhythmic skills, and sight-singing. This course builds on the skills learned in MUSC 122. Concurrent registration in 211 expected.

222 Musicianship Skills IV. (1)

Focused training in ear-training, rhythmic skills and sight-singing. This course builds on the skills learned in MUSC 221. Concurrent registration in 212 expected.

227 Major Instrument or Voice. (1)

Fundamentals of tone production. Development of technique and repertoire. Performance class required. Prerequisite: interview with instructor before registration.

230 Symphonic Band. (0-1)

Rehearsal and performance of a variety of band literature. No audition required.

231 Wind Ensemble. (0-1)

Performance of original wind (band) literature with particular emphasis on the 20th century. Audition required.

232 Chamber Choir. (0-1)

Select Mixed Choir. Choral masterworks from the Renaissance to the present. National and international touring. Audition required.

233 Orchestra. (0-1)

Performance of a wide range of orchestral masterworks from the symphonic repertoire. Audition required.

234 Men's Chorus. (0-1)

Great choral works from Palestrina to the present. National and international touring. Open to all male students. Audition required.

235 Women's Choir. (0-1)

Select women's chamber group. Choral music of representative periods. Open to all female students. Audition required.

237 Clarinet Ensemble. (0-1)

A select clarinet chamber group performing original works and transcriptions. Permission of instructor.

238 Jazz Ensemble. (0-1)

Study and performance of literature for the jazz ensemble. Audition required.

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239 All-College Choir. (0-1)

Large Choral ensembles -- Mixed voice (men and women) and same voice (women only). Meets once weekly. No audition required.

240 Ensemble Performance. (0-1)

Pre-arranged vocal and instrumental ensembles. Weekly or biweekly coaching. Prerequisite: permission of instructor.

240 Ensemble Performance; 240 Chapel Choir; 240 International Choir; 240 Woodwind Ensemble; 240 Jazz Combo; 240 String Chamber Music; 240 Guitar Ensemble; 240 Pit Orchestra.

241 Saxophone Quartet. (0-1)

Intensive study of saxophone chamber music. Prerequisite: permission of instructor.

242 Brass Choir. (0-1)

A select brass chamber group performing original and transcribed works for 12-18 players. Prerequisite: permission of instructor.

243 Percussion Ensemble and Marimba Ensemble. (0-1)

The Percussion and Marimba Ensembles perform music generally written from 1930 to the present. Prerequisite: permission of instructor.

244 Gregorian Chant Schola. (0-1)

Small, select singing ensemble of women and men perform Gregorian Chant at liturgies of Saint John's Abbey and other appearances. Audition required.

260 Introduction to Music Composition. (4)

This is an introductory course in the art and craft of musical composition. A number of compositional techniques will be explained and practiced, and students will compose original pieces of music of varying lengths. There will also be opportunities to listen to and discuss the music of recent composers. Offered in alternate years. Prerequisite: MUSC 112 and 122.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

272 Topics in Popular Music/Jazz Studies. (1-4)

A study of a particular popular music or jazz historical period, style, compositional technique or performance technique. The specific subject to be studied will be announced prior to registration.

273 Instrumental Jazz Improvisation. (2)

The study and development of skills necessary for improvisation in the jazz style including: tonal development, style awareness, harmonic knowledge, nomenclature, technical development, and aural skills. Prerequisite: Intermediate performance level on instrument (knowledge of all major scales), ability to read music notation. For majors and non-music majors. Offered alternate years.

274 History of Jazz. (2)

A study of the history of jazz from its early roots and blues, to present day forms. All periods will be covered including New Orleans, Chicago, Swing, Bebop, Cool, Fusion, and Free Jazz Forms. We will study the stylistic characteristics and major musicians past and present, as well as the relationships between jazz and society during the 20th century. For non-music majors. Offered alternate years.

316 Woodwind Methods; 317 Percussion Methods; 318 Brass Methods; 319 String Methods. (1)

Laboratory classes leading to basic performance and pedagogical competencies in woodwinds, percussion, brass and strings. Offered alternate years.

323, 324 Choral Techniques I, II. (4,4)

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Laboratory class for students preparing to be choral conductors. Choral procedures. Conducting. Literature. Arranging studies. Prerequisites: 212, piano proficiency and applied voice, enrolled in or completed 335 or 336 or instructor's permission. Alternate years.

325 Basic Instrumental Conducting. (2)

Study and development of basic instrumental conducting skills. Offered alternate years.

326 Advanced Instrumental Conducting and Jazz Methods. (3)

Advanced study and development of instrumental conducting skills combined with instrumental ensemble pedagogy and jazz methods. Offered alternate years.

327 Music for the Liturgy. (4)

A practical survey of music appropriate for use in liturgical celebrations. Every third year.

335 History of Music I. (4)

History of Western musical development from the Greek period to 1750. Study of trends in style and form. Fall. Prerequisite: 112.

336 History of Music II. (4)

History of Western musical development from 1750 to the present. Study of trends in style and form. Spring. Prerequisite: 112.

337 Major Instrument or Voice. (2)

Continuation of 227. Building of repertoire. Performance class required. Prerequisites: 227 and permission of instructor.

338 Major Instrument or Voice. (4)

Continuation of study in techniques and repertoire. Performance class required. Prerequisite: permission of instructor.

340 Music Designs. (4)

Advanced analysis of musical designs in historical context. Prerequisite: 212. Spring, alternate years.

Special Studies Program (260, 316-327 and 340-371).

These courses are organized around special areas of advanced study in music and vary from semester to semester in response to student needs and interests.

341-343 Special Studies in Pedagogy and Techniques. (1-4)

Specific instruments and voice. Advanced study in solo repertoire such as diction (voice) and stylistic articulation skills.

341 Piano Pedagogy; 342 Service Playing; 342 Organ Pedagogy and Techniques; 342 Singers' Diction/Repertoire; 343 Vocal Pedagogy.

345 Special Studies in Orchestration. (2)

Study of instrumentation and scoring for small to large ensembles. Students will work with both standard orchestra and wind ensemble. Prerequisite: 212. Alternate years.

346 Tonal Counterpoint. (2)

Writing and analysis of tonal counterpoint, emphasizing the practice of J.S. Bach. Prerequisite: 212. Alternate years.

347 Special Studies in Theory, Analysis and Composition. (1-4)

Theoretical study of music, such as the analysis of a particular composition, compositional techniques of a specific style of original works. Prerequisite: 212.

351 Piano Literature. (1-4)

A survey of literature for the piano from the earliest times to the present. Prerequisite: permission of instructor. Spring.

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357 Composition Projects. (2)

Individual training of advanced writing in contemporary styles. Prerequisite: 212.

358 Opera Workshop. (0-2)

In-depth study/presentations of classical to contemporary works. Prerequisite: audition/consent of workshop director.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

397 Internship. (1)

Individual projects tailored to student needs/career. Prerequisite: consent of department chair.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Music." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

XXX Music Major Field Test. (0)

Required for graduation with a music major. Spring.

3.1.32 Natural Science

Program Director: Stephen G Saupe

The natural science major is designed to accommodate a student who has a broader interest in the areas of science. This major is especially appropriate for students desiring to continue their education in a variety of science or medically-related fields. These fields include the health professions, teaching at various levels, agricultural and environmental pursuits, geology, law, economics, government positions, industrial research and other opportunities. The exact sequence of studies must be chosen carefully in consultation with an appropriate faculty advisor in the natural sciences.

Assessment

Natural Science majors are required to complete an on-line survey when they apply to the major and a follow-up survey during their senior year. They are also required to take the Major Field Test in their area of concentration during the last semester of their senior year.

Major

The natural science major offers concentrations in natural science and natural science/secondary education. Students need to fulfill the mathematics proficiency requirement before they can be admitted to the major.

Concentration in Natural Science (54 credits*)

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Requirements for the NS major are listed here in the Academic Catalog; there is also a four-year plan and additional information available in the [Natural Science Brochure](#) .
Please contact the Director of the Natural Science major Stephen G. Saupe, if you have any questions.

Lower Division Breadth (24 credits)

Required Courses:

Two courses (8 credits) from each three of the following areas:

- ASTR 211, 212
- BIOL 121, 221, 222
- CHEM 125, 201, and 251, 202, or 234
- CSCI 140, 150, 160
- ENVR 175, 275
- GEOL 211, 212; or 213, 214
- MATH 119 or 118 (not both), 120, 124
- NUTR 125, 225
- PHYS 105, 106; or 191, 200

Upper Division Depth (20 credits)

Twenty credits from the following, including a minimum of four credits from each of two disciplines.

- BIOL, BCHM, CHEM, CSCI, MATH and PHYS: any 300-level courses except capstone courses
- Designated upper-division science courses in Environmental Studies
- NUTR 301, 330, and 331 or other designated upper-division science courses in Nutrition approved by the Natural Science Program Director

Additional Coursework (8 credits)

At least eight additional credits from the natural sciences and mathematics. 100-level courses in this category must be selected from the courses listed above; any 200-level and 300-level courses in the natural sciences may be counted toward this requirement. In many cases, these courses will be 200-level courses needed to bridge to the 300-level in the student's chosen upper-division areas.

The Capstone (2 credits)

One of the following:

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- NATS 378 -- Senior Capstone in Natural Science
- NATS 398 -- Honors Thesis
- Another capstone approved by the faculty advisor and the program director

Special Requirements:

*For the "three-one" program in dentistry (see listing under "Pre-Professional Programs"), the requirements for a natural science major will be fulfilled by meeting the lower-division requirements in biology, physics, and one course in mathematics plus four semesters of chemistry; a minimum of two upper-division science electives; and credits from the first year of professional school (when transferred back to Saint Benedict's or Saint John's).

Suggestions:

Students whose interests lie primarily in biology and chemistry should begin with BIOL 121, 221, or 222 and CHEM 125, 201, and 250, 202, or 234. If inclined toward a physics concentration, students should begin with PHYS 191, 200 and MATH 119, 120.

Concentration in Natural Science/Secondary Education

Lower Division Breadth (24 credits)

Two courses (8 credits) from three of the following areas:

- ASTR 211, 212; GEOL 211, 212, 214
- BIOL 121, 221, 222
- CHEM 125, 234
- CSCI 140, 160
- ENVR 175, 275
- MATH 119 or 118 (not both), 120, 124
- NUTR 125, 225
- PHYS 105, 106; or 191, 200

Students seeking licensure in secondary science education will need to choose their lower-division breadth courses carefully; not all the courses listed above can be applied to meeting the standards for licensure. These students should consult with the Chair of the Education Department *as soon as possible* to plan an approved program of study and practice leading to teacher licensure. For further details, see the section on Requirements for Licensure in Secondary Science Education below.

Upper Division Depth (20 credits)

Twenty credits from the following, including a minimum of four credits from each of two disciplines.

- BIOL, BCHM, CHEM, CSCI, MATH and PHYS: any 300-level courses except capstone courses

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- Designated upper-division science courses in Environmental Studies
- NUTR 330, and 331 or other designated upper-division science courses in Nutrition
- EDUC 355 Pedagogy in Grades 9-12 for Science or EDUC 358 Mid-Level Literacy and Pedagogy in Science, but not both. (Students seeking dual licensure may need to take both courses, but only one may be counted toward the major.)

The Capstone (1 or 2 credits)

One of the following:

- NATS 379 -- Senior Capstone in Natural Science Education (Science Education minors only)
- NATS 398 -- Honors Thesis
- Another capstone approved by the faculty advisor and the program director

Requirements for Science Education Licensure

Students interested in teaching science in Minnesota's public schools must meet Minnesota's teacher licensure standards by completing required education department courses and clinical experiences that conform to those standards. While preparation for teacher licensure does not usually require additional natural science courses, students *may* need a ninth semester to complete student teaching, enroll for more than 16 credits during some semesters, or complete summer courses to meet licensure requirements. Consult with the colleges' Natural Science Program Director or Education Department Chairperson *as soon as possible* to plan an approved program of study and practice leading to teacher licensure.

- Those who only seek a *grade five through eight* (middle school) general science teaching license will ordinarily complete a natural science major in addition to selected courses and experiences as part of an education minor, thereby demonstrating the knowledge and skills required for teaching middle school general science.
- Those who only seek a *grade nine through twelve* (high school) teaching license in chemistry, life science or physics will complete a natural science major or a major in the appropriate discipline along with an education minor, which together provide opportunities to demonstrate the knowledge and skills required for a license to teach high school chemistry, life science, or physics.
- Prospective teachers who seek to teach *both* middle school (5-8) general science *and* high school chemistry, life science *or* physics (9-12) will complete a natural science major and an education minor which together provide opportunities to demonstrate the knowledge and skills required for a license to teach both middle school general science and high school chemistry, life science, or physics.

Review the general requirements for licensure by consulting the *Education Department Handbook* at <http://www.csbsju.edu/Education> .

Licensure in 5-8 Science Education

All of the following courses must be completed as part of the major (40-44 credits):

ASTR 211
 BIOL 121, 221, 222
 CHEM 125, 201, 234
 GEOL 211
 PHYS 105, 106

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EDUC 358 for mid-level science pedagogy
Suggested mathematics courses: MATH 118, 119 or 124

Education Requirements for 5-8 Licensure

EDUC 109, 111, 203, 213, 310, 358, 359, 362, 390, and fulfillment of speech requirement.

9-12 Licensure in Chemistry

All of the following courses must be included in the major (16 credits)

CHEM 125, 201, and 234

CHEM 250 and 202 Reactivity I

CHEM 251 Reactivity II

CHEM 335 Analytical Chemistry

EDUC 355 for 9-12 science pedagogy

9-12 Licensure in Biology

One course from each of the following areas must be included in the major (24 credits):

BIOL 121, 122, and 222

BIOL 305 or 307

BIOL 316

BIOL 323 or 327

BIOL 334, 336 or 337

BIOL 339

EDUC 355 for 9-12 science pedagogy

9-12 Licensure in Physics

All of the following courses must be included in the major (36-38 credits):

PHYS 191, 200

PHYS 211, 320

PHYS 332 (0-1 credit, 2 semesters)

MATH 119, 120

MATH 239, 337

EDUC 355 for 9-12 science pedagogy

Education Requirements for 9-12 Licensure Areas

EDUC: 109, 11, 203, 213, 310, 355, 359, 362, 390, and fulfillment of speech requirement.

Minor (None)

3.1.33 Numerical Computation

Program Director: James Schnepf

The numerical computation major is an interdisciplinary major, jointly administered by the Computer Science and Mathematics Departments.

This major is designed for students who are interested in learning to use computers for modeling and simulation as a tool for discovery across many areas of science, engineering and other quantitative

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disciplines. Students who complete this major may choose careers in business, industry, research or education in which they use computers to improve the design and safety of products, to discover new ideas or to aid in the understanding of the world. They will be able to work collaboratively and bring mathematics and computer science to bear on problems of interest across varied disciplines. This major is ideal preparation for students who want to continue with graduate study in the emerging field of computational science, which often involves aspects of mathematics, computer science and another scientific discipline such as chemistry or economics. Students in this major are encouraged to complete a minor in another scientific or related discipline.

Major (52 credits)

The numerical computation major offers students a choice of two concentrations: discrete numerical computation and numerical computation over the continuum.

The concentration in discrete numerical computation is intended to educate a student in the areas of mathematics and computer science that deal with intrinsically discrete computations. Students who graduate with this major will be well prepared for graduate studies in a classical computer science program with a focus on discrete modeling, an applied mathematics program with a focus on discrete dynamical systems or an area of computational science such as bioinformatics.

The concentration in numerical computation over the continuum is intended to educate a student in the areas of mathematics and computer science that deal with problems originating in the continuum. Students who graduate with this major will be well prepared for graduate studies in applied mathematics or a computational approach to another discipline such as computational biology, chemistry, or finance.

Students may not earn majors in both Mathematics and Numerical Computation. Students may not earn a minor in Mathematics with a major in Numerical Computation.

Common Requirements: (28 credits):

- CSCI 140 (or 150 or 130), 160, and 200 (or 161 and 162)
- MATH 119, 120, and 239
- NMCP 372 or 398

Additional Requirements:

Concentration in Discrete Numerical Computation: (24 additional credits)

- CSCI 338, 339
- MATH 322
- Twelve credits from CSCI 239, 310, 351; MATH 241, 315, 318, 331, 332, 338, 343, 344, 345

Concentration in Numerical Computation over the Continuum: (24 additional credits)

- MATH 305, 337, 338
- Twelve credits from CSCI 310, 338, 339, 351; MATH 241, 315, 318, 322, 331, 332, 338, 341, 343, 344, 345, 346

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Appropriate CSCI or MATH 300-level topics courses may also satisfy elective credits with the approval of the program director.

Four elective credits from either concentration can be replaced by one of the following courses: BIOL 221, CHEM 234, ECON 332, ENVR 275, or PHYS 200.

At least eight of the twelve elective credits must be at the 300-level.

Electives must be chosen as a coherent program of study that supports the student's area of interest. This program must be chosen in consultation with the faculty advisor and subject to the approval of the program chair.

Criteria for Admission to Major

Students will be accepted into the Numerical Computation major if:

1. They have completed two CSCI courses and MATH 119, 120 and 239,
2. No more than one of the above courses has a grade below C, and
3. The GPA in the above courses is 2.5 or better.

Students will be conditionally accepted into the Numerical Computation major if:

1. They have not yet completed all the courses needed for unconditional acceptance into the major, but are currently enrolled in the courses which are lacking,
2. No more than one of the courses has a grade below C, and
3. The GPA in CSCI and MATH courses completed thus far is 2.5 or better.

Students not accepted into the major must consult with Academic Advising. In exceptional circumstances, a student may be allowed to continue working toward a Numerical Computation major, subject to constraints determined by the program director in consultation with Academic Advising.

Minor (none)

Courses (NMCP)

372 Individual Senior Research. (0-4)

Individualized experimental, theoretical or applied projects for seniors. Each student intensively explores a topic, writes a major research paper, and makes a formal presentation to the department. Prerequisite: Consent of program director. May be repeated for up to 4 credits.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Numerical Computation." Prerequisite: HONR 396 and approval of the program director and director of the Honors Thesis program. For further information see HONR 398.

3.1.34 Nursing

Department Chair: Carie Braun

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Faculty: Lindsay Anderson, Jodi Berndt, Carie Braun, , Gary Gillitzer, Sigrid Hedman-Dennis, Ron Hemmesch, Georgia Hogenson, Carrie Hoover, , Nicole Lang, Rachelle Larsen, Denise Meijer, Janet Neuwirth, Kathleen Ohman, Jennifer Peterson, LuAnn Reif, Julie Strelow, Erica Timko Olson, Kathleen Twohy

The department of nursing offers a four-year program which leads to a Bachelor of Science degree with a major in nursing. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Minnesota Board of Nursing.

The goal of the nursing program is to prepare liberally educated women and men as professional nurses who can function in a variety of health care settings and to prepare students for graduate study in nursing. Graduates are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Students who have been convicted of a felony or gross misdemeanor may be ineligible for licensure by the Board of Nursing and early in their course of study should seek clarification of their status.

Students must meet the functional abilities for safe nursing practice including: fine and gross motor coordination, physical endurance and strength, mobility, intact senses, reading and arithmetic competence, emotional stability, critical and analytical thinking and interpersonal/communication skills. For representative examples of each, see the nursing department webpage.

Students from the College of Saint Benedict and Saint John's University are eligible for membership in Sigma Theta Tau-Kappa Phi Chapter, the international honor society of nursing. Faculty nominate nursing students for membership in the Kappa Phi chapter based on superior academic achievement. An active student nursing club encourages student involvement in professional and social activities.

Assessment

Continuous improvement of student learning requires conscientious, regular student and faculty participation in assessment and evaluation activities. Periodically, nursing majors' academic achievement will be assessed using nationally standardized and classroom-based exams, scoring rubrics and performance demonstrations. Some, but not all, assessment activities are also included as part of course grades. Individual data will be given directly to the student; students should seek consultation from their instructor and/or advisor if they have concerns about individual performance. Only group data will be used for department reports.

Major (60 credits)

These requirements are for students entering CSB/SJU Fall 2011 or later with an expected graduation date on or after Spring 2015. Please refer to the Nursing Department website for the most current information.

Required Courses

Prerequisites: BIOL 121, 212.; CHEM 125; NUTR 125; PSYC 111; NRSRG 220.

Nursing Courses: NRSRG240, 201, 211, 255, 301, 311, 341, 302, 342,303, 343, 355, 356, 395.

Supporting Courses: BIOL 325, BIOL 326, PSYC 360, Healthcare Ethics, NUTR 335, Probability and Statistics.

Application to the major:

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Pre-nursing students seeking admission to the major should contact the nursing department as early as possible. Application materials are available on the department webpage and are due in the Spring of the first year for the Class of 2015 and beyond.

Criteria for application to the major:

1. Completion of all prerequisite courses with at least a grade of C in each course prior to final acceptance into the nursing major.
2. Prerequisite-course grade point average of at least 2.75.
3. Completion of Intent to Apply to the Major.
4. Current physical examination including up to date immunizations and tuberculin testing.
5. Proof of current CPR completion for the Healthcare Professional.

Applicants are considered on the basis of academic achievement as evidenced by prerequisite-course GPA. Students with a minimum 2.75 prerequisite course grade point average are eligible to apply but are not guaranteed admission. Entry into the nursing major is competitive and class size is limited.

Retention in the major:

1. Retention in the major is contingent upon compliance with academic policies stated in the Academic Catalog, and Department of Nursing Student Handbook; all are available on-line.
2. The nursing department retains in the major only those students who demonstrate personal and professional characteristics needed to assume the role of the registered nurse.

Special Requirements:

- All students admitted to the major are required to have liability insurance through the college and provide their own transportation for clinical experiences. In many cases this means that the student must have individual access to a vehicle.
- The Nursing Department requires current CPR certification for the Health Professional. A photocopy of both sides of the signed certification card must be submitted with the application to the major. Recertification must occur prior to expiration. A photocopy of both sides of the signed recertification card must be submitted to the nursing office.
- Students are required to be in good health as demonstrated by a physical examination clearance, current immunizations and an annual tuberculin test. The department reserves the right to require subsequent evidence of good health should circumstances warrant it.
- Minnesota law requires that any person who provides services that involve direct contact with patients and residents at a health care facility licensed by the Minnesota Department of Health have a criminal background study conducted by the state. An individual who is disqualified from having direct patient contact as a result of the background study, and whose disqualification is not set aside by the Commissioner of Health, will not be permitted to participate in a clinical placement in a Minnesota licensed health care facility. Failure to participate in a clinical placement required by the academic program could result in ineligibility to qualify for a degree in this program.

Minor (None)

Courses (NRSG)

NRSG 240 Core Concepts I: Primary Prevention (2)

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This course is an introduction to core concepts of nursing, which includes professional standards and values, caring, levels of prevention focusing on health and wellness, teaching/learning and motivation for behavior change. The development and beginning application of therapeutic interpersonal communication skills will be addressed.

NRSG 341 Core Concepts II: Secondary Prevention (2)

This course focuses on the concepts related to secondary prevention (early identification and intervention) in the care of acutely ill individuals. The primary concepts addressed are: clinical reasoning, crisis communication and health care systems in the context of acute mental and physical illness and injury across the lifespan. Application of these concepts will occur in Clinical Nursing II.

NRSG 342 Core Concepts III: Tertiary Prevention (2)

This course focuses on the concepts related to tertiary prevention (restoring optimal level of functioning). The primary concepts addressed are: family as context, end-of-life care, rehabilitation, grief and loss, advocacy, and chronic mental and physical illnesses across the lifespan. Application of these concepts will occur in Clinical Nursing III.

NRSG 343 Core Concepts IV: Integration of Levels of Prevention in Nursing Care of Populations (2)

This course focuses on integrating the Levels of Prevention in the care of communities and populations across the lifespan. The primary concepts addressed are community as client and local/global public health. Application of these concepts will occur in Clinical Nursing IV.

NRSG 211 Integrated Pathophysiology and Pharmacology I (2)

This is part one of a two-course sequence that builds upon scientific knowledge and focuses on foundational pathophysiology, psychopathology and pharmacology concepts. The course emphasizes selected clinical models and treatments to illustrate these concepts.

NRSG 311 Integrated Pathophysiology and Pharmacology II (4)

This is part two of a two-course sequence that builds upon scientific knowledge and focuses on advanced pathophysiology, psychopathology and pharmacology concepts. The course emphasizes increasingly complex clinical models and related treatments to illustrate these concepts.

NRSG 255 Leadership I: Introduction to Transformational Leadership (2)

This course introduces selected leadership concepts, research and evidence-based practice, health literacy, and information technologies. Students are expected to develop the skills necessary for evaluating evidence to promote quality and safe nursing care and to function effectively in an interdisciplinary team.

NRSG 355 Leadership II: Leading Transformational Teams (2)

Within the context of a liberal learning environment and Catholic and Benedictine values, learners will develop professional knowledge and skills to effectively integrate designer, manager, and coordinator of care roles in professional nursing practice.

NRSG 356 Leadership III: Leading Transformational Systems (4)

Within the context of a liberal learning environment, Catholic and the Benedictine traditions and values, students will explore factors that influence the development and sustainability of complex organizational systems and their role within those systems. Students will be actively involved in policies that shape health and/or health care. Students will be expected to articulate their leadership role as an entry level professional nurse.

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NRSG 201 Clinical Nursing I: Implementing Primary Prevention (6)
This course provides a foundation for quality and safe nursing care through holistic assessment, technical skills, and application of professional nursing standards, evidence based practice and teaching/learning principles. This course will provide clinical experiences for application of concepts taught in the Core Concepts I, Leadership I, and Integrative Sciences I courses.

NRSG 301 Clinical Nursing II: Implementing Secondary Prevention (8)

In the context of secondary prevention across the lifespan, this course provides the application of quality and safe, culturally relevant patient centered nursing care in acute care environments. The emphasis of this course will be on the utilization of clinical reasoning models, inter/intra disciplinary collaboration, and crisis communication. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses.

NRSG 302 Clinical Nursing III: Implementing Tertiary Prevention (8)

In the context of tertiary prevention across the lifespan, this course provides the environment for application of quality and safe, culturally relevant family-centered nursing care in chronic physical and mental illness situations. The emphasis of this course will be on family assessment, genomics, chronic illness, co-morbidities, transitional care, and end-of-life care. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses.

NRSG 303 Clinical Nursing IV: Implementing Community-Based Nursing Care (8)

In the context of integrating levels of prevention across the lifespan, the emphasis of this course will be on providing quality, safe nursing with populations to affect change in the community. This course will provide clinical experiences for application of concepts taught in all concurrent and previous courses.

NRSG 397 Clinical Nursing V: Nursing Capstone (6)

Pending Curriculum Committee approval.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

310 Special Topics in Military Nursing. (3)

This course provides Army ROTC nurse cadets with clinical experience in a hospital setting. Students are introduced to the duties, roles, responsibilities and expectations of an Army Nurse Corps officer. Students will develop leadership and collaboration skills in a hospital environment. This course is a full time three week learning experience during summer term done under the direction of the department chair and in conjunction with an on-site nursing supervisor (BS degree or higher). Available only to ROTC nursing students who have satisfactorily completed their junior year. Summer only.

371 Individual Learning Project. (2-6)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

397 Internship. (1-4)

Supervised career exploration which promotes the integration of theory with practice. An opportunity

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to apply skills under direct supervision in an approved setting. Prerequisites: approval of the department chair and a faculty moderator; completion of pre-internship seminar.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Nursing." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.35 Nutrition

Department Chair:Jayne Byrne

Faculty: Jayne Byrne, Bernadette Elhard, Mark Glen, Amy Olson, Ramona Robinson-O'Brien, Linda Shepherd, Alexa Evenson

The study and practice of nutrition plays a vital role in the prevention and treatment of disease, maintenance of health and fitness, athletic performance, public health policy development, foodservice management, food and product development, and consumer health education. Rapid advances in medical and genetics research, food studies, and health care reform, coupled with increased consumer demand for food and nutrition information, have made this discipline increasingly diverse and complex. The need for food and nutrition experts, dietitians and nutrition scientists is greater than ever before. The Nutrition Department offers both a major and a minor in nutrition that prepare students for lifelong learning and the integration of basic food and nutrition concepts across many discipline areas. The required introductory sequence of courses in the Nutrition major provide a broad overview of ideas and information in the field. Additional course requirements in the Nutrition major allow for a more in-depth exploration of specific areas within this broad discipline. The Nutrition major offers a flexible curriculum that encourages students, in close consultation with an academic advisor in the department, to design a multidisciplinary, integrated plan of study that may include course work from areas such as: Exercise Science and Sports Studies, Psychology, Communication, Environmental Studies, Economics, Management, and Art. Students with a specific interest or goal may select one of three distinct concentrations within the Nutrition major: Dietetics, Food Studies, or Nutrition Science. Students with an interest in fitness and sports nutrition may integrate the Nutrition major with the Sports Medicine minor.

The Catholic Benedictine tradition and the strong liberal arts curriculum provided by the College of Saint Benedict and Saint John's University serve students in Nutrition well. It encourages the development of strong communication skills, critical thinking, ethical decision making skills, a commitment to service, and respect for all individuals. In addition, the Nutrition curriculum provides exceptional opportunities for active learning through laboratory experiences, service learning projects, and research. The Nutrition Department appreciates the value of experiential learning, and strongly encourages students majoring in nutrition to participate in internships, research, employment and/or volunteer experiences that will provide valuable, practical experience for future professional positions in foods and nutrition.

Assessment

The Nutrition Department completes an annual assessment of student learning outcomes. Outcome assessments reflect the students' abilities in written and oral communication, service learning, collaboration, leadership, and their knowledge-base in nutrition. The dietetics concentration within the major is accredited as a Didactic Program by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 1-800-877-1600, ext 5400, www.eatright.org).

Nutrition Major

Courses required of all students majoring in Nutrition: NUTR 125, 225, 323, and 395. Additional supporting work (20 or more credits) and upper division nutrition courses will vary by concentration.

The nutrition major prepares students for a variety of career options or graduate study. The major can be designed to emphasize fitness and sports medicine, or specific areas in the natural or social sciences such as Food Science, Communication, or Psychology.

Basic requirements for the Nutrition Major (42-44 credits)

NUTR 125, 225, 323, and 395, plus a minimum of 12 additional credits in Nutrition (NUTR) courses. In addition, students must complete a minimum of 20 credits of prerequisite courses from Biology (BIOL 121, and 216 or 221), Chemistry (CHEM 125 and, 107 or 250), and Mathematics (MATH 124). Supporting coursework may vary within the areas of concentration. Upper division (courses numbered 300 and above) in nutrition require specific pre-requisite courses in biology, chemistry, and/or mathematics in addition to lower division courses in foods and nutrition. Students should carefully consider pre-requisite requirements when planning their academic course work in the nutrition major.

Dietetics Concentration [DPD] (46-50 credits)

The DPD provides the academic preparation for a career in Dietetics. To earn the credential of Registered Dietitian (RD), students must have a bachelor's degree and: 1) successfully complete an accredited academic program in dietetics, 2) apply and be accepted to and complete an accredited dietetic internship program, and 3) pass the national registration examination for dietitians. In addition to earning a Bachelor of Arts degree in Nutrition and completing an accredited dietetics program, students in the DPD may pursue a minor or elective coursework, or study abroad. Students can also use this major without the internship to gain a nutrition background for other careers in health care, jobs in food industry, or preparation for graduate study.

Required Courses for the Didactic Program in Dietetics:

Prerequisites: CHEM 125, 107 or 250; BIOL 121, 216; MATH 124.

Nutrition Courses: 125, 220, 225, 230, 305, 323, 330, 331, 333, 337, 341, 342, 343, 345, and 395.

Food Studies Concentration (32 credits)

The Food Studies Concentration prepares students for a variety of positions related to food service management, food product development, food science research, culinary arts, and/or food marketing.

Required Courses for the Concentration in Food Studies:

Prerequisites and supporting courses: ACFN 113, 114; ART 118, 215 or 218; ECON 111, 320; MATH 122; MGMT 201, 321. Students are strongly encouraged to complete at least 4 credits in Chemistry.

Nutrition courses: 125, 225, 230, 323, 341, 343, 345 and 395.

Nutrition Science Concentration (26-28 credits)

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Nutrition Science is excellent preparation for individuals pursuing a medical or health related career, or graduate programs in exercise physiology, food science or nutrition. This major builds on the basic sciences and provides opportunities to explore nutrition in depth through research. Students gain experience in designing and conducting research, laboratory methods, collecting data, writing proposals and presenting results. These skills are critical for students advancing to graduate programs or entering professions where staying on the cutting edge of practice requires the continual critical evaluation of published research.

Required Courses:

Prerequisites: CHEM 125, 234+lab or 250 +201; BIOL 121, 221.

Supporting Courses: CHEM 251,255,201,202,205; MATH 123, 124; PHYS 105, 106.

Nutrition Courses: 125, 225, 230, 323, 330, 331, 380, 381, and/or 395.

Minor in Nutrition (20 credits)

Minors in nutrition are required to complete the following coursework, plus 8 additional credits in Nutrition: 125, 220, 230, 323. Students interested in the nutrition minor are encouraged to contact the Chair of the nutrition department to assist in the selection of the additional 8 credits in nutrition that will best meet their interests.

Courses (NUTR)

125 Concepts of Nutrition Science. (4)

Basic concepts of nutrition are introduced emphasizing the role of nutrition in health. Topics include: Dietary Guidelines, proteins, carbohydrates, fats, vitamins, and minerals; energy balance and weight control, sports nutrition and fitness; and food safety. Students are provided the opportunity to assess their own nutritional status through computerized diet analysis, blood cholesterol and glucose screening, and to learn principles of diet planning and food selection to promote health through a variety of hands-on experiences in the lab setting. Laboratory. Fall and spring.

200 Managing Food Service Operations. (2)

Intended for students who are not majoring in dietetics, this course will focus on the food service system; management and leadership decisions are made with the understanding of their effect on the whole as well as the parts. Applications of the systems model will be utilized throughout the course as a means of understanding the structure of foodservice operations. Principles of management regarding menu planning, food safety, procurement, production, service, human resources, financial management and facility/equipment design are addressed throughout the course. Prerequisites: MGMT 201, ACFN 113. Spring.

212 Contemporary Topics in Foods and Nutrition. (2)

A comprehensive examination of contemporary issues that relate to consumer food choices and the impact of food choices on individual health, public health, and/or the environment. Class structure will include lecture and guided discussion. Topics vary, but may include areas such as organic and sustainable agriculture, bioengineering of food, security of the food and water supply, development of dietary guidelines, global hunger. Fall or Spring.

220 Exploring Weight Issues: Obesity and Eating Disorders. (2)

This course will examine the diagnostic criteria and current prevalence of obesity and eating disorders (ED) including anorexia nervosa and bulimia nervosa. The course will explore the multi-factorial causes and consequences of obesity and eating disorders, and the latest clinical treatment options, including an in-depth look at the theory and evidence behind many of the popular diets. The last

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section of the course will discuss prevention strategies for ED and obesity, and include novel public health approaches to the prevention of obesity. Prerequisite: 125. Fall and spring.

225 Experimental Food Science. (4)

A laboratory-based foods course which examines the underlying principles of chemistry, biology, and physics that influence food quality. Employing the scientific method, students observe the effects of modifying ratios and types of ingredients, as well as altering food preparation methods, on a variety of food products. Emphasis is placed on classic culinary techniques in the preparation of food, and sensory and objective evaluation of the results of food experiments. Issues in food safety, technology, and biotechnology are discussed throughout this course. Laboratory. Fall and spring.

230 Food and Culture. (2)

Food and Culture examines how food functions in society and culture beyond the mere provision of nutrients. How do people use food to establish and communicate their individual, group and social identity? How does food security contribute to social and cultural development? What are the primary factors influencing food choices and food preferences? These questions will be critically examined through reading, personal essays, and a group project that examines the foodways of a specific culture or ethnic group. Fall and Spring

260 Topics in Nutrition. (2)

A tightly focused class that provides in-depth inquiry into one aspect of nutrition. Structure of the class will vary depending upon the topic but will combine lecture, discussion, and readings specific to the topic. When appropriate, the course may also incorporate experiential, laboratory based projects or a research project. Topics vary but may include: sports nutrition, complementary and alternative medicine, historical perspectives on the development of the discipline of nutrition, culinary arts, prevention or management of a specific disease or condition through nutrition therapy. Prerequisites: vary by topic, either NUTR 125 or 225. Fall or spring.

301 Diet, Health & Disease Prevention (4)

A comprehensive overview of the evidence based recommendations for diet and nutrition in the promotion of optimal health status and prevention of chronic disease. Principles of diet planning and the role of genomics in determining nutrition needs of individuals will be examined. Diet and nutrition recommendations for the prevention of cardiovascular diseases, metabolic syndrome, Type 2 diabetes, cancer, and obesity will be emphasized. Does not meet curriculum requirements for the Didactic Program in Dietetics (DPD). Fall

305 Leadership in Dietetics (2)

This course is focused on professional knowledge and skill development related to practice issues in dietetics, such as Standards of Practice, professional ethics, health care ethics, health care policy and reform, and legislative involvement. Students will have the opportunity to develop a professional portfolio, and establish career goals. Prerequisites: NUTR 323, 330 and 343. Dietetics majors only.

323 Public Health Nutrition: Infancy Through Aging. (4)

Study of nutrition and human growth and development including pregnancy, lactation, infancy, childhood and adolescence, adulthood, and aging. Physiological, psychological, and chronic degenerative conditions associated with aging and related nutritional implications are examined. An epidemiological approach is utilized to examine relationships between diet, disease, and health status; implications for public health policy; and existing federal, state, and community programs. Prerequisite: 125. Fall and Spring.

330 Nutritional Biochemistry (Macronutrients). (4)

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The physiological functions and biochemistry of carbohydrates, lipids and protein will be explored comparing normal metabolism to the altered metabolism of selected disease states [alcoholism, diabetes, etc.]. The laboratory will emphasize research design and techniques for determining nutritional status. Students will learn how to formulate hypothesis, design experiments, collect data, measure and interpret nutritional assessment parameters, integrate and analyze information, answer research questions, and draw appropriate conclusions. Laboratory. Prerequisites: 125, CHEM 107 or concurrently with CHEM 235 [250]. Fall.

331 Exercise Nutrition and Supplements (Macronutrients). (4)

The nutritional needs to support exercise performance, health and weight control, including the biochemical roles of vitamins, minerals, herbal products and ergogenic aids will be explored. Laboratory experiments provide students with the opportunity to be both subject and researcher as they design experiments, collect data and interpret results. Laboratory. Prerequisites: 125 and CHEM 107 or CHEM 235 [250]. Spring.

333 Nutrition Therapy - Chronic Disease. (4)

Intended for students enrolled in the Didactic Program in Dietetics (DPD), the course provides an overview of the role of the diet and nutrition in the management and treatment of selected diseases. Class theory will emphasize how diet contributes to the pathophysiology of disease process and why diet is altered in response to certain pathologies. Topics: the Nutrition Care Process, nutrient/drug interactions, cardiovascular diseases, diabetes, food allergy, nutritional anemias, special nutrition concerns of the geriatric and pediatric population, nutrition and neurological/psychiatric disorders, selected topics in alternative medicine. Prerequisites: 125, 323, 330, BIOL 216 or 221, or permission of instructor. Fall.

337 Nutrition Therapy - Critical Care. (4)

Intended for students enrolled in the Didactic Program in Dietetics (DPD) the course presents an overview of the role of diet and nutrition in the management and treatment of selected conditions and diseases. Class theory will emphasize how diet is altered in response to certain pathologies, and will cover the fundamentals of nutrition support. Topics: kidney diseases, critical care nutrition, nutrition support, gastrointestinal diseases, pulmonary disease, ethical issues related to nutritional care. Prerequisites: 125, 323, 330, BIOL 216 or 221, or permission of instructor. Spring.

341 Nutrition Education. (2)

This course examines the principles and theories of effective nutrition education. Using the principles and theories, students do some of the following: develop nutrition education presentations for adults and children, create public displays, write nutrition articles and materials, and use and evaluate media. Prerequisites: 125, 323. Fall and spring.

342 Interviewing and Counseling Skills. (2)

The course examines the principles and theories that provide a framework for successfully influencing behavior and motivating behavior change. Basic concepts of counseling theory, methods, and interviewing strategies are addressed. Prerequisites: 125, 323. Fall and spring. S/U grading only.

343 Food Production and Procurement. (4)

The principles of food planning and production, menu planning, procurement, service and distribution, sanitation and safety, facility management including layout and design and equipment selection are addressed using a system approach to food service operations. Significant hands-on quantity food production laboratory experiences will take place in the large-scale kitchens of CSB/SJU and the surrounding community. A final class catering project will reflect a culmination of the theory discussed throughout the course and the experience gained in supervised practice. Laboratory. Prerequisite: 225. Fall.

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345 Entrepreneurship and Management in Food Industry. (4)
The course will provide a framework for discussion of leadership in the profession. Emphasis will be placed on the foodservices system; management and leadership decisions are made with the understanding of their effect on the whole as well as the parts. The course begins with a review of important background information: paradigms and societal transformations; systems theory; ethics and social responsibility. Then, the major management functions of: 1) planning, decision-making, communication and marketing, 2)organizing structures, 3) leadership and organizational change, 4)human resources management, and 5) controls and financial management will provide the guiding structure for review of the fundamental principles and responsibilities of the modern leader in food and nutrition services. Students will engage in a unique hands-on experience building on their prerequisite knowledge of Experimental Food Science (NUTR 225) and Food Production and Procurement (NUTR 343) as they develop and operate a small company. Students will develop a business plan and examine the managerial functions of planning, organizing, human resource management, leadership, and controlling the financial and quality factors within the structure of their system. In the process, students will market their company to potential clients and ultimately produce and serve foods designed to meet client expectations. The course consists of lecture, research and development labs (12) and outside catered events.
Prerequisites: NUTR 225, 343. Spring.

371 Individual Learning Project. (2-8)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements.

380 Nutrition Research Seminar 1. (1)

This course is the first in a two semester seminar sequence intended to introduce students to the process of conducting research. In this seminar course, students will: develop a research question; conduct a literature search; learn about types of research designs and their appropriate use; write a research proposal; learn about the institutional review process (IRB) and informed consent.
Prerequisite: 330 or 331. Spring.

381 Nutrition Research Seminar 2. (1)

This course is the second in a two semester sequence intended to introduce students to the process of conducting research. In this second seminar course, students will: learn how to develop research budgets and seek funding; review and apply basic statistical methods to analyze data; practice data analysis and graphic presentation; write abstracts; develop a poster presentation and a formal oral presentation. Prerequisites: 330 or 331 and 380; MATH 124.

390 Independent Nutrition Research. (1-4)

Students, working with a research advisor, engage in independent research. Students are expected to meet regularly with the research advisor(s) and follow a jointly agreed upon schedule of planned meetings or stages or work. Students will be required to present the outcome of the research project to a public audience. Number of credits assigned will vary by project. (1 credit = 4 hours/week of work.) Permission of the Chair required for registration.

395 Nutrition Capstone (2)

A discussion based course that will focus on contemporary issues in food and nutrition. Students will prepare and present a major paper to participants in the course. Emphasis will be placed on analysis, interpretation, and application of evidence from major sources in the discipline. Prerequisites: NURT 125, 225, 323, and 12 additional credits in nutrition, or permission of instructor. Spring.

398 Honors Senior Essay, Research or Creative Project. (4)

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Required for graduation with "Distinction in Nutrition." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis Program. For further information see HONR 398.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

3.1.36 Peace Studies

Department Chair: Ronald Pagnucco

Faculty: Jeffrey Anderson, Kelly Kraemer, Rene McGraw OSB, Ronald Pagnucco

Peace Studies is a field of study that explores the presence and nature of conflict in human interaction, the causes of war and intergroup violence, and the conditions for sustainable peace with justice. Scholars in peace studies examine these subjects using an interdisciplinary approach that includes knowledge and methods drawn from many fields, including sociology, international relations, philosophy, biology, theology, political science and many others. Throughout our program students and faculty explore the potential for social justice, better conflict management, peacemaking processes, reconciliation and peace building given the present historical circumstances. Specific approaches that are investigated include but are not limited to: nonviolent social protest; human rights; environmental action; feminism and anti-racism; Catholic social teaching; alternative approaches to security; international law and organization; and mediation and conflict resolution.

The peace studies program strives to enable students to think and act with responsible human freedom and to be capable of effective service to others. Inside and outside of the classroom the peace studies department seeks to cultivate an environment for learning which draws its deepest inspiration from a desire for the truth, for justice and for charity. Our commitment to community-based education is evidenced by the internships and service learning activities that peace studies majors and minors undertake.

Practitioners in the field of peace studies are aware that any concrete situation reflects multiple issues. Effective peacemaking and conflict resolution thus requires an ability to synthesize the strands involved in the conflict, including gender and ethnicity, economics and environment, religion and philosophy, culture and government, history and literature, psychology and social structure. The interdisciplinary character of our program teaches students to integrate these strands. Building upon the six required courses, the student majoring in peace studies, in close consultation with the department, focuses his/her interest by looking at conflict and its resolution through detailed study in the social sciences, the humanities or the natural sciences.

Assessment

The Peace Studies Department annually assesses student learning in the major. Current measures of assessment include: a portfolio of written work, a student self-evaluation of their experience in the major, site supervisors' evaluations of internship performance, a meeting with majors in the spring of their senior year, and a survey of graduates conducted on a periodic basis.

Major

Basic Requirements (20-24 Credits)

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PCST 111, 221, 333 or 343, 346, 397, 399, and either ENVR 175 or ENVR 275 (except for those in the Natural Sciences Concentration).

Special Requirements for the Major

Each peace studies major selects a concentration in the Humanities or in the Natural Sciences or in the Social Sciences.

Humanities Concentration (28 additional credits)

The humanities concentration will include six PCST humanities courses, chosen by the peace studies major to fit her/his particular focus. The selection will need the approval of the student's advisor and the department chair. Students with a humanities concentration will take PCST 333 or PCST 343 (whichever was not taken for the basic requirements). Five of these courses must be upper division.

Natural Sciences Concentration (34-56 additional credits)

A major or minor in biology, chemistry, computer science, mathematics, physics or nutrition; one PCST humanities course chosen in consultation with the student's advisor; one PCST social science course, also chosen in consultation with the student's advisor.

Social Science Concentration (28 additional credits)

Six PCST courses chosen in consultation with the student's advisor, in order to fit her/his particular focus within the department. Five of these courses must be upper division.

Minor

Required courses

PCST 111, 221, 346, 397, 399; one of the following: PCST 333 or PCST 343; one additional 300-level PCST course.

Acceptance into Upper Division

At the time that the peace studies major applies for official acceptance into the department, ordinarily at the beginning of the second semester of his/her sophomore year, the student will prepare a focus statement, which will contain two basic elements: 1) what has drawn the student towards a peace studies major; 2) the particular area of interest which the student would like to choose as the organizing theme of her/his course work in peace studies.

As is obvious, a successful major in peace studies must have a tightly focused concentration in order to insure her/his preparation for graduate school or the work world. The major in peace studies requires a great deal of contact between the peace studies student and the peace studies advisor in order to insure a focused program of studies.

Each student must receive approval from her/his advisor for any courses within the concentration which will count towards the major. The department chair will sign off on the list of courses.

Courses (PCST)

111 Introduction to Peace and Conflict Studies. (4)

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Examination of the field of conflict (e.g., between individuals, groups and societies, within and between nations), the relationship of the roots of conflict to social concepts of gender, and the resolution of conflict through such methods as direct action, mediation, arbitration, removal of the sources of conflict through economic, social and political development. Study of examples in historical context. Fall and spring.

221 Theory and Practice of Nonviolence.

This course will examine the history, theory, and practice of nonviolence, focusing on the power and limits of nonviolent direct action as a force for social change. We will explore the historical and philosophical roots of nonviolence, compare case studies of historical and contemporary unarmed struggles, study some of the practical skills necessary for disciplined nonviolent action, and identify some important critiques of nonviolence.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

333 Theologies of Violence/Nonviolence. (4)

This course will examine perspectives on violence and nonviolence as these appear in the Jewish and Christian Scriptures, in the history of Christianity, in Christian encounters with other world faiths, and in contemporary theological ethics. We will place special emphasis on the diversity of theological positions on violence: thoughtful people of faith have espoused a wide range of positions, ranging from absolute pacifism to just war theory to the celebration of “redemptive violence.” We will seek to understand each of these positions from the inside, as well as subjecting each to critical scrutiny. Students will have the opportunity to do “service learning” in an organization related to violence and nonviolence.

343 Philosophies of Violence/Nonviolence. (4)

This course looks at the way that the search for security and the claim to possession of absolute truth can lead to violence. The way of thinking involved in technology easily structures the world so that whatever does not fit into that framework is discounted and ignored and treated violently, as the philosopher Martin Heidegger shows. How does such an attitude lead to violence? Finally, the course will look at the nonviolent ethical response which the philosopher Emmanuel Levinas demands from the person who hears the call of the poor and the oppressed when they cry out against their oppression and poverty.

345 Topics in Philosophy and Conflict Studies. (4)

Literature of both Western and Non-western traditions—not only for philosophy but epic, fiction, poetry, drama, narrative, memoirs—ranging from the classical period into the 21st century, presents us not only warring individuals and political entities, but with worlds in conflict. This course will look at issues of conflict and draw from the readings an understanding of the world opened up by the texts. Questions to be explored may include: How does the vision of the world drawn from text and language touch the way people respond in conflict? How does a study of the philosophy of language and critical theory help us to understand what conflict is and how it works? Alternate years in Fall.

346 Mediation and Conflict Resolution. (4)

This course examines the nature of human conflict and the avenues for managing and resolving conflict nonviolently. It develops skills in conflict assessment, negotiation, and mediation. Intervention in disputes at the group, organizational, family and other levels are examined and practiced. The role of gender is given special emphasis. The theory and methods of nonviolent direct action against an opponent are studied.

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347 Human Rights. (4)
This course will examine the history and development of international human rights concepts, organizations and institutions. The full range of human rights will be explored, including civil, political, economic and social rights as well as the right to development and a healthy environment. Topics such as the relationship between human rights and culture, women's issues, religion and globalization will also be discussed. Case studies will be used to examine the efforts of governments, nongovernmental organizations (such as Amnesty International) and the international community to implement and protect human rights.

348 Social Change. (4)

How do social movements emerge and develop? How are they organized? What are the different strategies and tactics groups use for social change? Why are some social movements successful, while others fail to have an impact? This course will attempt to answer these and other key questions about social movements and social change by examining selected social movements in the U.S. and other countries. The course will also explore the globalization of social movements.

349 International Law and International Organization. (4)

This course will examine the historical and current development of international law and the emergence of different forms of international organization. There will be a special emphasis on the post-WW II period when there was a virtual revolution in international law, as reflected in the Nuremberg trial, Geneva conventions, the end of colonialism, and the international declaration on human rights. Case studies will be the mode of access into the relationship between international law and international organizations such as the United Nations, the special legal status of Berlin, the World Health Organization and trade/monetary regimes.

351 Women, Men, and Peace. (4)

This course will explore the connections between gender and peace in theory and practice, with a special focus on the traditions of women's peace activism. We will study theories relating gendered notions of human nature to violence and peace, to militarism (and other forms of institutionalized violence) and to violence against women. We will also examine the relationships between motherhood, fatherhood, and peace, along with theoretical and practical connections between feminism and nonviolence. Finally, we will explore the reasons for women-only and women-centered peace groups and movements; the history of women's peace movements in the U.S. and around the world; and the links between women's peace movements, women's rights movements, and other movements for social justice.

352 Race, Ethnicity, and Justice. (4)

This course will examine race as a source of conflict and violence, nonviolent approaches to the transformation of race conflicts, and the meanings of justice and peace in racialized societies. We will study the process of racialization, race formations, racism and its effects, white supremacy and white privilege, and anti-racist movements. We will use a variety of theoretical approaches, such as critical race theory, post-colonial theory, and multiculturalism, to analyze historical and contemporary race conflicts and race relations.

353 Peace Studies Science Symposium. (4)

Investigation of scientific/technical aspects of some major technologies used in modern warfare and their potential environmental impact. Examination of selected technologies used in the enhancement of world peace. Selection of topics depends on the interests/background of students and instructors. Prerequisite: five courses in a natural science or mathematics sequence.

354 Global Environmental Politics. (4)

Explores the nature of the environment as an international political issue. Specifically, topics to be

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covered include: transnational environmental movements, North-South issues, restrictions on national sovereignty, the environmental impacts of international monetary and trade organizations, and the effectiveness of global conferences. Alternate years.

368 Special Topics. (4)

Offered by faculty members in areas of their special interest. Offered as schedule allows.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Projects are understood to be part of a student's concentration area work. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first-year students.

397 Internship. (4-8)

Each peace studies major and minor is required to spend a minimum of 320 hours in a placement relating to conflict. All student proposals for internships will meet the criteria established by the peace studies program and will demonstrate the relationship of the proposed internship to the purposes of the program. Ordinarily, the internship will precede PCST 399.

398 Honors Senior Essay, Research, or Creative Project. (4)

Required for graduation with "Distinction in Peace Studies." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

399 Peace Studies Capstone. (4)

Senior peace studies majors and minors will examine a topic drawn from current research on violence/nonviolence with a view to integrating their four year experience. Topics will be determined by the background and the expertise of faculty. Spring.

3.1.37 Philosophy

Department Chair: Dennis Beach OSB

Faculty: Dennis Beach OSB, Anthony Cunningham, Joseph DesJardins, Emily Esch, Eugene Garver (emeritus), Jean Keller, Rene McGraw OSB, Timothy Robinson, Erica Stonestreet, Stephen Wagner, Charles Wright

Every thoughtful person asks certain philosophical questions. What makes life meaningful? How do I know that this belief is true? Is there a God? Why is there something rather than nothing? What is the nature of my mind or self? Am I free? How should I live? What does it mean to belong to a society? What makes a science a science?

Most of the time, these questions emerge briefly and then recede quietly. Philosophy courses make these questions emerge more clearly and more frequently, so that students may move towards the truth.

In the course listings, four distinct sections are evident. The first section (110-156) is geared towards introducing students to the discipline of philosophy by examining the questions that philosophers ask about topics like human nature, God, society, and gender. The second group of courses (321-326) is oriented towards ethics. A third group (331-341) is oriented towards the history of philosophy. These courses give students a sense of the development of philosophy in the Western intellectual tradition.

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The fourth set of courses (355-365) examines in depth the great philosophical issues of human knowledge, metaphysics, ethics and science.

All courses are open to majors and non-majors. In addition to preparing philosophy majors for graduate school, the study of philosophy serves as an excellent background for people entering other professions.

Assessment

The Philosophy Department conducts regular assessment of student learning-of majors and minors as well as students taking philosophy to meet common curriculum requirements. We evaluate how well the department's curriculum improves students' comprehension of fundamental philosophical concepts as well as their ability to participate in well-reasoned discussions of these ideas. We also evaluate the extent to which philosophy enables students to perceive greater complexity in the human and natural worlds; whether philosophy improves students' abilities and their willingness to engage in critical thinking; and whether it might affect students' engagement in and commitment to lifelong learning.

The Philosophy Department regards a major in philosophy as preparation for a thoughtful and deliberate life. We seek to maintain contact with majors after graduation to learn how they are doing and how well they think the department prepared them for their life path.

Major (40 credits)

Required Courses:

4 credits at the 100 or 200 level

Logic (110)

Ancient Philosophy (331)

Modern Philosophy (334)

One course from the following: Medieval (333), 19th-Century European Philosophers (336), Analytic Philosophy (337), American (338), 20th-Century Continental Philosophers (341).

One course from the following: Philosophy of Knowledge (364), Metaphysics (365), Topics in Philosophy of Science (363), Philosophy of Mind (367).

One course from the following: Moral Philosophy (321), Political Philosophy (326), Feminist Ethics (325).

Philosophy Capstone (388).

8 additional credits with no more than 4 additional credits at the 100 or 200 level.

Note: Majors and minors can count a course taken to satisfy the Ethics Common Seminar requirement (ETHS 390 or HONR 390) for major/minor requirements provided the course is offered by a member of the Philosophy Department.

Minor (20 credits)

Required Courses:

Five courses, with at least three at the upper (300) level.

Courses (PHIL)

110 Logic. (4)

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This course is an introduction to the fundamental structure of logic. It includes deduction, syllogistic reasoning, the symbolic quantification of deduction, induction, informal arguments and fallacies, and the basic structure of scientific procedure.

121 Great Issues in Philosophy. (4)

An introduction to philosophical questioning through a study of perennial issues in philosophy. Questions that might be treated: freedom and responsibility, God, love, being, knowledge, death. Topics in this course may be treated in the context of the great philosophers of the past or through a study of more contemporary writers.

123 Philosophy of Human Nature. (4)

An introduction to philosophical questioning through a study of what it means to be human. Questions that might be treated: body and soul; immortality; meaning of person and personality; determinism and freedom; reason and imagination; emotion and will; individuality and group; relationship to others and to God; language; labor; temporality.

125 Social Philosophy. (4)

An introduction to philosophical questioning through a study of the human in society. Questions that might be treated: the meaning of society; individual and society; society and law; economy and society; work as social phenomenon; society and freedom; world of culture and society; violence and nonviolence; philosophy of power; philosophy of conflict in community; political philosophy.

146 Philosophy of Religion. (4)

An introduction to philosophical questioning through a study of God and religion. Questions that might be treated: religious experience; difference in experience of God in Western and Eastern religions; philosophy of spirituality; theism and atheism; culture and religion.

150 Philosophy in Literature. (4)

An introduction to philosophical questioning through a study of major themes of novels, plays and/or poetry. Readings will serve as an avenue for treating aesthetic or psychological or ethical concerns.

153 Philosophy and Gender. (4)

An introduction to philosophical questioning through a study of gender. Areas that might be treated: philosophy of sexuality; whether men and women know the world in the same way; whether the nature of man and woman is the same; sexual ethics; feminism.

156 Asian Philosophy. (4)

An introduction to the foundational texts of the South Asian and Chinese philosophical traditions. Texts originating in South Asia (i.e., the Indian subcontinent) will include selections from the *Upanishads*, the *Bhagavad Gita*, and early sutras from the Theravada Buddhist tradition. The Chinese traditions of Taoism and Confucianism will be approached through study of the *Tao Te Ching* and the *Analects* of Confucius.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

318 Readings in Philosophy. (0-1)

Reading and discussion of philosophic works, moderated by a member of the Philosophy Department.

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Interested faculty and staff in other disciplines are welcome to participate as well. Each section of this course is typically devoted to a single work, but occasionally a group of smaller works may be selected. S/U grading only. May be repeated for credit.

321 Moral Philosophy. (4)

The meaning of rights and responsibilities, virtues and vices, values and obligations. Questions of good and evil, right and wrong, freedom and determination, Natural law, utilitarianism and other systematic theories of morally right behavior. Fall and/or spring.

322 Environmental Ethics. (4)

This course investigates a variety of ethical issues that arise from consideration of the relation between humans and the non-human natural world (i.e., the environment, animals, land, ecosystems, wilderness areas). This course will introduce students to the basic concepts of environmental ethics, to specific ethical issues associated with environmental policy, and to philosophical theorizing about the environment.

323 Biomedical Ethics. (4)

An examination of ethical questions raised by health-care practice and recent advances in medical technology. Both ethical theory and ethical decision-making will be addressed. Possible topics include: confidentiality, informed consent, genetic engineering, reproductive technology and death and dying issues.

324 Business Ethics. (4)

This course will examine ethical and social issues associated with contemporary American business. Responsibilities of businesses to employees, consumers and the society at large will be considered. Questions of individual moral responsibility and questions of social justice and public policy will be addressed. Students will examine these issues from the point of view of a variety of stakeholders: business management, employees, investors, consumers, and citizens. Prerequisite: students are strongly encouraged to have taken at least one previous course in management, accounting, philosophy, or economics.

325 Feminist Ethics. (4)

Consideration of whether women's experiences offer unique perspectives in moral theory. Comparison of feminine and feminist approaches to ethics. Possible topics include: the nature of feminism, freedom and oppression; the role of care, trust, autonomy, reason and emotion in the moral life; different moral voices among women.

326 Political Philosophy. (4)

This course examines the relation between moral and political values and goods. Consideration of such questions as whether politics can be neutral among competing conceptions of morality, the nature, justification, and limits of political authority and whether politicians should be held to different moral standards from the rest of us.

331 Ancient Philosophy. (4)

Western philosophy traces its origins to the great thinkers of Greece. This course combines a careful investigation into ancient philosophy as a whole with concentration on the thought of Plato and Aristotle. Spring.

333 Medieval Philosophy. (4)

Philosophy in the West did not take a long nap after the ancient era. This course in medieval philosophy will investigate the period which began with Augustine and reached its culmination in

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13th- and 14th-century Scholasticism, especially with Thomas Aquinas. It will investigate at least three major philosophers or schools of philosophy of that era.

334 Modern Philosophy. (4)

A new turn in philosophy begins with the writings of Rene Descartes and ends with the Critical Philosophy of Immanuel Kant. This course will seek to highlight at least three thinkers or schools from that era. Fall.

336 19th-Century European Philosophers. (4)

Philosophy on the European continent followed no one pattern in the 19th century. G.W.F. Hegel, Karl Marx, and Friedrich Nietzsche make this century one of the most varied in the history of philosophy. This course will focus on one or more thinkers to explore European thought of that epoch. This course can be repeated for credit, with the approval of the department chair, when content varies. Alternate years.

337 Analytic Philosophy. (4)

An examination of the dominant philosophical orientation in the English speaking world during the 20th-century. Both "foundational" analytic thinkers (e.g., Russell, Wittgenstein) and contemporary philosophers (e.g., Quine, Kripke) will be considered. Alternate years.

338 American Philosophy. (4)

Though American thinkers have been heavily influenced by European philosophers, an indigenous philosophy began to develop in North America in the 19th century and continued into the 20th century. Philosophers that may be discussed include Charles Sanders Peirce, Josiah Royce, William James, John Dewey and Alfred North Whitehead. This course can be repeated for credit, with the approval of the department chair, when content varies. Alternate years.

339 Chinese Philosophy. (4)

An introduction to the Chinese philosophical tradition through selected foundational texts like the *Tao Te Ching*, the *Chuang Tzu*, the *Analects* of Confucius, the *Mencius*, the *Platform Sutra of the Sixth Patriarch* and selections from the writings of Chu Hsi. Students will also study early Chinese philosophical teachings concerning the nature of male and female and their appropriate social roles, contemporary analyses of the role Confucian teachings played in constructing these gender categories and institutions, and philosophical discussions of the compatibility of Confucian teachings with contemporary (Western) egalitarian gender sensibilities.

341 20th-Century Continental Philosophers. (4)

A series of philosophies with the same kind of method but with different content has grown from the methodology of the philosopher Edmund Husserl. Thinkers such as Martin Heidegger, Hannah Arendt, Jean Paul Sartre, Emmanuel Levinas, Paul Ricoeur and Jacques Derrida have applied the method of Husserl to very different problems. This course will choose from among these or other contemporary continental thinkers. This course can be repeated for credit, with the approval of the department chair, when content varies. Alternate years.

355 Philosophies of Violence/Nonviolence. (4)

This course looks at the way that the search for security and the claim to possession of absolute truth can lead to violence. The way of thinking involved in technology easily structures the world so that whatever does not fit into that framework is discounted, ignored or treated violently, as the philosopher Martin Heidegger shows. How does such an attitude lead to violence? The course will also study the nonviolent ethical response which the philosopher Emmanuel Levinas demands from one who hears the call of the poor and the oppressed when they cry out against their oppression and poverty.

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356 Aesthetics of Violence and Nonviolence. (4)

Art as manifested in literature, painting, sculpture, music and other media has a power to move people to experience the world in a new way. How does that shift in world view happen? Does art have the capacity to move us from violence to nonviolence or from nonviolence to violence? What does the language of the novel, of the poet, of the painter, of the musician do to create a new way of seeing the world? How does the imagination relate to beauty? Why are some portrayals of violence so beautiful? Is there an ethics that goes with art? Alternate years.

358 Philosophy of Law. (4)

This course will consider some of the central conceptual and normative issues in the area of jurisprudence. Concepts such as legal responsibility, negligence, causality, cruel and unusual punishment, etc., will be considered. Frameworks for legal decision-making will be developed and applied.

363 Topics in the Philosophy of Science. (4)

An examination of selected topics in the philosophy of the natural and social sciences. Possible topics include philosophical presuppositions of the sciences, models of explanation, induction and confirmation, causality, evolution, philosophy of psychology, and the nature of theoretical entities. Course can be repeated for credit with the approval of the department chair when content varies.

364 Philosophy of Knowledge. (4)

What is meant by saying a sentence is true? What are the criteria to be followed in order to arrive at truth? Is it possible to reach definitive truth? Theories of knowledge and truth from Empiricist to Rationalist to Realist. Alternate years.

365 Metaphysics. (4)

Metaphysics examines and tests our most fundamental ideas about what is real and how it hangs together. We may be led to examine these ideas by realizing how they are entangled with the solution of persistent problems: Is real freedom possible? Is the soul immortal? Is there a God? Sooner or later we confront questions about the meaning of concepts like being, time, cause, nature and mind. This course investigates a selection of these fundamental problems and concepts. Alternate years in Spring.

[367 Philosophy of Mind. \(4\)](#)

[This course explores a number of issues of interest to contemporary philosophers of mind and cognitive scientists. These include: the nature of consciousness and how we should study it, the relationship between the mind, the body, and the world, psychopathology and what it can teach us about how we think, the problem of personal identity, the relevance of language to thought and the implications for how we should understand animal minds, and, finally, how to determine whether a machine can think. In addition to being a general introduction to these topics, this course is designed with a particular interdisciplinary aim: to examine how the empirical work of cognitive science informs the theories of contemporary philosophers.](#)

368 Special Topics. (4)

Offered by faculty members in areas of their special interest. Offered as schedule allows.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

388 Philosophy Capstone. (4)

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Required for senior philosophy majors for graduation with the philosophy major. Topics vary, but the course centers around an integrative philosophical experience that calls for independent work and presentations. [Spring.](#)

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Philosophy." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.38 Physics

Chair: Dean Langley

Faculty: James Crumley, Todd Johnson, Thomas Kirkman, Dean Langley, Dan Steck, Adam Whitten, Sarah Yost

The program of study at Saint Benedict's and Saint John's is planned to keep students abreast of the latest developments in the study of physics. The curriculum covers the basics of classical and modern physics, examining human understanding of nature from elementary particles to the cosmos.

Physics majors choose from a sequence of courses that can give them excellent preparation for graduate school, industrial research, secondary teaching or professional studies such as engineering, law and medicine.

For majors in the other sciences, 105, 106 and 191, 200 and 211 offer an introduction to the principles of physics at different mathematical levels: 105 and 106 make use of high school level algebra, geometry and trigonometry; 191, 200 and 211 require concurrent registration in calculus and linear algebra.

Physics is a valuable study for non-science majors, too. The department offers courses (101-3, 150, and 187) which have been developed specifically to suit the needs of non-science majors. No previous introduction to physics is necessary, and mathematics is used sparingly.

The department's experimental facilities include radon monitors, gamma-ray analyzers, electromagnets, a superconducting magnet, diffusion pump vacuum systems, a variety of lasers, fiber-optics and interferometry equipment, a holography system, cryostats, and many new electronic instruments. Computing facilities include Windows PCs in laboratories and classrooms, a computing lab containing dual screen Linux PCs.

The department also maintains shop facilities for metal, glass and woodworking, photographic darkrooms and an electronics shop. Students are encouraged to work independently. Many select their own experimental projects, build special apparatus and perform original measurements.

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The Physics Department takes several steps to ensure that we are doing a good job of preparing our students; seniors take the Major Field Test in physics, for example, and those planning on graduate school take the graduate record exam in physics. Overall, however, we believe that the performance of our students after they leave us is the most telling measure of the effectiveness of our program. Our students go on to engineering schools, graduate schools in physics and engineering, government and industrial laboratories, and the like. We do our best to keep in touch with our former students, find out how well they are doing and how good a job we have done of preparing them. We use this information, among other sources, in periodic reviews of our program.

Major

The physics department offers concentrations in physics and applied physics.

Special Requirements:

Laboratory work is an important part of the curriculum. Sophomores take 332 each semester. Juniors take 370 each semester. During the senior year, research projects are emphasized in 372 and 373. All majors will be expected to have a familiarity with computers and computer programming by the beginning of their junior year.

Suggestions:

Because there are many options available, students should consult with a physics faculty member during their first year.

Concentration in Physics (68 credits)**Required Courses:**

Students should start the following sequence in the fall of their first year: 191, 200, 211, 320, 339, 341, 346, 372, 343, 344, 373 plus two semesters of 332 and 370 and 6 additional credits of upper-division physics. A mathematics sequence that includes MATH 119, 120, 239, 337, 305 and 341 should also be taken consecutively starting in the first semester. The Major Field Test in Physics is to be taken in the spring semester of the senior year.

Suggestions:

The following courses are recommended: CHEM 123, COMM 111 and ENGL 211.

Concentration in Applied Physics (70 credits)**Required Courses:**

Students should start the following sequence in the fall of their first year: 191, 200, 211, 320, 217 (or 217A and 338), 6 credits of courses in the 350 or 360 group, 339, 372, 341, 343, 373 and two semesters of 332 and 370. A mathematics sequence that includes MATH 119, 120, 239, 337, 305 and 341 should also be taken consecutively starting in the first semester. In addition, CHEM 123 is required. The Major Field Test in Physics is to be taken in the spring semester of the senior year.

Suggestions:

COMM 111 and ENGL 211 are recommended.

Minor (44 credits)

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~~Required Courses~~ 101, 200, 211, 330, 8 additional credits in upper-division courses, two semesters of 332 and two semesters of 370. A mathematics sequence that includes MATH 119, 120, 239, 337 should be taken concurrently with the first four physics courses.

Courses (PHYS)

101 Perspectives in Physics. (4)

An introduction to the scientific enterprise: the course will treat selected issues in physics, their historical development and their effect on literature, philosophy and society at large. Topics might include Newtonian mechanics, optics, quantum physics and electromagnetism. Lectures, demonstrations, discussion, occasional laboratories. Intended for non-science majors.

102 Light and Color. (4)

An introduction to optics, the science of light and color. A broad range of topics will be examined. Subject matter may include: rainbows and the color of the sky, vision and the eye, optical instruments, photography, wave aspects of light, lasers and holography. A background in physics or mathematics is not necessary. No prerequisites.

103 Energy. (4)

An introduction to commercial energy production and consumption. The physical laws governing energy transformations, the effects of energy consumption on a finite resource base and the impact of energy use in a closed environment will be examined. The technology and impact of major energy sources: fossil fuels, nuclear, solar, as well as energy-efficient consumption will be investigated. An opportunity for experimentation is provided. Intended for non-science majors.

105 Physics for the Life Sciences I. (4)

An introduction to mechanics and thermodynamics emphasizing applications to biological systems. Topics include Newton's laws of motion, equilibrium, torques, forces, conservation principles, work, energy, power, rotating systems, oscillations, temperature, heat transfer, laws of thermodynamics, fluid statics and dynamics. Intended for non-majors. Algebra and trigonometry are needed. Recommended: MATH 115 or equivalent high school mathematics. Fall.

106 Physics for the Life Sciences II. (4)

In introduction to electricity and magnetism, wave phenomena, atomic and nuclear physics emphasizing applications to biological systems. Topics include electric and magnetic forces and fields, direct and alternating current circuits, light, sound, optical instruments, relativity, quantum physics, atomic spectra, nuclear physics, radioactivity. Intended for non-majors. Prerequisite: 105. Spring.

150 The Physics of Music. (4)

Relationships between music and physics. Sound sources and modes of oscillation, sound as a wave phenomenon and the characterization of sound; scales and keyboard temperament, auditorium and room acoustics; the physics of musical instruments and particular tone color effects in these instruments; electronic sound production, recording and electronic music synthesis. Intended for non-science majors. Alternate years.

163 Environmental Radiation. (4)

An introduction to nuclear radiation in the environment from natural and man-made sources. Topics include fundamentals of nuclear structure, stability, effects of radiation on matter, radiation detection, characteristics of natural, industrial, medical, and military radiation sources, environmental mobility, and radiation protection practices and policies. Prerequisites: Math proficiency, high school biology,

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chemistry, or physics.

187 Introduction to Meteorology. (4)

A survey of the basic principles involved in understanding the earth's weather and climate. Topics include winds, fronts, cyclones, clouds and precipitation, thunderstorms, tornadoes and hurricanes, climate and climate change, global warming and ozone depletion. Prerequisite: Math proficiency. Alternate years.

191 Foundations of Physics I. (4)

Mechanics: vectors, Newton's laws, work, energy, rigid body statics and dynamics. A calculus-based course that emphasizes analytical reasoning and problem-solving techniques. Laboratory places stress on data acquisition and analysis. Prerequisite: concurrent registration in MATH 119. Fall.

200 Foundations of Physics II. (4)

Electric and magnetic fields and their sources, electric potential and electro-magnetic induction. DC and AC circuit elements and circuits. Electromagnetic waves. Emphasis on problem solving. A laboratory is included. Prerequisites: 191, concurrent registration in MATH 120. Spring.

211 Foundations of Physics III. (4)

Thermodynamics and waves. Kinetic theory and the laws of thermodynamics are developed from a mechanical point of view. Temperature, entropy and heat engines. Wave phenomena (sound and light) are developed from a unified point of view. Geometrical optics. Prerequisites: 200, concurrent registration in MATH 239. Fall.

217A Digital Electronics. (2)

Introduction to digital electronics at the integrated circuit level; logic families, gates, counters, registers and memories. Prerequisite: 200 or consent of instructor.

217B Microprocessors. (2)

Microprocessor architectures and operation. Basic techniques of interfacing, I/O and data acquisition. Prerequisite: 217A or consent of instructor.

222 Fortran and C++ for Scientists. (2)

Fortran and C++ language fundamentals with examples from numerical analysis. Topics may include scientific data analysis and curve fitting, simulation of physical systems and numerical algorithms for integration and matrix manipulation. Prerequisites: 200 and MATH 120.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

320 Modern Physics. (4)

Introduction to the ideas and mathematics of quantum theory. Bohr atom, kinetic theory, black body radiation, quantum mechanics in the Schrödinger representation. Applications of quantum mechanics to selected topics in atomic, molecular or other areas of modern physics. Prerequisites: 211 and concurrent registration in MATH 337. Spring.

332 Intermediate Physics Laboratory. (1)

Experimentation for sophomores. Quantitative measurements and analysis of data. Research approach

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is emphasized. Prerequisite: enrollment in 211 or 320. May be repeated for credit when different experiments are done.

338 Analog Electronics for Scientists. (2)

Circuit theory, transistors, amplifiers, laboratory test equipment and integrated circuits. Prerequisite: 200 or equivalent.

339 Physical Mechanics. (4)

The dynamics of particles and systems. Gravitational theory, particle oscillations, Hamilton's principle, Lagrangian and Hamiltonian dynamics, central force motion, rigid body motion, collisions, non-inertial reference frames, coupled oscillations. Prerequisites: 211, MATH 337. Fall.

341 Electricity and Magnetism. (4)

Electrostatic potentials and fields in vacuum and dielectric media, magnetic vector potentials and fields in vacuum and magnetic materials, electrostatic and magnetic energies, slowly varying currents. Prerequisite: 339. Spring.

343 Thermodynamics. (2)

Foundations of thermodynamics and applications. Prerequisite: 320. Spring.

344 Statistical Mechanics. (2)

Foundations of statistical mechanics. Applications to condensed matter systems, classical and quantum gases. Prerequisites: 320, 339. Spring.

346 Quantum Mechanics. (4)

Foundations of quantum theory, wave packets, Schrödinger's equation in one dimension, raising and lowering operators. Formal structure of quantum mechanics. Angular momentum and the hydrogen atom. Prerequisite: 339. Fall.

348 Advanced Theoretical Physics. (2-4)

A continuation of 339, 341 and 346. Topics could include advanced Hamiltonian and Lagrangian mechanics, tensors, eigenvalue problems, small oscillation; Maxwell's equations, wave equation, radiation, antennas, waveguides; matrix methods in quantum mechanics, spin, perturbation theory, transitions, many-electron atoms. Prerequisites: 339, 341, or 346 (as appropriate), or permission of instructor. Spring.

353 Applied Nuclear Physics. (2)

Applications of the interaction of radiation with matter to nuclear detection techniques. Current measurement methods for charged and uncharged radiation. Prerequisite: 320.

357 Experimental Optics. (2)

Study of optical phenomena with emphasis on the needs of the experimentalist. Topics may include optical systems design, spectrum analysis, image processing, holography. Prerequisite: 320.

358 Advanced Electronics. (2)

Topics will be selected from the following in advanced analog and digital circuitry: active filters, precision circuits, low noise techniques, high frequency techniques, advanced microprocessor circuits, scientific instrumentation. Laboratory. Prerequisites: 217A and 338.

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361 Topics in Applied Physics. (2)
 Topics are applied physics, year to year. One such topic is physics of solids: crystal structure, lattice vibrations, band theory and electrical conduction in metals and semiconductors. Other topics such as magnetic and dielectric properties as time permits. Prerequisite: 320.

362 Topics in Modern Physics. (2)

The concepts and principles presented in 191 through 320 will be used to study specific areas of physics not available elsewhere in the curriculum. Subject matter will come from such areas as elementary particle, condensed matter, nuclear, atomic, molecular physics and cosmology. Topics will be announced. Prerequisite: 320.

363 Topics in Nuclear Physics. (2)

Fundamental structure and properties of nuclei. Nuclear reactions, models and decay. Examples taken from current medical and industrial applications. Prerequisite: 320.

364 Topics in Astrophysics. (2)

Selected topics in astrophysics. Such subjects as general relativity, cosmology, stellar formation and evolution and galaxies will be studied. Prerequisites: 320, MATH 239, 337.

365 Topics in Elementary Particle Physics. (2)

Physics at the smallest known length scale. Topics will include relativistic particle decay, construction of baryons and mesons from quarks, the four fundamental interactions and corresponding gauge particles, the vision and consequences of grand unified theories, the cosmic onion. Prerequisite: 320.

366 Topics in Relativity. (2)

Foundations and application of the special and general theories of relativity. Topics covered may include: relativistic kinematics, structure of flat space-time, curvature and topologies of general space-times, Schwarzschild and Friedman solutions, cosmology, blackholes and gravitational radiation. Prerequisite: 320.

367 Optics. (2)

An introduction to geometrical and physical optics: matrix optics, interferometry, thin films, Fourier optics, spatial filtering, holography. Prerequisite: 320.

368 Topics in Space Physics. (2)

Space physics is the study of plasma which fills the space between the Sun and planets of our solar system. The course will include an introduction to plasma physics, followed by a study of the atmosphere of the Sun, the solar wind, the Earth's magnetosphere, auroras, and space weather. Prerequisite: 320.

370 Advanced Physics Laboratory. (1)

Research and experimentation for juniors. Topics selected by the student in consultation with a faculty member. May be repeated for credit when different experiments are done.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

372 Senior Research. (1)

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Individualized experimental or theoretical projects for seniors. Fall.

373 Senior Thesis. (1)

Oral and written report based on the work done in 372. Spring. (If a physics major is taking 372-373 for " Distinction in Physics," that student needs approval of the department chair and director of the Honors Thesis Program. See HONR 398 for further information.)

Physics Comprehensive Exam. (0)

Students will take a comprehensive exam in physics chosen by the Physics Department. Emphasis will be on core concepts in introductory and advanced physics. Students should register for this course in the spring semester of their senior year.

3.1.39 Pre-Professional Programs

3.1.39.1 Dentistry

Advisors: Manuel Campos, David Mitchell

A major in any discipline is acceptable for admission to dental schools, but most dental programs require a basic foundation of eight to 10 courses in chemistry, biology and physics. Dental schools base admission decisions on a student's college courses, grade point average, performance on the Dental Admission Test (taken in the junior year) and a personal interview.

Most dental schools require a minimum of BIOL 121, 221, CHEM 123, 234, 235, 236; 8 credits of physics; 8 credits of English (including 1 composition and writing course); a one semester biochemistry course; and 4 credits of mathematics. All dental school applicants are required to complete a dental admissions test (DAT) that covers these science courses as well as an understanding of perception and motor ability. Specific requirements, however, vary from school to school. As an example, the University of Minnesota Dental School requires that applicants complete Psychology 111 and document 30 hours shadowing a practicing dentist. Students considering a career in dentistry are urged to contact the pre-dental advisor early in their studies.

A few dental schools admit students after three years of undergraduate study. A three/one program is available at Saint Benedict's and Saint John's for students interested in this option. Students remain at the colleges for three years, during which time they complete all core curriculum requirements and all requirements for a natural science major except for four upper-division courses. Sufficient credits may then be transferred from the first year of dental school to complete the CSB/SJU degree requirements. Students contemplating a three/one program should consult early with the natural science chair.

3.1.39.2 Engineering

Advisors: Jim Crumley (general), Alicia Peterson (chemical), James Schnepf (computer science)

Saint John's and Saint Benedict's offer students the preparation for entrance into the various fields of

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engineering. The following options are available:

1. Students may attend Saint Benedict's or Saint John's and earn a bachelor's degree in one of the natural sciences or mathematics and then go to an engineering school (graduate or undergraduate) to earn an engineering degree. Many of our students have earned masters degrees in engineering in two to three years of study at an engineering school.
2. Students may attend Saint Benedict's or Saint John's for three years and then transfer to a school of engineering, earning a bachelor's degree from Saint Benedict's or Saint John's and a bachelor's degree of science in engineering from the engineering school. To be eligible for a degree from Saint Benedict's or Saint John's, students must earn all common curriculum credits and complete their major (as determined by each department). When appropriate credits are transferred back from the engineering school, Saint Benedict's or Saint John's will grant a degree. Details should be worked out with the chair of the selected department by early in the junior year. (This dual-degree program takes about five years and has been formally arranged with the University of Minnesota. It also works with other universities.)
3. Students may stay at Saint Benedict's or Saint John's for one or two years, completing courses appropriate for their planned engineering program and then transfer to a school of engineering to complete work for their engineering degree. In this case the student does not receive a degree from Saint Benedict's or Saint John's.

3.1.39.3 Forestry

Advisor: Stephen Saupe

Students who intend to pursue professional studies in forestry may choose one of two options:

1. They may complete a bachelor's degree in biology, chemistry, mathematics, economics or a related area and apply to graduate programs for an advanced degree in forestry;
2. They may complete two years of pre-professional requirements at Saint Benedict's and Saint John's and transfer to a professional school in order to obtain a bachelor's degree in forestry. Students choosing this option are advised to consult with the faculty advisor early in the fall semester of their first year of study, since prerequisites vary among professional programs in forestry.

3.1.39.4 Law

Law Advisors: Bob Bell, David Bennetts, Jean Didier, Emily Esch, John Hasselberg, Louis Johnston, Phil Kronebusch, Michael Livingston

A rigorous liberal arts program is excellent preparation for admission to law school. Law schools do not require that a student take a specific sequence of courses as an undergraduate. Students may select any major, though majoring in the social sciences and humanities is typical.

Students preparing to apply to law school should choose courses that will enable them to understand and examine critically human institutions and values, and to communicate effectively, both orally and in writing. Students may wish to explore their interest in law through law-related courses and internships. The Pre-Law Society provides opportunities for students to participate in a competitive

inter-collegiate mock trial program.

The absence of a specific coursework for law school should not be confused with an absence of criteria. It is strongly recommended that a student considering the legal profession meet with a faculty pre-law advisor for information about the application process, as early as second semester in their first year of college.

3.1.39.5 Medicine

Advisors: Jeff Anderson, Manuel Campos, David Huber, Barbara May, David Mitchell, Chris Schaller

Medical schools consider majors in any discipline to be acceptable for admission. Prerequisites are one year of introductory biology, general and organic chemistry, and physics.

Admission to medical schools is competitive and the admission process considers courses, grades, performance on the Medical College Admission Test, service record, medical exposure, personal interviews at the medical schools during the senior year, and letters of evaluation. General information can be found in the CSB/SJU Pre-professional health programs web page (<http://www.csbsju.edu/premed/>) and the American Association of Medical Colleges web site (<http://www.aamc.org/>).

CSB/SJU courses that meet general admissions requirements are: BIOL 121, 221; CHEM 123, 234, 235, 236; 8 credits of physics; and MATH 123 or 124. The Minnesota medical schools also require a course in biochemistry such as, BIOL 317 or BCHM 322. In addition, the University of Minnesota-Twin Cities requires one semester of calculus (MATH 119 or 123) and strongly recommends Genetics (BIOL 316) and Statistics (MATH 124). Since specific requirements vary from school to school, students considering a career in medicine are urged to contact one of the pre-medical advisors early in their studies.

3.1.39.6 Occupational Therapy

Advisors: Manuel Campos, David Mitchell

Saint Benedict's and Saint John's pre-occupational therapy program prepares students to enter a professional program in occupational therapy, which at most colleges and universities leads to a master of science degree in occupational therapy (2-3 years) or a doctorate of occupational therapy (4 years).

Students usually complete a four year bachelor of arts degree at CSB/SJU prior to applying to a graduate program in occupational therapy. Pre-occupational therapy students usually major in one of the natural or social sciences. Most occupational therapy schools require that students enter the master's program with background in biology, psychology (8-12 credit hours in each area) as well as math, government, economics, and sociology. Most graduate programs prefer a grade point average GPA above 3.0, with an even higher GPA in the pre-occupational therapy coursework. They also require or value any occupational therapy experience that students may bring to their programs. Opportunities to do internships or shadowing experiences with area occupational therapists are available through CSB/SJU.

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It should be noted that there is no specific set of courses that fit requirements of all occupational therapy graduate programs. Indeed pre-occupational therapy requirements vary extensively from program to program even within a given state. For these reasons it is extremely important that interested students contact the pre-occupational therapy advisor at CSB/SJU early in the fall semester of their first year to begin designing their program of study in a way that meets their academic interests and future plans.

The following classes are suggested for first year students: BIOL 121, 221, CHEM 123, 234, MATH 124, PSYC 111.

3.1.39.7 Pharmacy

Advisor: Edward McIntee and Kate Graham

Saint Benedict's and Saint John's offer a pre-professional program for students who plan to enter the field of pharmacy. Entrance requirements for pharmacy schools vary; students should inform themselves of the courses required by the school they plan to attend.

Admission to most colleges of pharmacy occurs when the student enters the professional program. This may occur after completion of pre-professional requirements or after completion of the bachelor's degree, generally with a major in biology, chemistry, biochemistry or natural science. Students are advised to consult with the faculty advisor early in their studies. It is recommended that students applying for pharmacy school apply via the early admissions process if available.

Pre-professional coursework requirements differ slightly, but the following list of courses is recommended based on the requirements of the College of Pharmacy, University of Minnesota for 2012:

General Biology with lab 1 course (BIOL 121)

Microbiology with lab 1 course (BIOL 212 or 307)

Human Physiology 1 course (BIOL 325 & 326)

Human Anatomy (no lab required) 1 course (BIOL 325 & 326)

Advanced Biology 1 course (Recommended courses: biochemistry, cell biology, genetics or molecular biology. Any other advanced biology course must focus on the human body in order to be considered.)

Calculus 1 course (MATH 119)

Statistics 1 course (MATH 124)

General Chemistry with labs 2 courses (CHEM 125, 234)

Organic Chemistry with labs 2 courses (CHEM 235, 236)

The new Chemistry curriculum is currently under review by the University of Minnesota. Likely replacements for the above courses will be CHEM 125, 250, 251, 255, and Chemistry labs CHEM 201, 202, 203, 205.

Physics, must be calculus-based 1 course (PHYS 191 or CHEM 333 or CHEM 334)

Social & Behavioral Sciences 2 courses (Recommended courses: psychology, sociology, economics, human development, epidemiology, global issues, education and anthropology. Other courses that will meet the requirement: education, geography, journalism, law, linguistics, management, political science, archaeology, etc.)

Advanced English Composition 1 course (FYS 100 & 101, or HONR 100 & 101, or ENGL 211)

Public Speaking or Interpersonal Communication 1 course (COMM 111 or COMM 205)

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Ethics or Philosophy 1 course (PHIL 323 recommended)

Visit the prerequisites webpage <http://ecommunication.umn.edu/t/173410/10912682/46389/0/> for all information about University of Minnesota 2011 and 2012 prerequisites.

3.1.39.8 Physical Therapy

Advisor: Don Fischer

The College of Saint Benedict and Saint John's University offer a pre-professional program in physical therapy. Students complete prerequisite coursework as outlined by the various accredited schools of physical therapy. Upon completion of the pre-professional coursework, the student is eligible to apply to colleges and universities offering a post graduate degree in physical therapy. Majors that students frequently pursue along with the pre-physical therapy requirements are: biology, natural science, psychology, and nutrition.

The following courses are identified by the University of Minnesota, Mayo School of Health Related Sciences, the College of St. Scholastica and the University of St. Catherine as part of their required prerequisites: BIOL 121, 221, 325 and 326; CHEM 125 & 201 and 250 & 202; MATH 124 or PSYC 221; PHYS 105, 106; PSYC 111, 360 and/or 381; COLG 121. Additional courses may be required and the student may need to complete summer coursework in order to complete the graduate school application requirements in four years.

Due to the specific prerequisite courses that each physical therapy school requires, students are strongly encouraged to work closely with the faculty advisor in planning their pre-professional program. Students should meet with the campus advisor early in the fall semester of their first year.

3.1.39.9 Priesthood Studies

Seminary Rector: Fr. Michael Patella, OSB

The Saint John's program in priesthood studies is designed to prepare Saint John's students for entry into a major seminary upon graduation. The program acknowledges the richness that each candidate contributes to the community, and seeks to affirm and celebrate the differences while cultivating the skills, abilities and attitudes fundamental to embracing the priestly mission and ministry. With the guidance of a director, the student pursues courses in the College of Arts and Sciences, concentrating especially on the liberal arts. He may major in any area of study, but philosophy is highly

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recommended as a study of human life and knowledge. The Program of Priestly Formation of the National Conference of Catholic Bishops requires a priesthood student to take 24 undergraduate credits in philosophy and 12 credits in religious studies. Latin and Greek as well as modern language are also recommended. The student is urged to take a variety of courses in English literature to enhance communication skills, as well as other courses in the humanities and social sciences.

3.1.39.10 Veterinary Medicine

Advisor: Barbara May

A program in pre-veterinary medicine with concentration in biology and chemistry is available. Entrance requirements for schools of veterinary medicine vary; students should inform themselves of the courses required by the school which they plan to attend. Generally, students complete a bachelor's degree with a major in biology, chemistry or natural science before applying to a school of veterinary medicine.

The following courses are recommended as generally fulfilling pre-requisites for schools of veterinary medicine: BIOL 121, 221, 307, 316, 317 or CHEM 331; CHEM 125, 250, 234 with the additional suggested labs (counted for credit); PHYS 105, 106; MATH 123 or 119; a minimum of 8 credits selected from economics, government, history, psychology and sociology; a minimum of 8 credits selected from art, music, literature, humanities and theater.

3.1.40 Political Science

Department Chair: Scott Johnson

Faculty: Claire Haeg, Scott Johnson, Philip Kronebusch, Matthew Lindstrom, Manju Parikh, Gary Prevost, James Read, Christi Siver, Richard Virden (Diplomat in Residence), Kay Wolsborn

The political science department equips students to understand political life, to be effective citizens, and to achieve positions of political leadership. The Department makes the following mission commitments:

- We prepare students for successful careers or graduate study in government, public policy, law, business, the not-for-profit sector, and related fields.
- We expand and strengthen critical thinking, research, and communication skills of students.
- We examine politics through innovative teaching, experiential learning, and student/faculty collaboration across the main fields of political science so that students can achieve political literacy appropriate for citizenship responsibilities.
- We help our students discover and learn the concepts and theories of our discipline so they can integrate new information and events into their own worldviews.
- We encourage students to adopt the habit of the examined life, to reflect upon themselves in relationship to others, to take risks, to participate actively in political life, and to accept responsibility for their actions.
- We encourage our students to participate and accept leadership in a variety of special

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programs, clubs and activities both on and off campus.

- Finally, we invite students to embrace the Benedictine traditions of service, stewardship, and community.

Visit the Political Science website for more detailed information: www.csbsju.edu/politicalscience .

Major (40 credits)

Required Courses:

111, 121, 211, 221.

One or more of 222, 223, and 224.

At least four (4) additional 300-level sequence courses

Senior Research Seminar.

The DC Summer Study internship experience for 8 credits may satisfy no more than one 300-level sequence course requirement. Programs of study are developed in consultation with a faculty advisor.

Additional Requirements:

Comprehensive exam, senior year.

Minor (5 course requirement - 20 credits)

For Students Entering 2011 and After

The Political Science Minor is 20 credits and may be taken in the following concentrations:

Political Theory

Public Law

Public Policy

Global Politics

Political Science Minor Concentrations

Concentration in Political Theory

POLS 111, Introduction to U.S. Politics

POLS 221, Political Theory: An Introduction

And any three of the following courses:

POLS 311, Classics of Political Theory

POLS 312, American Political Thought

POLS 313, 20th Century Political Thought

POLS 314, Feminist Political Theory

Concentration in Public Law

POLS 111, Introduction to U.S. Politics

POLS 224, Courts, Law and Policy

And any three of the following courses:

POLS 320, Topics in Law

POLS 323, Constitutional Law: Structure and Power

POLS 324, Constitutional Law: Liberties and Rights

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POLS 332, U.S. Congress
POLS 334, U.S. Bureaucracy and Regulatory Law

Concentration in Public Policy

POLS 111, Introduction to U.S. Politics
POLS 222, Analysis of U.S. Policy and Elections
And any three of the following courses:

POLS 330, Environmental Politics and Policy
POLS 332, U.S. Congress
POLS 333, US Presidency
POLS 334, U.S. Bureaucracy and Regulatory Law
POLS 336, Local and Regional Governance
POLS 337, Theory of Public Policy
POLS 339, Gender and Politics
POLS 350, Topics in Public Policy
POLS 351, U.S. Foreign Policy

Concentration in Global Politics

POLS 121, International Relations
POLS 223, Comparative Politics
And any three of the following courses:

POLS 343, Revolutions
POLS 344, Middle East Politics
POLS 345, Developing Nations
POLS 346, Asian Politics
POLS 347, Latin American Politics
POLS 351, U.S. Foreign Policy
POLS 352, Global Gender Issues
POLS 355, International Political Economy
POLS 358, Topics in International Relations/Comparative Politics

Courses (POLS)

111 Introduction to U.S. Politics. (4)

Introduction to the study, analysis and evaluation of U.S. political institutions, processes and policies. Subjects of the course include the structure of the federal government, constitutional rights and liberties, the functions of political parties, interest groups, communication media, and the process of democratic decision-making.

112 Election Prediction. (1)

Prediction of Congressional, presidential and gubernatorial races. Students will predict winners in all races in all states. Evaluation based on justifications of the prediction.

113 Election Consequences.

Examination of election outcomes from preceding fall semester and the policy outcomes likely to emerge as a result.

114 Public Policy Analysis/Recommendation. (1)

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In this course students will diagnose a public policy problem and recommend a specific course of action to address that problem. Policy fields from which problems are drawn might include foreign policy, environmental policy, health care policy, education policy, or any other field of interest to the student. There are no regular classroom meetings. Students will work in groups to meet with instructor on as-needed basis. Each student will write a focused 3-page policy memo. Students will also publicly present their recommendations in poster form at the end of the course.

115 Lawyers in Amer Cinema/Culture

This class offers students the chance to examine the interplay between the legal profession and popular culture. Students will view four films to see what meaning they can derive from them: what do these films tell us about the role of lawyers, the conflicts they face, and the power they wield in American society? How accurate are these images? How do these images change over time? How are our attitudes toward the legal profession shaped by these films?

121 Intro to International Relations (SS). (4)

Analysis of the fundamental structure of the international system, including power, development, war and peace and trade viewed from a political, economic and social perspective.

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201 Book Club

211 Politics and Political Life. (4)

Intensive discussion and writing-oriented course that explores perennial issues of political life (such as freedom and justice, race and gender) through literature, drama, film, and essays. Students write a Political Autobiography reflecting upon their own political experiences and the formation of their own political perspective. The course is required for political science majors and minors, and open to students from all other majors. Prerequisites: sophomore standing, 111 and 121, one of which may be taken the same semester as 211

220 Data Analysis I

221 Political Theory: An Introduction. (4)

Introduction to the practice of thinking theoretically about politics. Readings will include classic works (such as Aristotle's Politics, Hobbes' Leviathan, Locke's Second Treatise on Civil Government) as well as some American and 20th-century political theory. The course stresses careful reading of texts, but also encourages students to theorize on their own about present-day political questions. The course is required for political science majors and minors, and open to students from all other majors.

222 Analysis: U.S. Policy and Elections. (4)

Investigation of scholarly work and methods in all areas of political science. Students form hypotheses in response to political questions, use a variety of methods and tools to gather evidence, and identify criteria for evaluating the quality of evidence. Not available to first-year students. Every year.

223 Comparative Politics. (4)

Examination of how politics is practiced in many different ways. Through examples of countries from Europe to developing world, this course analyses different forms of institutions, governmental decision-making and political revolutions. The course highlights the significance of particular histories, the availability of economic resources for development, and the influence of distinct cultures

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and social traditions to explain why these countries reflect economic and political forms different from the United States. Not available to first-year students. Every year.

224 Courts, Law and Policy. (4)

Introduction to the study of law and legal process with an emphasis on the relationship between courts and public policy. Federal and state courts systems will be studied, as well as issues in criminal and civil law. Other subjects include the role of courts as political institutions, the selection of judges, the impact of court decisions on public policy, prosecutorial discretion in criminal cases, and the reliability of juries.

270 SCSU/SABRO Course

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

311 Classics/Political Theory. (4)

Study of several especially interesting and important works of political theory from the ancient, modern and contemporary periods. The course examines historicist, feminist and postmodern interpretations of the works assigned. Since the course assumes some background in political theory, students will be able to consider more carefully and in greater detail the insights these works provide for the study of politics.

312 American Political Thought. (4)

What is America? How have Americans thought about democracy, equality, power and justice through the last two centuries? This course focuses on the central questions that have shaped American politics by examining the primary texts written by men and women who have contributed to the continuing debates. Every year.

313 20th Century Contemporary Political Thought. (4)

Examination of political thought throughout the turbulent 20th century, with special attention to writers who theorize about justice and the struggle to achieve it. Topics covered may include: just and unjust wars, imperialism, economic justice, justice in relations between men and women and between members of different racial and ethnic groups. A careful study of the ideas of the 20th century will prepare students to face the new challenges of the 21st century. Prerequisite: 221, equivalent, or consent of instructor. Alternate years.

314 Feminist Political Theory. (4)

Examination of the common theme that cannot be ignored in feminist thought: a claim to equality. This course examines the many varieties of feminist political theory including liberal feminism, radical feminism and socialist feminism. Students will look at how feminism has dealt with gender, ethnicity, sexual preference and examine where feminist theory is going into the future. Prerequisite: 221 or consent of instructor. Alternate years.

320 Topics in Law. (4)

Examination of the relationship between law, considered broadly as a socializing force, and society. Topics will vary and may include the use of alternatives to courts for the resolution of disputes, challenges of legal authority, and the relationship between cultural pluralism and legal order. Alternate years.

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320A Topics: Race & Public Policy

320B Topics in Law: Supreme Court

320C Topic: Law & Literature

Topics in Law, POLS 320c, is a focused seminar in law and literature. In this course we will read a series of books and discuss them as a group. This is not a lecture course. Some of the texts are novels, some are plays, some are monographs, some are short stories, some are collections of theoretical essays. There is something here for every taste. Each of the books illustrates some aspect of the law that is worth understanding, whether that aspect concerns interpretation or a particular problem such as vengeance. We will also read a selected set of essays related to the book of the week from various law journals and these are available on-line via Lexis/Nexis. The point of this course is to give each student an understanding of the law as something beyond the cases and institutions studied in POLS 111, 224, 323 and 324. This is not a course in the nitty gritty practicalities of the law. Here I want you to begin to see some of the theoretical complexity as well as the majesty and diversity of law. For the future lawyers among you, this is an undergraduate version of a seminar you might see during your second or third year in law school. For those of you who have no intention of ever setting foot in a court room, let alone a law school, this should be a challenging course that will improve your reading, writing, and critical thinking skills.

320D topics in Law: TBA

323 Constitutional Law: Structure and Power. (4)

Examination of constitutional interpretation and development in the United States with an emphasis on the role of the Supreme Court in the U.S. system of government. The course uses a combination of case, historical and political analysis to acquaint students with the power of the Supreme Court as an institution of government. Themes studied include the development of constitutional doctrines regarding the power relationship among the president, Congress, and the judiciary and between the federal and state governments. Every year.

324 Constitutional Law: Civil Rights and Liberties. (4)

Examination of the Bill of Rights and the 14th Amendment of the U.S. Constitution with an emphasis on noteworthy Supreme Court cases from the past 50 years. Subjects studied include the guarantees of equal protection and due process, the right to privacy, the doctrines of free expression, and the separation of church and state. Every year.

326 Topics in Law

Examination of the relationship between law, considered broadly as a socializing force, and society. Topics will vary and may include the use of alternatives to courts for the resolution of disputes, challenges of legal authority, and the relationship between cultural pluralism and legal order. Alternate years.

330 Environmental Politics/Policy. (4)

This is a course about the politics and policies surrounding environmental issues at all levels of government. Many issues are both local and global. Transportation, electricity, and food are locally experienced but have global as well as local environmental ramifications. Environmental politics and policy are necessarily multi-disciplinary topics so we will draw upon a range of disciplines including economics, history, ecology, and ethics in addition to political science, public policy, and public administration. In covering environmental politics, we focus mostly on the major, albeit shifting,

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themes of "environmentalism" from white-collar lobbying, legislating and litigating to the direct action protests and the politics of corporate sustainability. The policy focus emphasizes content related to major federal laws governing public lands and other environmental issues, and the federal agencies that oversee environmental policy. The second half of the course concentrates on specific local, national and international issues such as the management of national forests, food politics, and local land use planning. We will study each issue by discussing the players and major debates circulating around the respective ecological issues.

331 U.S. Political Parties and Elections. (4)

Analysis of the party system of U.S. elections. Students evaluate how populations are connected to governance through electoral and other processes; specifically, major parties, minor parties, interest groups, media, movements, and campaign organizations. Students investigate and compare the value of a 'two-party' system to one-party and multi-party systems as organizers of government power. Alternate years.

332 U.S. Congress. (4)

Study of the legislative branch with emphasis on the concept of representation, internal organization, committees, party leaders and constituency influences on the Congressional process. Every year.

333 U.S. Presidency and Executive Leadership. (4)

Analysis of the president, organizational aspects of the executive office and relationship with Congress, the bureaucracy, the media and public opinion. Every year.

334 U.S. Bureaucracy and Regulatory Law. (4)

Analysis of public policy organizations. Students examine values and processes that influence the regulations generated by the public sector at the national level, as well as the merit system of public service, and the web of connections among public bureaucracies at the state and national levels and institutions in other sectors.

336 Local and Regional Governance. (4)

Inclusive and comparative examination of governments and politics at the subnational level. In the federal structure of the United States, states and tribal nations share sovereignty with the national government. The course examines subnational policies, processes, and political structures and their potential for success in addressing issues such education, public assistance, pollution, health care, transportation, etc.

337 Theory of Public Policy. (4)

Examination of the normative nature of public policy making. The principles of public policy analysis are examined. Course focuses on the place of equality, efficiency, justice, authority, community, and other principles in the practice and evaluation of policy. Policy examples are taken from education, health care, poverty, housing, crime, employment and other areas.

338 Public Sector

Analysis of the effects of delivery systems on the quality of public goods and services. Traditional governmental agencies, not-for-profit organizations, and privatization alternatives are examined. Course takes a broad view of the public sector, including philanthropy, taxation, and fees as funding sources and contracting, grants and direct expenditures as outlays. Every year.

339 Gender and Politics. (4)

Analysis of public policy expectations, processes and decisions as they influence and are influenced by men and women differently. Students investigate criteria for gender-neutral policies, and evaluate the

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value and likelihood of such policy approaches. Alternate years.

341 European Politics. (4)

Comparative examination of the political systems of Europe with emphasis on the United Kingdom, France, Germany, and Austria. The course includes the study of Eastern Europe and the Balkans. European integration through the European Union will be a major focus of the course. Offered on the Austrian international education programs.

343 Revolutions and Social Movements. (4)

Analysis of revolutions and social movements as political, economic, and social phenomenon. Focuses on writing by both political actors and social scientists. Case studies are drawn from throughout the world, including movements within the United States.

344 Middle East Politics. (4)

Study of the current political conflicts in the Middle East region with particular emphasis on the Arab-Israeli-Palestinian conflict. Also emphasized will be the role of Islam and the political economy of oil.

345 Developing Nations. (4)

Examination of important aspects of politics, economics, relevant historical experiences and the culture of developing nations of Asia, Latin America and Africa. The course explores how these nations have sought to solve their major problems by using different theories and approaches to political, economic and social development. Each student will be expected to assess the achievements and/or shortcomings of a project in a research paper on a developing country of their choice. Alternate years.

346 Asian Politics. (4)

Examination of the politics and economics of three Asian countries, namely India, China and Japan. Contemporary politics is examined through a broad study of history, cultural and social traditions, and economic conditions. The U.S. relationships with each of these nations are also studied in light of distinct foreign policy approaches. Alternate years.

347 Latin American Politics. (4)

Comparative analysis of Latin American politics focusing on the themes of the military in politics, economic dependency, reform and revolution, and agrarian reform. Case studies include Mexico, Brazil, Chile, Argentina, Nicaragua and Cuba. Alternate years.

348 African Politics

Examination of politics and economics of sub-Saharan Africa. The course analyzes the different kinds of governments in the region, the relationship between economic development and political change, the social patterns that shape domestic policy and governance processes, and regional integration schemes, including the African Union. Alternate years.

349 South African Politics. (4)

Historical and contemporary overview of the South African political situation. The following topics and issues are explored: The Apartheid paradigm; major actors, parties, movements and institutions; constitutional development in South Africa; colonial and post-colonialism; economic system; and South Africa's international relations. Offered on South African international education program.

350 Topics in Public Policy. (4)

In different semesters this course will address various aspects of public policy. Topics that may be

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covered include the relationship between political philosophy and public policy, community organizations, issues of race and inequality, health care and education. Alternate years.

350A Sustainable Urban Planning

A sustainable world requires major rethinking of the ways we plan, design and manage human settlements. We need a new paradigm for urban planners and policy makers, addressing both cities, infrastructures and buildings, as well as the relationships between town and country. Sustainable development has ecological, economic and social aspects. Our organization and design of space is a prime source of resource and energy use, as well as being a key to well functioning and healthy communities. The course will include seminars, readings and case studies on themes including land use, ecological footprint, social neighborhood planning, citizen participation, work and mobility, life cycle design, low carbon / zero emission cities and urban ecology. The major focus of the course will be to examine different models of urban development, from traditional settlements to modern cities, and to develop an understanding of the complex human and environmental issues involved.

350B AMER POL THGHT/COMTEMP POL APP

This course will explore how key ideas and debates in the history of American political thought have been translated into practice, both in the United States and elsewhere in the world. We will examine, for example, how the Framers attempted to create a presidency that was both effective and effectively checked, and ask how the presidency has changed in comparison to those initial hopes and fears. We will examine Abraham Lincoln's use of, and arguments for, presidential emergency powers during the Civil War; and how the Bush administration used (or some would argue, abused) the arguments of Lincoln and the Federalist Papers to justify sweeping presidential powers in the wake of the September 11, 2001 attacks. Other contemporary applications explored in the course will include the present-day Tea Party's appropriation of the rhetoric of the American Revolution, and the contemporary resurgence of the pre-Civil War doctrine of state nullification of federal law. Finally, we will link the Declaration of Independence's claim of inalienable rights - rights to which all human beings are entitled, no matter what political community they belong to - to 20th and 21st Century understandings of "human rights," and to debates about whether and in what way the United States is obliged to honor international standards of human rights in its policies. The course as a whole will emphasize the fact that political theories have policy consequences, predictable or unpredictable, sometimes in their own place and time, sometimes decades or centuries later or in some other part of the world.

350C Community Organizing

Course offered for A-F grading only See course description under new course list

351 U.S. Foreign Policy. (4)

Examination of United States foreign policy. The course focuses on key players as well as institutions and unofficial individuals or groups involved in the making of U.S. foreign policy. Case studies will be used to bring a 'real-life' element to the class. Every year.

352 Global Gender Issues. (4)

Study of gender as a fundamental variable in social, political and economic developments around the world. In this course, the focus is to identify the significance of gender at a global level. Examination of gendered division of labor in industrialized and developing societies, in particular, gendered discourses in development policies and gender-based economic strategies of modernization and restructuring. Beyond the economic realm, the course will also deal with other issues, such as wars, peace movements and concerns over military spending, which show remarkably similar patterns in terms of gender differences over policies. Alternate years.

353 International Law and Organization. (4)

Examination of the historical and current development of international law and the emergence of different forms of international organization. There will be a special emphasis on the post-WWII

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period when there was a virtual revolution in international law, as reflected in the Nuremberg trial, Geneva conventions, the end of Colonialism and the International Declaration on Human Rights. Cross-listed as PCST 349. Alternate years.

355 International Political Economy. (4)

Examination of international economic linkages that play a significant role in defining relations among states and non-state actors in the post-cold war world. While security has been perceived primarily in military terms, in the new world economic conditions will determine the ranking among nations. Agreements establishing the European Union, the North American Free Trade Area, and the World Trade Organization (WTO)/General Agreement on Tariffs and Trade (GATT) are symbolic of the significance of global economic concerns. The course analyzes national and international responses to the challenge of global economic competition. Alternate years.

357 International Relations between Latin America and the United States. (4)

Critical perspective on historical, social, political, and economic relations between different Latin American countries and the United States. Special emphasis will be given to the analysis of the relations of Chile and the United States. Offered in Chile international education program.

358 Topics in International Relations/Comparative Politics. (4)

Selected topics in contemporary international relations and comparative politics. Subjects covered could include social change in Latin America, civil-military relations in Central America, and global environmental politics.

359 Spain and the European Union. (4)

This course addresses Spain's political and social development since its integration in the European Union, the Spanish political institutions and the role that Spain plays in the New Europe. The course will focus on Spain's regionalisms and explores how the Euro and the European Union structure has affected Spanish society, and influenced the patterns of national development.

360 Civil-Milit Rel/Guatemala

This course will introduce the students to traditional and contemporary theories on civil-military relations, focusing especially on the Latin American context and situation. Next, the course will examine the historical and political development of Guatemala from the days of independence to the end of the civil war in 1996, focusing on the role of the military in Guatemalan politics and daily life. Taught in Spanish.

361 Research Seminar in Public Affairs. (4)

Preparation and presentation of a 35-50 page senior thesis in public policy, using standard scholarly research literature and primary source materials. Topic areas include but are not limited to health care, education, welfare, poverty, economic development and crime. Research projects focus on definition of a public policy problem, a review of existing alternative policy options for addressing the problem, and a recommendation for a preferred course of public action. Especially useful for students pursuing careers in public policy and public or non-profit management.

362 Research Seminar in Law. (4)

Preparation and presentation of a 35-50 page senior thesis in the area of law and law-related fields. Students will learn how to research using legal materials and tools and how to organize and draft a legal writing project. Seniors only. Every year.

363 Research Seminar in Political Institutions. (4)

Preparation and presentation of a 35-50 page senior thesis in an area related to U.S. political

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institutions and policies. Students work individually and collaboratively to plan and execute successfully their extended research projects. The senior thesis demonstrates the student's abilities to synthesize course work preparation in the major, to apply skills and knowledge to conduct research on important political questions, and to communicate the analysis and recommendations to appropriate audiences. Seniors only. Every year.

364 Research Seminar in International Relations and Comparative Politics. (4)

Preparation and presentation of a 35-50 page senior thesis in the areas of international relations and comparative politics. Students will study different research methodologies and share the results of their research with other seminar participants. Assigned reading, seminar discussions and individual research project in international relations or comparative politics. Seniors only. Every year.

365 Research Seminar in Political Theory. (4)

Preparation and presentation of a 35-50 page senior thesis exploring in depth the work of particular theorists (Hobbes, Locke, Madison, Mill, Marx, for example) or particular themes in political thought (such as freedom, justice, power). It will also provide students interested in constitutional law an opportunity to study/investigate law from an aspect of political theory. Seniors only.

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371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required.

395 Model United Nations Seminar. (0-2)

Preparation for participation in a national Model United Nations Conference, usually held in New York City or Boston during the spring semester. Covers the structure and functions of the United Nations, plus selected international issues such as the environment, terrorism and human rights. Prerequisite: 121 or permission of instructor. Every year.

396 Washington, D.C., Summer Study. (8)

Preparation with faculty and other learning community participants, followed by an eight week internship experience in Washington, D.C., working full time for members of Congress, committee staffs, federal agencies, media or lobbying organizations. Includes evening seminars, discussions with Congressional delegation, and guest speakers. Every summer.

397 Internship. (4-8)

Experiential learning in the field, including work with faculty researchers, elected officials, other public officials, lawyers and judges.

398 Honors Senior Project. (4)

Required for graduation with "Distinction in Political Science." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

399 Political Science Senior Colloquium

This two credit course ties together the student's POLS major across sub-fields. Beginning from the political autobiography and resume initially developed in POLS 211, each senior student majoring in political science integrates class discussions, two short essays, and POLS coursework previously completed into an evidence-based portfolio that demonstrates the student's achievement of the political

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science department's student learning goals. The POLS learning goals emphasize knowledge, skills, and values expected overall in the discipline of political science and prepare students for future employment or graduate study. Required for all POLS majors. Pre-requisites: Senior standing

3.1.41 Psychology

Department Chair: Rodger Narloch

Faculty: Pamela Bacon, Benjamin Faber, Jan Holtz, Aubrey Immelman, Robert Kachelski, Michael Livingston, Rodger Narloch, Lisa Platt, Laura Sinville, Stephen Stelzner, Linda Tennison, Janet Tilstra, Richard Wielkiewicz

Psychology is a discipline defined as the scientific study of behavior and mental processes. Our curriculum provides students with the knowledge and skills necessary to investigate questions important to the human condition from a scientific perspective, emphasizing clear thinking, communication skills, and ethical judgment. In addition, we strive to foster the personal and professional growth of students in our department by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research, teaching practicum, service learning, and on- and off-campus internships.

Our goal is to produce graduates with a high level of reflective, critical, and complex thinking skills derived from their knowledge of the basic principles and methodology in both traditional and emerging branches of psychology. They will be well prepared to pursue advanced training and rewarding careers in psychology and related disciplines, and to be active and engaged lifelong learners prepared to make positive contributions to the people and world around them.

Major (44 credits)

Required of all majors: 111, 221, 235;
12 credits from: 320, 330, 331, 340, 350;
4 credits from the following list of capstone courses: 392, 393, 396, 398, 399;
Plus electives for a total of 44 psychology credits.

Special Requirements:

The department recommends that 111, 221, and 235 be taken in sequence during the first and second years. These courses are prerequisites for full acceptance to the major. Also, all 300-level courses require 111. Many 300-level courses also require 221 and 235 as prerequisites. The psychology department also engages in a process of annual assessment in which all majors are expected to participate.

Suggestions:

All majors should obtain a copy of the Handbook for Psychology Students from their faculty advisor, another Psychology Department faculty member, or the department coordinator. The Handbook for Psychology Students is also distributed in PSYC 235. In addition, an electronic copy of the Handbook for Psychology Students is available on the Psychology Department website.

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Required Courses:

111 plus 16 credits in psychology.

Courses (PSYC)

111 Introductory Psychology. (4)

Prerequisite to all upper-division psychology courses. Survey of the major content areas of psychology, introducing the basic vocabulary, concepts, principles, and theories of the discipline. Specific topics include history and methods of psychology; biological bases of behavior; sensation and perception; learning and memory; cognition, language, and intelligence; motivation and emotion; lifespan development; personality; psychological disorders; psychological treatment/psychotherapy; and social psychology. Students must register for PSYC 111L (lab) during the same semester as PSYC111. The PSYC 111 labs operate independently from the lecture series and are an opportunity to give students direct experience with psychological concepts and research techniques that might not be covered as in depth during lecture. Multiple sections offered every semester.

221 Applied Behavioral Statistics. (4)

Understanding and analyzing data in psychology research; descriptive statistics, inferential statistics, appropriate use of statistics, use of computer to do necessary computations and data analysis.

Prerequisite: 111. Multiple sections offered every semester.

235 Research Methods. (4)

Basic design and interpretation of empirical approaches to psychology. Emphasis on theory and practice of psychological experimentation and writing scientific reports. Prerequisite: 221. Multiple sections offered every semester.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Approval of department chair required. Not available to first-year students.

280 Theories of Personality. (4)

Foundational issues in personality psychology, including the personality construct, levels of analysis in personality psychology, the nature and purpose of personality theories, and criteria for evaluating the adequacy of psychological theories. Major domains of knowledge and theoretical perspectives on the psychology of personality, including biological, psychodynamic, dispositional (trait), cognitive, affective, and social/cultural approaches. Consideration of psychological adjustment and psychopathology in relation to personality psychology. Prerequisite: 111. Typically offered every year.

300 Empirical Research Project. (1-4)

Supervised study including an empirical data-based research project. Permission of instructor and department chair and completion and/or concurrent registration of 12 credits within the department required.

302 Reading in Psychology. (0-1)

Reading and discussion of classic or contemporary works in Psychology, moderated by a member of the Psychology Department. Interested faculty and students in other areas are welcome to participate as well. Each section of this course is typically devoted to a single work, but occasionally a group of smaller works by a single author may be selected. S/U grading only. May be repeated for credit.

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~~304 Study and Application of the principles of~~ 304 Study and Application of the principles of psychology to work place behavior in a wide variety of organizations (e.g., industrial/profit making, governmental, human service, non-profit, etc.). Industrial/organizational psychology attempts to answer two major questions: Why do people behave the way they do within organizations? How can we use this information to improve the effectiveness of the organization and lives of its members? Topics include selecting and evaluating employees, training and development, organizational culture, job satisfaction and motivation, leadership, communication, decision making, quality of work life, work stress and health. Prerequisite: 111. Note: This course may also be fulfilled in the management department as MGMT 301. Typically offered every other year.

308 Psychology of Gender. (4)

The course will cover the contemporary scholarship on the psychology of gender. The class will explore gender as a psychological and social construct that influences our experiences in a number of contexts. The course will address how gender, as a social identity, relates to privilege, oppression, and emotional well-being. Sample topics include: Gender roles, stereotypes, gender socialization, and gender inequality. Prerequisite: 111 and junior/senior standing. Typically offered every other year.

309 Selected Topics in Psychology. (2-4)

Topics in psychology of particular relevance to the interests and needs of psychology majors and/or students in psychology. The topics for the course will be announced each semester. Prerequisite: announced with course listing. One or more sections typically offered each semester.

310 Community Psychology. (4)

Community Psychology is an applied field within psychology that attempts to develop community interventions for the purpose of preventing psychological disorder and promoting mental health. As a result, community psychologists are actively involved in the community and within community organizations. Sample topics include: Collaborative community research, the psychological sense of community, psychological stress and social support, organizing community change, and citizen participation in mental health initiatives. Prerequisites: 111 and junior/senior standing. Typically offered every other year.

311 Sport and Exercise Psychology. (4)

The scientific study of the behavioral, affective, and cognitive reactions of participants and spectators to various sport settings, with emphasis on the potential of sport to contribute to psychological health and wellbeing, as well as the potential for sport to increase anxiety, aggression, violence, and injury. The role of the sports psychologist is examined, including increasing the level of athletic performance, dealing with the emotional problems of athletes, educating athletes, coaches, and spectators, and studying human behavior and mental processes in sports settings. Prerequisite: 111. Typically offered every other year.

320 Principles of Learning and Behavior. (4)

An exploration of the basic principles of conditioning and learning. The course covers the phenomena of Pavlovian and operant conditioning as well as their place in the larger theoretical framework of psychology. The course also covers application of these principles to understanding social and individual behavior. Prerequisite: 235. Typically offered every semester.

330 Perception. (4)

An exploration of the ways in which we construct a world of things and events from the flow of stimulus energy. Covers such topics as color vision, form perception, perception of space and movement, perceptual constancies, and music and speech perception. Prerequisite: 111. Typically offered every year.

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~~The Study of the Higher mental processes. Special emphasis is given to perception, memory, attention, imagery, problem solving, decision making, and language. Prerequisite: 111. Typically offered every semester.~~

340 Physiological Psychology. (4)

A survey of psychological topics of psychology from the biological perspective. Topics may include behavior genetics, neuroanatomy, sensation and perception, learning and memory, drives, emotion, language and abnormal behavior. Physiological psychology typically includes a hands-on laboratory component involving either empirical research with rats or sheep brain anatomy. Prerequisite: 235. Typically offered every semester.

342 Psychopharmacology. (4)

This course is designed to familiarize students with current drugs including antipsychotics, antidepressants, antianxiety agents, and drugs of abuse. An emphasis will be placed on the action of these drugs at the synaptic level, indications and contraindications for their use, and potential side effects. Prerequisite: 111. Typically offered every other year.

343 Health Psychology. (4)

This course will survey various models of the mind-body interaction as related to physical health. Topics may include: psychoneuroimmunology, the role of stress on mental and physical health, psychosomatic disorders, behavioral medicine, and the psychology of illness and wellness. Recommended for pre-med, pre-physical therapy, and pre-occupational therapy majors. Prerequisite: 111. Typically offered every other year.

345 Human Sexuality. (4)

This course surveys human sexual behavior from a variety of perspectives, including biological, cross-cultural, developmental, clinical, legal, historical and inter-personal. In addition, students will address the more controversial issues in greater detail through class discussions. For juniors and seniors only. Typically offered every other year.

347 Tests and Measurements. (4)

Develops the most basic concepts of evaluating psychological measures: reliability, validity, and normative data and then proceeds to show how these principles can be used to evaluate new and existing measures. Topics covered include basic review of descriptive statistics, ability and achievement assessment, personality assessment, and factor analysis. Prerequisite: 221. Typically offered every other year.

349 Motivation and Emotion. (4)

The words "*motivation*" and "*emotion*" come from the same root: both refer to the psychological "forces" underlying action (behavior). This course will examine the biological, psychological, and social bases that consciously or unconsciously direct our behavior. Topics may include: the physiology of emotion, moral development, attachment and "free will." Prerequisite: 111. Typically offered every other year.

350 Social Psychology. (4)

This course reviews the major theories and methodologies in social psychology, the scientific study of how people think about, are influenced by, and behave in relation to others. The course will examine how people view themselves and others and the accuracy of those thoughts, the social forces that impact people's behavior and attitudes, and how people relate to each other (prejudice, aggression, attraction, and helping). Prerequisite: 111. Typically offered every semester.

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366 Developmental Psychology. (4)
The study of general psychology that occur as the individual moves through life. Major theoretical perspectives, concepts, and research methods for examining physical, cognitive, moral and social-emotional development. Prerequisite: 111. Multiple sections offered every semester.

370 Clinical and Counseling Psychology. (4)

The purpose of this course is to provide an introduction to the fields of clinical and counseling psychology. Major topics covered include: the historical backgrounds of these fields, the educational requirements for professionals, the use of assessment techniques and professional issues and issues related to clientele. Basic helping skills, which are useful in any form of communication, are developed. In addition, the theories most representative of the various schools of psychotherapy are explained. Prerequisite: 111. Offered every year.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Approval of department chair and completion and/or concurrent registration of 12 credits within the department required. Not available to first year students.

381 Abnormal Psychology. (4)

This course is designed to be an overview of the various forms of abnormal behavior. Etiology, assessment, and treatment for each disorder will be included. Diagnostic classification will be emphasized. Prerequisite: 111. Offered every year, typically each semester.

382 Neuropsychology. (4)

This course explores one of the fastest growing areas of psychology. Neuropsychology is the study of brain-behavior relationships in health and disease. This course will cover assessment, diagnosis, and treatment of various difficulties from infancy through old age. Central to this will be a working understanding of the central nervous system. Prerequisite: 111. Typically offered every other year.

392 History of Psychology. (4)

Historical analysis of psychology from the field's beginnings in philosophy and the natural sciences through the 1980s. Students will give presentations and engage in other activities (e.g., class discussion) based on their own research on the history of psychology. Prerequisites: Senior standing and 20 credits in psychology. Offered every year.

393 Psychology Seminar. (4)

Detailed consideration of special topic; library research and possible laboratory work included; participants will prepare and present a major paper to seminar participants. Prerequisites: Senior standing and 20 credits in psychology. Typically offered every semester.

396 Senior Research Project. (4)

Limited study examining a student's own researchable hypothesis in consultation with one or more department members. Prerequisites: Senior standing and 20 credits in psychology. Fall only.

397 Psychology Internship. (4-8)

Internship in an approved setting. Work experience in an area of applied psychology supervised by agency personnel and department coordinator. Prerequisites: Senior standing, 20 credits in psychology and approval of department chair.

398 Honors Senior Essay, Research or Creative Project. (4)

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Limited study examining a student's own researchable hypothesis in consultation with one or more department members. Required for graduation with "Distinction in Psychology." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

399 Psychology Teaching Practicum. (4)

Meet twice per cycle for a teaching seminar plus direct experience developing and teaching introductory psychology laboratories. Based on a broad review of psychology, the practicum emphasizes acquisition of skills in teaching, facilitating discussion, developing organizational skills, and interacting with students in a leadership role. Prerequisites: 20 credits in psychology and upper-division standing. Applications to Psychology Teaching Practicum are solicited each spring for the following academic year. You must apply at that time to be considered for this course.

3.1.42 Social Science

Program Director: Theresa Johnson

Major

The College of Saint Benedict and Saint John's University offer a Teaching Major for Grades 5-12 in Social Science.

Social Science Teaching Major 5-12 (48 credits)

This concentration is offered for students interested in teaching social science in the middle and secondary schools (grades 5-12). The social science curriculum includes course work in a variety of disciplines. Hence, this concentration provides a broad base of course work with depth in those areas most frequently taught. Students must complete the course work described below in addition to fulfilling the requirements for the secondary education minor.

Assessment

The Education Department will take responsibility for assessing student performance for the Social Science Teaching Major for Grades 5-12.

Required Courses:

1. SOCI 111, SOCI 121, ECON 111, GEOG 230, HIST 152, HIST 365, HIST 389, PSYC 111, POLS 111 and POLS 121.
2. Plus two upper-division courses from one area of focus chosen from the following:
 - A. Economics: Choose any two upper division 4-credit ECON courses.
 - B. History: Choose two additional upper division 4-credit HIST courses.
 - C. Political Science: Choose two upper division 4-credit POLS courses.
 - D. Geography: Choose two upper division 4-credit ENVR/GEOG courses.

Students planning to complete the program for social science/secondary education should consult with the Social Science Education Advisor as soon as possible.

3.1.43 Social Work

Social Work Program Director: Janelle Hinchley

Social Work Faculty: Janelle Hinchley, Kerby Plante, Rene Sespene-Hinz, Felicia Washington

The Board of Trustees at the College of Saint Benedict and the Board of Regents at Saint John's University determined in 2009 to close the Social Work major. No students not already admitted to the major will be admitted. Those students admitted to the major before May, 2009, will be able to continue in the major and appropriate opportunities to complete the major will be provided to these students through the 2011 spring semester.

Social work is both a profession and a social science. As a professional discipline it uses methodologies from psychology, sociology, and other fields to meet the basic human needs of all people. As a profession social work pays particular attention to the needs of and empowerment with people who are vulnerable, oppressed, and economically impoverished.

The principal educational objective of the social work program is to provide students with a knowledge base and a set of skills and professional values necessary for beginning generalist practice in a wide variety of settings. The Council on Social Work Education has awarded this program full baccalaureate level accreditation. Graduation from this program allows a student to sit for the State of Minnesota Social Work Licensing Exam, baccalaureate level (Licensed Social Worker as well as the Merit Exam for county or state employment).

To be a school social worker in Minnesota requires licensure by two different regulating boards. One license is granted by the Board of Social Work and the other is granted through the State Department of Education. The College of Saint Benedict and Saint John's University is an approved program for school social work certification.

Graduates of this social work program are given as much as one year's credit toward a master's degree when accepted to a graduate social work program.

Assessment

The Social Work Department is accredited by the National Council on Social Work Education. Our most recent accreditation examination, including self-study and site visit, was in 2007. Evidence that the Social Work program is meeting its goals and objectives includes high passage rates for State of Minnesota Social Work Licensure. The program regularly surveys senior field instructors who have supervised our students. We are pleased to report that these practicing social workers rate our students very highly, and are enthusiastic about supervising our students and hiring our graduates. Finally, our program polls graduates at regular intervals. Based on this data, we can assert that 100% of students seeking a social work position upon graduation are placed in a position within three months.

Major (69 credits)

Required Courses:

Prerequisite coursework: BIOL 112; PSYC 111; SOCI 111; SWRK 230, 250, 251. These courses should be taken during the student's first and second years of college.

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Practicum sequences: 342, 344, 345 (junior and senior years)
 Practice sequence: 343, 344, 345 (junior and senior years)
 Policy sequence: 347 (junior or senior year)
 Research sequence: SOCI 201, SWRK 340 (junior year)
 Field sequence: 349 (junior year), 390, 396, 397 (senior year)

Admission Procedures

The Board of Trustees at the College of Saint Benedict and the Board of Regents at Saint John's University determined in 2009 to close the Social Work major. No students not already admitted to the major will be admitted. Those students admitted to the major before May, 2009, will be able to continue in the major and appropriate opportunities to complete the major will be provided to these students through the 2011 spring semester.

All currently admitted to the major students must make satisfactory progress in the major to remain accepted in the program:

1. All social work majors are expected to achieve a minimum grade of "C" in prerequisite courses and a minimum of "BC" in each required and elective social work course. All social work majors also must maintain a cumulative grade point average of 2.75. A student whose grades or grade point average falls below minimum standards must meet with his/her advisor to create an academic contract stating how the student will improve performance. Details of this procedure and standards for removal from the program are found in the Social Work Student Handbook.
2. All courses in the major must be taken in sequence. Students who receive a grade lower than a "BC" in a social work course may be required to make adjustments in their program plans in order to progress in the major sequence. In some cases, students may be required to withdraw from the major.
3. Students who violate the National Association of Social Workers (NASW) Code of Ethics and general standards of professional social work may be required to withdraw from the major. Details of this procedure and standards are in the Social Work Student Handbook.

Special Requirements:

All senior social work majors are required to carry professional liability (malpractice) insurance during their Senior Practicum (SWRK 397). SWRK 390 Ethics and Social Work Practice substitutes for CORE 390 senior seminar for social work majors.

Minor (None)

Courses (SWRK)

230 Introduction to Social Work. (4)

Introduces social work as a social science which uses theory and research from a variety of disciplines to inform its practice. The history, present structure of the profession, and the American social welfare system are also covered through lecture, discussion, class activities and service projects. Introduction to areas of possible employment in the social work field. Overview of the social work curriculum. SWRK 230 fulfills the social science requirement for the common curriculum. Fall.

250, 251 Human Behavior in the Social Environment I, II. (4,4)

A two-semester sequence. The first semester focuses on the life span development and theories of human behavior such as the ecological, systems and strengths perspectives. These theories are used as

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lenses for the study of issues of relevance to social work including the effects of violence and poverty. The second semester uses a global perspective to examine oppressed populations in the United States and around the world. Prerequisites (or concurrent registration in): BIOL 112, PSYC 111, SOCI 111, SWRK 230 or permission of instructor.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of program director is required. Consult social work program for applicability towards major requirements. Not available to first-year students.

300 Special Topics in Social Work. (1-4)

Topics selected in various aspects of the human service delivery system and social work methods. May be repeated for credit when topics vary.

340 Research and Evaluation. (4)

Introduces students to research and evaluation principles in applied social service settings. Topics include single-system designs, quasi-experimental designs, secondary or archival data and content analysis, and program evaluation. Offered spring. Prerequisite: SOCI 201 or permission of instructor.

343, 344, 345 Social Work Generalist Practice I, II, III. (4,4,4)

A three-semester sequence in generalist social work practice. All three courses concentrate on the knowledge, values and interpersonal skills necessary for beginning social work practice. Social Work Generalist Practice I (343) introduces the student to theory and interventions related to work with individuals and families with an emphasis on interviewing methods. Social Work Generalist Practice II (344) concentrates on theories and interventions which apply to groups. Students learn and practice skills in leading and facilitating groups. Social Work Generalist Practice III (345) emphasizes social action and intervention with larger systems such as communities. Students working in small groups develop community oriented projects and learn grant writing skills to fund community service programs. Social Work Generalist Practice I (343) and Social Work Generalist Practice II (344) to be taken the fall and spring of the junior year; Social Work Generalist Practice III (345) to be taken the fall of the senior year. Prerequisite: admission to the major.

347 American Social Policy. (4)

Explores the social and child welfare systems of the United States and other countries, with relevance to policies and programs of interest to social work practitioners. Particular focus on women and children in poverty using a feminist perspective to examine policies relevant to these populations. Emphases include adequacy, effectiveness, and consequences of policies and programs. Prerequisite: junior-senior standing or permission of instructor. Fall.

349 Junior Field Practicum. (4)

This course introduces social work students to the role of the human service professional in the community setting. Students participate in a classroom and in observational learning experience in social service agencies for 120 hours during the semester. Total immersion in the agency environment will give students a chance to expand their understanding of how human needs are met by families and the social service agencies that work with them. Students will apply the knowledge and skills they have learned in previous social work courses in their field placements. Prerequisites: 230, 250, 251. To be taken in the junior year.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of program director and completion and/or concurrent registration of 12 credits within the program required. Consult social work program for applicability towards major requirements. Not available to first-year students.

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380 Gender Identity and Sexual Orientation. (4) This course explores gender identity from the perspectives of science, religion, politics, sociology, psychology, literature and popular culture. The course also explores the impact of families and communities on the lives of gay, lesbian, bisexual, and transgender youth and adults. Social work practice with these minority populations will also be presented. Prerequisite: junior or senior status. A-F grading only. Fall.

390 Ethics and Social Work Practice. (4)

This course presents ethical theory and professional ethics for use in the daily practice of social work. This course satisfies CORE 390 senior seminar for social work majors. Prerequisites: social work senior, concurrent enrollment in 397. Spring.

396 Pre-Internship Laboratory. (1)

This course focuses on vocational identity and the connection between social work and Benedictine values. Students develop goals and objectives for their learning contract of their senior practicum. Students also review resume writing skills, job interviewing techniques, malpractice liability requirements, and state social work licensure. The goal of this course is to secure a placement for the Senior Practicum in the spring. Prerequisite: social work senior. Must be taken prior to 397. Fall.

397 Senior Field Practicum. (8-12)

Three-month (400 hours) practicum in a social service agency, under supervision of a field instructor and the program field coordinator. Includes weekly integrative seminar, SWRK 390, taken concurrently with SWRK 397. To be taken spring of the senior year. Prerequisite: 396.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Social Work." Prerequisite: HONR 396 and approval of the program director and director of the Honors Thesis program. For further information see HONR 398.

3.1.44 Sociology

Sociology Department Chair: M. Sheila Nelson

Sociology Faculty: Richard Albares, Jeffrey Kamakahi, James Makepeace, M. Sheila Nelson, Jessica O'Reilly

Sociology studies groups, the ways people behave in groups and how an individual's attitudes and actions are influenced by them. These include families, schools, religious associations, peer groups, political parties, and work organizations. Thus, sociologists are called on to interpret group conflicts, the assimilation (or non-assimilation) of new persons into a social system and the patterned behavior of people in organizations, to give just a few examples.

The discipline of sociology encompasses many of the particular interests and methods of the other social sciences and of some humanistic fields as well. In doing this, sociology does not replace those disciplines; rather it complements them. Sociology's goals are to chart the interconnections between the various realms of thought and conduct, to find the balance between social and individual components in personal identity and to locate the social origins of harmony and strife in every area of experience.

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Sociologists work professionally as researchers, policy consultants, professors, technicians in private and governmental agencies and in personnel or industrial counseling. Sociology helps prepare students to work in a variety of fields such as public policy, social service, nonprofit organizations, law, education, healthcare, counseling, human resources and corrections.

Assessment

The Sociology Department utilizes a process of course-embedded assessment. Various departmental objectives are assessed through assignments given in the courses which have primary responsibility for those specific objectives.

Major

The sociology department offers a major in sociology and a concentration in family studies.

Major in Sociology (40 credits)

Required Courses:

111, 201, 204, 302, 396 and 20 additional credits in sociology.

Major in Sociology with a Concentration in Family Studies (48 credits)

Required Courses:

1. 111, 201, 204, 302, 329, 396
2. Choose 3: 229, 250, 330, 351, 355
3. Choose 1: PSYC 360 or HIST 362
4. 2 additional Sociology elective

Minor (20 credits)

Required Courses:

111, 201, 204 and eight additional upper-division credits in sociology.

Courses (SOCI)

111 Introduction to Sociology. (4)

Systematic description and analysis of the creation and composition of groups; development of the sociological imagination as the key to understanding the interconnectedness of individuals, cultures and social institutions.

121 Introduction to Anthropology. (4)

The diversity of humankind across time and space, including culture, human evolution, cultural linguistics, and prehistoric and historic archaeology.

201 Social Statistics. (4)

. Discussion of levels of measurement and their implications for analysis. descriptive and inferential statistics: hypothesis testing, , point estimates, confidence intervals, bivariate correlation, two group testing, the General Linear Model (e.g., ANOVA and linear regression), and computerized analysis.

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Major 20th Century Sociological and European (4)
Major 20th Century Sociological and European (4) developments in the social sciences. Central ideas and assumptions of the founders of modern sociology, anthropology and psychology: Durkheim, Weber, Mead and Freud. A survey of recent schools of thought and a consideration of the social sciences in society.

229 Intimate Relationships. (4)

Friendships from childhood to adulthood; the development and maintenance of relationships; the impact of social forces on sexual behavior, dating, courtship and mate selection; challenges and issues in intimate relationships. Limited to First and Second Year Students.

250 Social Problems. (4)

This course provides an overview of the sociological study of social problems and issues, both in the United States and in global perspective. The course will exam the nature and causes of social problems as well as possible solutions. Theoretical and methodological perspectives used to analyze social problems will also be considered.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

302 Social Research Methods. (4)

Design and conduct of survey, observation, case study, evaluation and experimental research. Consideration of pertinent social and ethical issues. Students design/conduct research. Prerequisite: 201 or permission of instructor.

319 Sex and Gender. (4)

A survey of sociological knowledge about sex and gender as fundamental organizing principles of our social world. Examines the interplay of sex, gender, and sexual orientation as they change over time and across cultures. Critical analysis of what it means to live as a gendered, sexual being in today's society.

329 Family and Society. (4)

Examines the historical development of the family as a social institution, the relationship between families and social class, interpersonal relationships within families, changes in family structure, and the impact of public policy on families. The exact topics covered may vary by instructor.

330 Family Violence. (4)

Analysis of incidence, causes and treatment of major forms of family violence. Includes abuse, neglect and exploitation in parent-child, courtship and marital relationships.

333 Sociology of Medicine and Health Care. (4)

Aspects of the development focused upon Western medicinal practices and the organization of the health care system including medical education, health insurance, problems of medical practice, hospital organization, health personnel, the doctor-patient relationship, alternative medicine, and death and dying. Alternate years.

334 Deviant Behavior. (4)

Definition, causes and theories of deviant behavior in the framework of social norms and institutions.

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Major deviant identities in American society. Prerequisite: 111. Alternate years.

335 Sociology of Religion. (4)

Sociological phenomena of religious expression. Role of religion in society. Sociology of denominational differences and religious communities. Alternate years.

337 Special Areas and Problems in Sociology. (4)

See official class schedule. Offered when needed.

338 World Populations. (4)

Analysis of population statistics, population dynamics, the use of socially constructed ways of classifying subgroups, projective models, and social policy. Some topics covered include: immigration policies; the "limits to growth" controversy, analysis of vital statistics. Alternate years.

340 Criminology and Corrections. (4)

Theoretical causes of criminal behavior. Strengths, limitations, and challenges to the effectiveness of police, judicial, and corrections systems in the U.S. Attention to the role of the media and cultural biases in analyzing the "crime problem." Course includes an optional Service Learning component. Alternate years.

341 Urban Studies. (4)

An overview of the development of community forms and life-styles in central cities and suburbs. Disintegration and renewal. Competition and conflict over territory and services. Churches, schools, pressure groups and parties. Selected policy problems. Attention is paid to cultural, structural and ecological components of urban issues. Alternate years.

342 Social Psychology. (4)

Micro-sociological analysis of interaction in social settings. Varied topics considered with special emphasis upon research findings as illustrations of theories considered. Perspectives could include symbolic interactionism, ethnomethodology, dramaturgy, as well as some exercises in exchange theory and phenomenology.

351 Race and Ethnic Groups in the United States. (4)

The current situation of and issues concerning African-Americans, Hispanics, Native Americans, Asian-Americans, Jews and other races and ethnic groups.

353 Political Sociology. (4)

Political participation, power and ideology as expressed in political structures and processes. Voting, political parties, social movements. Alternate years.

355 Social Gerontology. (4)

Study of the later years of life from a life-course perspective which views aging as a life-long process. Exploration of how social institutions shape the process of aging in society, the role of social policy in defining old age and the impact of social forces on the aging process.

357 Sociology of Education. (4)

Examines the social factors affecting learning and educational processes. Considers the relationship between types of societies and systems of education and the rise of education as a social institution, the links between schools and social stratification, and the contribution of schools to the preservation of

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the social order. Prerequisite: 111.

367 Advanced Topics in Sociology. (4)

An in-depth examination of an area or issue that provides students with an opportunity to critically examine the sociological literature and to produce a scholarly research paper pertinent to the topic. Topics will vary depending on the instructor (see Class Schedule), but students will be expected to apply previously acquired sociological knowledge and skills to the content of the course.

Prerequisites: Sociology major and upper-division standing or permission of instructor.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year or second-year students.

396 Sociology Capstone. (4)

An integrative academic experience which engages majors in key debates and issues of concern to sociologists. Preparation for the transition to graduate school and/or exploration of the applicability of sociology in the workplace. Students demonstrate mastery of core concepts, theoretical perspectives, and methods of the discipline through original research. Emphasis placed on critical reading of scholarly journals and on student participation in sociological discourse. Topics determined by expertise of the faculty. Prerequisites: Sociology major and senior standing or consent of instructor.

397 Internship. (1-8)

Supervised field work and experience in a variety of social, administrative and research settings. Subject to approval of faculty advisor and department chair and completion of the pre-internship seminar. S/U grading. No more than 4 credit hours may be applied to the major.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Sociology." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

3.1.45 Saint John's School of Theology - Seminary

Dean: William Cahoy

Rector: Michael Patella OSB

Associate Dean of Faculty: Michael Patella OSB

Associate Dean of Ministerial Formation and Outreach: Barbara Sutton

Faculty: Charles Bobertz, Kathleen Cahalan, William Cahoy, Martin Connell, Katherine Lilla Cox, Miguel Diaz, Luke Dysinger OSB, Bernard Evans, Carolyn Finley, Daniel Finn, Mary Forman OSB, Kim Kasling, Jeffrey Kaster, Patricia Kent, Dale Launderville OSB, Daniel McKanan, Irene Nowell

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OSB, Michael Patella OSB, Anthony Ruff OSB, Don Saliers, Columba Stewart OSB, Barbara Sutton, Axel Theimer

The School of Theology•Seminary of Saint John's University, founded by Benedictines in 1857, offers a Master of Divinity degree and Master of Arts degrees in Theology, Pastoral Ministry, Liturgical Studies and Liturgical Music. The school's curriculum includes programs in Rural Ministry and Monastic Studies. A sabbatical program, certificate program, Holy Land Studies and Early Christian World program, Life Long Learning program and Youth in Theology and Ministry program are also available.

Mission

Saint John's School of Theology•Seminary, rooted in the Roman Catholic and Benedictine traditions and the ecumenical and liturgical heritage of Saint John's Abbey, fosters study and prayer in a community of learners.

As a community of faith and hope, we, the faculty, staff, and students of Saint John's School of Theology•Seminary, worship God and celebrate the life, death, and resurrection of our Lord Jesus Christ through the power of the Holy Spirit.

As an academic community relying on the wisdom of the same Holy Spirit, we root ourselves in the Christian tradition, and interpret that legacy in light of the Roman Catholic and Benedictine heritage passed on to us by Saint John's Abbey with its rich theological, liturgical, and ecumenical history. We commit ourselves to academic, spiritual, pastoral, and professional formation so we might serve the Church in lay and ordained ministry and thus use our diverse gifts for the transformation of our world. We dedicate ourselves to a life-long pursuit of wisdom so we might progress in Christian faith and "run on the path of God's commandments, our hearts expanding with the inexpressible delight of love" (Prologue, RB).

Graduate theology courses

Courses in the 400s, listed below, are designed for students in the theology programs of the School of Theology•Seminary. Undergraduates may register for them with the permission of the instructor, chair of the CSB/SJU theology department and of the dean of the School of Theology•Seminary. Courses in the 500s are open only to students in the School of Theology•Seminary.

For more information about the School of Theology•Seminary and the courses listed below, write for a copy of the school's academic catalog to: Director of Enrollment, Saint John's School of Theology•Seminary, Saint John's University, Collegeville, MN 56321-7288, or call 320-363-2896.

General Areas

THY 402 Introduction to Christian Tradition I (3)
 THY 404 Introduction to Christian Tradition II (3)
 THY 467 Consortium (0)
 THY 468 Consortium (3)
 THY 580 Thesis (6)
 THY 599 Comprehensive Examination (0)

Old Testament

Academic Departments
Departments

SSOT 400 Reading the Old Testament (3)
 SSOT 401 Biblical Hebrew (3)
 SSOT 406 Biblical History and Sites (3)
 SSOT 410 Pentateuch (3)
 SSOT 412 Prophetic Tradition (3)
 SSOT 414 Wisdom Tradition (3)
 SSOT 416 Psalms (3)
 SSOT 468 Topics in Old Testament Literature (1-3)
 SSOT 469 Topics in Jewish Biblical Theology (1-3)
 SSOT 470 Independent Study (1-3)

New Testament

SSNT 400 Reading the New Testament (3)
 SSNT 401 New Testament Greek I (3)
 SSNT 402 New Testament Greek II (3)
 SSNT 406 Early Christian World (3)
 SSNT 417 Gospel of Matthew (3)
 SSNT 418 Gospel of Mark (3)
 SSNT 419 Gospel of Luke (3)
 SSNT 420 Gospels (3)
 SSNT 422 Pauline Letters (3)
 SSNT 424 Johannine Tradition (3)
 SSNT 468 Topics in New Testament Literature (1-3)
 SSNT 470 Independent Study (1-3)

Systematic/Doctrinal Theology

DOCT 406 Christology (3)
 DOCT 407 Trinity, Faith and Revelation (3)
 DOCT 408 Ecclesiology (3)
 DOCT 411 Christian Anthropology (3)
 DOCT 413 Theology of Lay and Ordained Ministry (3)
 DOCT 414 Eschatology (3)
 DOCT 419 Mariology (3)
 DOCT 424 Theology of Sacraments and Worship (3)
 DOCT 468 Topics in Doctrinal Theology (1-3)
 DOCT 470 Independent Study (1-3)

Moral Theology

MORL 421 Fundamental Moral Theology (3)
 MORL 422 Christian Social Ethics (3)
 MORL 428 Survey of Moral Issues (3)
 MORL 456 Rural Social Issues (3)
 MORL 468 Topics in Moral Theology (1-3)
 MORL 470 Independent Study (1-3)

History and Historical Theology

HHTH 400 Patristics (3)
 HHTH 403 Medieval Church (452-1500) (3)

Academic Departments
Departments

- HHTH 408 Being Christian in America (3)
- HHTH 412 Reformation, Modernity, Global Church (3)
- HHTH 413 Monastic History I: Pre-Benedict (3)
- HHTH 415 Monastic History II: Benedict to the Reformation (3)
- HHTH 417 Monastic History III: Reformation to the Present (3)
- HHTH 424 History of Christian Spirituality I (3)
- HHTH 425 History of Christian Spirituality II (3)
- HHTH 426 History of Judaism (3)
- HHTH 428 History of Christian Spirituality III (3)
- HHTH 468 Topics in Church History (1-3)
- HHTH 469 Topics in the History of Doctrine (1-3)
- HHTH 470 Independent Study (1-3)

Liturgical Studies

- LTGY 400 History and Sources of Liturgy (3)
- LTGY 404 Rites of Christian Initiation (3)
- LTGY 406 Eucharistic Liturgy/Theology (3)
- LTGY 411 Rites of Reconciliation (2)
- LTGY 413 Rites for the Sick (2)
- LTGY 415 Rites of Christian Burial (1)
- LTGY 417 Rites of Ordination (1)
- LTGY 419 Rites of Christian Marriage (1)
- LTGY 421 Liturgical Year (3)
- LTGY 423 Liturgy of the Hours (3)
- LTGY 424 Theology of Sacraments and Worship (3)
- LTGY 467 Topics in Jewish Worship (1-3)
- LTGY 468 Topics in Liturgical Studies (1-3)
- LTGY 470 Independent Study (1-3)

Liturgical Music

- LMUS 407 Applied Organ (0-2)
- LMUS 408 Applied Voice (0-2)
- LMUS 410 Gregorian Chant I (1)
- LMUS 411 Gregorian Chant II (1)
- LMUS 421 Psalmody/Hymnody (3)
- LMUS 431 Advanced Choral Conducting (3)
- LMUS 433 Service Playing (0-1)
- LMUS 435 Service Leadership for the Cantor/Song Leader (0-1)
- LMUS 439 Practicum (1-2)
- LMUS 468 Topics in Liturgical Music (1-3)
- LMUS 468 Final Project in Liturgical Music (1-2)
- LMUS 501 Seminar in Liturgical Music Techniques and Literature (3)

Monastic Studies

- MONS 402 Monastic History I: Pre-Benedict (3)
- MONS 404 Monastic History II: Benedict to the Reformation (3)
- MONS 406 Monastic History III: Reformation to the Present (3)
- MONS 408 Contemporary Monasticism (3)
- MONS 410 Rule of Benedict (3)
- MONS 412 Monastic Structures (1)
- MONS 421 Monastic Liturgy (3)
- MONS 423 Monastic Formation (3)

Academic Departments
Departments

MONS 434 Monastic Spiritual Theology (3)
 MONS 435 Christian Asceticism (3)
 MONS 436 Bible and Prayer (3)
 MONS 437 Desert Ammas (3)
 MONS 468 Topics in Monastic Studies (1-3)
 MONS 470 Independent Study (1-3)

Spiritual Theology

SPIR 424 History of Christian Spirituality I (3)
 SPIR 425 History of Christian Spirituality II (3)
 SPIR 426 History of Christian Spirituality III (3)
 SPIR 430 Theology and Spirituality (3)
 SPIR 431 Christian Prayer (3)
 SPIR 432 Spirituality and Mysticism (3)
 SPIR 434 Monastic Spiritual Theology (3)
 SPIR 435 Christian Asceticism (3)
 SPIR 436 Bible and Prayer (3)
 SPIR 467 Topics in Jewish Spirituality (1-3)
 SPIR 468 Topics in Spirituality (1-3)
 SPIR 470 Independent Study (1-3)

Pastoral Theology and Ministry

PTHM 401 Evangelization and Catechesis (3)
 PTHM 402 Youth Ministry (3)
 PTHM 405 Introduction to Pastoral Ministry (3)
 PTHM 408 Introduction to Pastoral Care (3)
 PTHM 411 Leadership in the Christian Community (3)
 PTHM 412 Basic Clinical Pastoral Education (3)
 PTHM 413 Theology of Lay and Ordained Ministry (3)
 PTHM 417 Homiletics (3)
 PTHM 418 Dynamics of Spiritual Direction (3)
 PTHM 419 Advanced Spiritual Direction (1-3)
 PTHM 420 Introduction to Ecclesiastical Law (3)
 PTHM 422 Matrimonial Jurisprudence (2-3)
 PTHM 425 Pastoral Liturgy I (3)
 PTHM 427 Pastoral Liturgy II (3)
 PTHM 450 Parish Administration (3)
 PTHM 451 Ministry Through the Life Cycle (3)
 PTHM 456 Rural Social Issues (3)
 PTHM 457 Sacramental Catechesis (3)
 PTHM 458 Social Ministry (3)
 PTHM 459 Practicum in Pastoral Ministry (1-6)
 PTHM 462 Internship (1-6)
 PTHM 465 Integration Seminar (3)
 PTHM 468 Topics in Pastoral Theology (1-3)
 PTHM 470 Independent Study (1-3)

Course Descriptions

Interdisciplinary and General Areas

THY 402 Introduction to the Christian Tradition I. (3)

An introductory survey of the Christian theological tradition studying representative texts from the pre-Christian era to the Reformation (100 BCE to 1650). Figures and issues will be situated within the

Academic Departments
Departments

philosophical and theological currents of their time.

THY 404 Introduction to the Christian Tradition II. (3)

An introductory survey of the Christian theological tradition studying representative texts from the Enlightenment to the modern age (1650 to present day). Figures and issues will be situated within the philosophical and theological currents of their time.

THY 467 Consortium. (0)

Registration for students from Bethel Theological Seminary, Saint Paul Seminary at the University of St. Thomas, Luther Seminary, or United Theological Seminary who are taking classes at Saint John's.

THY 468 Consortium. (3)

Registration for Saint John's students who are taking classes at Bethel Theological Seminary, Saint Paul Seminary at the University of St. Thomas, Luther Seminary, or United Theological Seminary. For more information, see the School of Theology•Seminary *Student Handbook*.

THY 580 Thesis. (6)

THY 599 Comprehensive Examination. (0)

Scripture Old Testament

SSOT 400 Reading the Old Testament. (3)

The Israelites forged their identity as a people and sustained their common bonds through interaction and communication with YHWH. This course will examine the testimony of the Old Testament to this relational dynamic between YHWH, the people, and their leaders through the exegesis of representative texts from the Pentateuch, the Prophets, and the Writings.

SSOT 401 Biblical History and Sites. (3)

Survey of Israel's history in the context of the geography and archeology of the Holy Land. Field trips give thorough acquaintance with the land from Dan to Beersheba. Offered in the Holy Land.

SSOT 404 History of Israel. (2)

A survey of the key events and persons during the time of the patriarchs, the exodus and conquest, the monarchy, the exile and the restoration.

SSOT 410 Pentateuch. (3)

Survey of the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy in the Hebrew Bible, introducing the student to their content, the traditions of interpretation and the methods employed in their exegesis. Themes of creating, liberating, and covenanting are emphasized.

SSOT 412 Prophetic Tradition. (3)

Survey of the writings of the prophets in the Old Testament with special attention given to the historical contexts of the biblical prophets and the language, genres, images, and theological content of various prophetic texts. Further consideration of the relevance of the prophetic message in contemporary church and society.

SSOT 414 Wisdom Tradition. (3)

Academic Departments
Departments

Introduction to the wisdom material of the Old Testament with special attention given to the historical background of the wisdom tradition, and the structure and content of the wisdom books (especially Proverbs, Job, Qoheleth, Sirach and Wisdom), the development of the OT wisdom tradition in later writings including the New Testament, and the relevance of the wisdom tradition to the present.

SSOT 416 Psalms. (1-3)

Study of the backbone of Jewish and Christian prayer for three thousand years. In addition to the exegesis of selected psalms, topics include: the formation of the Psalter, various translations, the spirituality of the psalms, and the use of the psalms in Christian prayer, especially the Eucharist and the Liturgy of the Hours.

SSOT 468 Topics in Old Testament Literature. (1-3)

SSOT 469 Topics in Jewish Biblical Theology. (3)

SSOT 470 Independent Study. (1-3)

New Testament

SSNT 400 Reading the New Testament. (3)

A general introduction to the history, literature and theology of the New Testament with special emphasis on reading the strategies appropriate to both pastoral work and further academic study. Particular attention is paid to the Gospels and the Pauline Letters.

SSNT 401 New Testament Greek I. (3)

The elements of New Testament Greek, with emphasis on reading comprehension with the aid of a dictionary. The study of grammar and its practical application in reading New Testament texts.

SSNT 402 New Testament Greek II. (3)

Continuation of SSNT 401, with particular focus on New Testament texts as primary translation sources.

SSNT 406 History and Geography of the Early Christian World. (3)

A study of the artistic, cultural, and social foundations of Christianity through visits to many of the locales in various parts of Greece and Turkey mentioned in the Pauline writings and the Book of Revelation. Early Christian and monastic sites included. Exploration of how one historical age influences another and the importance that art and archeology play in theology and religion. Offered in various locales in Italy, Greece, and Turkey.

SSNT 417 Gospel of Matthew. (3)

Extensive investigation of the Gospel of Matthew within its theological, social, and historical context.

SSNT 418 Gospel of Mark. (3)

A theological, historical and literary analysis of the second Gospel. Special emphasis is placed on the narrative quality of Mark and its relationship to the early Christian community.

SSNT 419 Gospel of Luke. (3)

Academic Departments
Departments

A study of the major themes of the Lucan corpus through an historical critical examination of selected passages. Special attention will be given to Luke's soteriology.

SSNT 420 Gospels. (3)

A study of Matthew, Mark, Luke and John, their history, literary style, and theological vision. Emphasis on hermeneutical questions, text formation, and the interrelation of the four books in forming a unified Gospel tradition.

SSNT 422 The Pauline Letters. (3)

A theological, historical and literary analysis of the Pauline letters. Topics may include the conversion and mission of Paul, the historical situation of the Pauline communities, the literary and rhetorical quality of the letters and major theological themes.

SSNT 424 The Johannine Tradition. (3)

Extensive investigation of the Johannine corpus within its theological, social and historical context.

SSNT 468 Topics in New Testament Literature. (1-3)

SSNT 470 Independent Study. (1-3)

Systematics

Doctrinal Theology

DOCT 406 Christology. (3)

Understandings of the person, presence and mission of Christ in scripture, in doctrine and dogma, and in contemporary theology.

DOCT 407 Trinity, Faith and Revelation. (3)

This course explores the emergence and development of the doctrine of the Trinity. The doctrine of the Trinity represents the Christian way of naming the mystery of God, how this mystery is shared in history, and the pastoral/practical consequences that follow as a result of this sharing. The course surveys the biblical, philosophical, sociological, and theological landscape that has contributed to this doctrine from early Christianity to contemporary times.

DOCT 408 Ecclesiology. (3)

This course examines the nature and structure of the Roman Catholic Church from its apostolic origins to the present. Various models used in understanding the Church will be studied (e.g. the Church as communion, the Church as sacrament, etc.) The local and universal nature of the Church, and issues related to magisterium, authority, evangelization, ministry, and missiology will be discussed.

DOCT 411 Christian Anthropology. (3)

This course undertakes a Christian exploration to the question: What does it mean to be human? As a theological discipline, Christian theological anthropology draws from a wide range of sources. These sources include the doctrine of creation, the doctrine of sin and grace, the doctrine of the Trinity, Christology, ecclesiology, and eschatology. This course examines these sources and underscores the historical evolution of Christian theological anthropology.

Academic Departments
Departments

~~DOCT 413~~ Study the biblical foundations, historical development, systematic theology, and canonical structures of ordained and lay ministry in the Church. Cross-listed with PTHM 413.

DOCT 414 Eschatology. (3)
Eschatological dimensions of the Christian experience.

DOCT 419 Mariology. (3)
Scriptural, Christological and ecclesiological bases of the Church's view of Mary. The development of Marian devotions and their place in the history of spirituality and in contemporary spiritual life.

DOCT 424 Theology of Sacraments and Worship. (3)
The roots of Christian worship in human myth, symbol, ritual and celebration. The historical development of sacramental life in the Church and theological reflection upon it. Contemporary approaches to a theology of sacrament especially in relation to Christology and ecclesiology. Cross-listed with LTGY 424.

DOCT 468 Topics in Doctrinal Theology. (1-3)

DOCT 470 Independent Study. (1-3)

Moral Theology

MORL 421 Fundamental Moral Theology. (3)
This course covers the foundations of the Christian moral life and of Christian moral decision making. The fundamental themes to be covered include, but are not limited to: freedom, conscience formation and moral agency, moral normativity, what constitutes moral reasoning, the use of scripture, tradition and natural law in moral decisions, the interplay between sin and grace, virtue ethics, and the ecclesial aspect of moral decisions.

MORL 422 Christian Social Ethics. (3)
The implications of Christian faith and theological reflection for contemporary society. The social dimensions of biblical ethics and the social teachings of the Catholic Church.

MORL 428 Survey of Moral Issues. (3)
This course examines how the application of fundamental moral themes informs particular issues of Christian morality. Particular issues potentially covered fall under the global nature of moral theology, life and death, sexuality, biomedical ethics, ethics of pastoral ministry, and the intersection of church and state.

MORL 456 Rural Social Issues. (3)
An examination of major social issues affecting rural America, the social justice dimensions of these issues, and their implications for ministry in the Church. Cross-listed with PTHM 456.

MORL 468 Topics in Moral Theology. (1-3)

MORL 470 Independent Study. (1-3)

Academic Departments
Departments**History and Historical Theology****HHTH 400 Patristics. (3)**

Survey of church history from the apostolic age to the Council of Chalcedon in 451, with special emphasis on the Apostolic Fathers, the Christianization of the Roman Empire, and the formation of Christian doctrine.

HHTH 402 Medieval Church (452-1500). (3)

Survey of church history from the age of Benedict to the eve of the Reformation. Topics will include the Christianization of northern and western Europe, the development of monastic and mendicant religious orders, scholastic theology, medieval heresy, spirituality and mysticism, the Christian art and literature of the Middle Ages, and the role of the papacy in crating a united "Christendom."

HHTH 404 Reformation, Modernity, Global Church. (3)

Survey of church history from the age of Luther to the present. This course will introduce students to the historical dynamics that transformed the united "Christendom" of the Middle Ages into a diverse and truly global twenty-first century church.

HHTH 406 Being Christian in America. (3)

Historical and cultural survey of Christianity in America. This course offers students a deeper understanding of the religious dynamics of American culture, allowing them both to recognize the seeds of the gospel in America and to offer prophetic critiques of American culture.

HHTH 413 Monastic History: Pre-Benedict. (3)

The rise of monasticism within the early church of East and West to the time of Benedict. Cross-listed with MONS 402.

HHTH 415 Monastic History: Benedict to the Reformation. (3)

The development of Western monastic life and reform movements from the early middle ages through the fifteenth century. Cross-listed with MONS 404.

HHTH 417 Monastic History: Reformation to the Present. (3)

The decline of Western monasticism in the sixteenth century through its revival in the nineteenth and twentieth centuries. Cross-listed with MONS 406.

HHTH 424 The History of Christian Spirituality I. (3)

An exploration of the significant formative elements, experiences and writers of Christian spirituality in its first seven hundred years. Cross-listed with SPIR 424.

HHTH 425 History of Christian Spirituality II. (3)

A study of the Christian spirituality of the Middle Ages, especially from the end of the seventh century to the Reformation. Special attention will be given to notable figures, writings, events, institutions and movements that shaped the expression of Christian convictions and practice, up to the dawn of the "modern" period. Cross-listed with SPIR 425.

HHTH 426 The History of Judaism. (3)

Significant persons and movements in the development of Judaism.

Academic Departments
Departments

~~The development of Christian spirituality from the Protestant and Catholic Reformations to the present. Also included will be events in Asia, Africa, North and Latin America. Cross-listed with SPIR 426.~~

HHTH 468 Topics in Church History. (1-3)

HHTH 469 Topics in the History of Doctrine. (1-3)

HHTH 470 Independent Study. (1-3)

Liturgical Studies

LTGY 400 History and Sources of the Liturgy. (3)

Survey of the history of Christian rites in Eastern and Western traditions, from New Testament to the present using primary texts. Basic introduction to the methodologies of liturgical studies and to disciplines related to the study of worship.

LTGY 404 Rites of Christian Initiation. (3)

Study of the theology and history of Christian initiation in Eastern and Western traditions, including the rites of the catechumenate, baptism, anointing, and first eucharist. Contemporary reforms in the churches, with special emphasis on the Rite of Christian Initiation of Adults.

LTGY 406 Eucharistic Liturgy and Theology. (3)

The origins of the Eucharistic liturgy and its historical development. Theological and doctrinal perspectives. Examination of the postconciliar Roman rite and its attendant documents. Issues in contemporary pastoral practice.

LTGY 411 Rites of Reconciliation. (2)

The multiple modes of reconciliation in the Christian Church. Development of the process and rituals of reconciliation and of the sacrament of penance and their relation to the Eucharist. Contemporary rites of reconciliation in the Roman Catholic and other churches.

LTGY 413 Rites for the Sick. (2)

Christian theology of illness and the pastoral care of the sick with primary emphasis on the evolution of the sacrament of anointing and praying for the sick. Today's rites for the sick in the Roman rite and in other traditions.

LTGY 415 Rites of Christian Burial. (1)

Changing Christian customs in aid of the dying and the bereaved. The development of liturgies of burial chiefly in the West. Ritual patterns of burial in today's churches and the modern funeral industry.

LTGY 417 Rites of Ordination. (1)

The liturgical tradition of ordained ministry in the early Church and later Western Church. Ordination rites today in relation to non-ordained ministries whether recognized or emerging.

LTGY 419 Rites of Christian Marriage. (1)

Academic Departments
Departments

The appearance of Christian customs and rites within social patterns of betrothal and marriage. The Roman rite and shifting theology of marriage as sacrament. Tensions between rite, sacrament and the popular culture of weddings.

LTGY 421 Liturgical Year. (3)

The interaction of time-keeping and faith in Christianity. Theology of Sunday, Easter and its seasons, Christmas-Epiphany and their seasons, with study of the prayers for the seasons and feasts in a variety of liturgical books and calendars today. Liturgical time and the rhythms of modern life.

LTGY 423 Liturgy of the Hours. (2-3)

The Liturgy of the Hours historically and theologically considered. An analysis of the origins and evolution of the Office in the patristic and medieval periods. Study of the reformed Roman Liturgy of the Hours and of daily prayer in other traditions.

LTGY 424 Theology of Sacraments and Worship. (3)

The roots of Christian worship in symbol, language, and social dynamics. Theological reflection on the sacramental life in the Church. Contemporary approaches to a theology of sacrament especially in relation to Trinitarian, theology, Christology, Pneumatology, Christian anthropology, and ecclesiology. Cross-listed with DOCT 424.

LTGY 467 Topics in Jewish Worship. (1-3)

LTGY 468 Topics in Liturgical Studies. (1-3)

LTGY 470 Independent Study. (1-3)

Liturgical Music

LMUS 407 Applied Organ. (0-2)

The development of technical skills and knowledge of performance practices at the graduate level. Ability to play a large variety of repertoire fluently and with understanding. Major works of significant periods and schools of organ literature will be studied and performed. Secondary organ students will develop sufficient techniques and familiarity with the instrument to play knowledgeably and/or coach others in parish settings.

LMUS 408 Applied Voice. (0-2)

The fundamentals of singing and vocal pedagogy: breathing, efficient use of voice, diction, etc. Differing musical styles and the need to interpret the music based on the performance practices of given periods in music history. Voice majors will study and perform significant bodies of solo repertoire. Majors and secondary voice students will emphasize technique and pedagogical skills appropriate to roles as choral directors, section leaders and coaches for cantors/song leaders in parishes.

LMUS 410 Gregorian Chant I. (1)

Introduction to Gregorian chant: historical development, notation, rhythm, modality, Latin pronunciation, editions and resources, use in the modern liturgy. Prior ability to read 5-line notation and some knowledge of the basics of music theory is expected.

LMUS 411 Gregorian Chant II. (1)

Academic Departments
Departments

Overview of recent developments in semiology, i.e., interpreting chant according to the rhythmic indications of the earliest lineless notation. Paleographic study of the Metz and St. Gall neumes in the post-Vatican II Graduale Triplex. Rehearsal and conducting techniques, and use of chant in the modern liturgy. Prerequisite: either LMUS 410 or extensive familiarity in singing 4-line notation.

LMUS 421 Psalmody/Hymnody. (3)

Psalmody--text, music, poetic expression--as its forms have evolved from ancient Jewish tradition. An examination of the forms, origins, numbering, translations and sources as they pertain to musical use. A survey of historical development of mainline Christian hymnody, authors, composers, styles, liturgical use. Current hymnals, styles of text, music and appropriateness for liturgical use will be scrutinized.

LMUS 431 Advanced Choral Conducting. (3)

Review of basic techniques. Application of advanced vocal and conducting techniques through studies of standard choral literature, representing various styles and forms. Special attention given to application of vocal techniques in the choral setting, gestures and their effects on singing. Curriculum will include score preparation, analysis of major choral works and special rehearsal techniques.

LMUS 433 Service Playing. (0-1)

The qualified church organist as leader and enabler of the assembly's singing. The course will require high proficiency levels of assembly leadership and accompaniment skills (hymns, masses, psalm forms) as well as vocal and choral accompaniment. Students will also develop abilities at sight-reading, modulation, transposing and extemporization.

LMUS 435 Service Leadership for Cantor/Song Leader. (0-1)

Historic role of cantor in Jewish and Christian liturgy. Applied techniques include: teaching of antiphonal music to the assembly; appropriate directing skills; the cantor's ritual moments, cantorial music resources. The role of congregational song leader as distinguished from that of cantor and choir director. Developing good song leading style, i.e., teaching new music to a congregation, learning appropriate directing techniques for congregational leadership. Sharpening vocal and musical styles for both ministries will be emphasized.

LMUS 439 Practicum. (1-2)

Direct involvement in actual liturgical music planning, rehearsing and implementing in a variety of liturgical forms. This is to be done in area churches and/or on-campus with permission and under supervision of the advisor with the aim of developing skills and the ability to integrate practice with musical and liturgical knowledge.

LMUS 468 Topics in Liturgical Music. (1-3)

LMUS 468 Final Project. (1-2)

The final project is developed in consultation with a student's faculty advisor. The project might be a lecture-recital or a research paper and public defense or a hymn festival.

LMUS 501 Seminar in Liturgical Music Techniques and Literature. (3)

Interpretation of music and liturgical theology. History of liturgical music; official documents; issues, problems, and positions in liturgical music practice; worship aid evaluation; presentation of music/liturgy plans.

Monastic Studies

Academic Departments
Departments

MONS 402 Monastic History I: Pre-Benedict. (3)

The rise of monasticism within the early Church of East and West to the time of Benedict. Cross-listed with HHTH 413.

MONS 404 Monastic History II: Benedict to the Reformation. (3)

The development of Western monastic life and reform movements from the early Middle Ages through the fifteenth century. Cross-listed with HHTH 415.

MONS 406 Monastic History III: Reformation to the Present. (3)

The decline of Western monasticism in the sixteenth century through its revival in the nineteenth and twentieth centuries. Cross-listed with HHTH 417.

MONS 408 Contemporary Monasticism. (3)

The multiplicity of expressions of monastic life: from intentional communities to heritages, from traditional Benedictine and Cistercian communities to ecumenical, inter-faith and Protestant communities, from solely vowed religious to various forms of affiliation of lay membership. The changing face of monasticism in the 21st century.

MONS 410 Rule of Benedict. (3)

The Rule and its sources; exegesis of the text; issues of interpretation.

MONS 412 Monastic Structures. (1)

The history of Benedictine monastic structures of governance, including individual monasteries and congregations. The present laws governing monasteries. The rights and obligations of monastics. Visions for the future.

MONS 421 Monastic Liturgy. (3)

The liturgical shape of organized monastic life: the Liturgy of the Hours, the Eucharist, rites of admission and profession, the consecration of virgins, the blessing of abbots and abbesses, rites of the refectory, rites of hospitality, the washing of feet, rites concerning faults, sin, and reconciliation, rites for the sick, dying and dead.

MONS 423 Monastic Formation. (3)

The formation of the Christian in the context of the faith-giving community. Conversatio, stability and obedience. Conveying and supporting faith in the monastic context through eagerness for the work of God, for obedience and for humble service. Special emphasis on lectio divina. Examination of the ways monasticism has traditionally realized community: common prayer, common meals, common decision-making and common support of work.

MONS 434 Monastic Spiritual Theology. (3)

The development of monastic spiritual theology will be studied from the perspective of monastic primary sources. Texts will be studied as guides and sourcebooks for models of monastic spiritual progress and human maturity. Special emphasis will be placed on: (1) the original meanings of "active" and "contemplative" in the vocabulary of early monasticism; (2) models of spiritual development in the early church and in the early monastic movement; (3) the interrelationship between the genobitic and eremitic lifestyles; (4) the theory and practice of lectio divina; (5) the mystical interpretation of the scriptures and the practice of liturgical prayer; (6) monastic reform and renewal; (7) spiritual guidance in the monastic tradition. Cross-listed with SPIR 434.

MONS 435 Christian Asceticism. (3)

Academic Departments
Departments

The development of Christian asceticism will be studied from the perspective of primary sources, drawn chiefly from the Christian monastic tradition. Texts will be studied as guides and sourcebooks for models of conversion, growth in human maturity, and spiritual progress. Special emphasis will be place on: (1) classical and Christian understandings of *ascesis*; (2) reepentance and the call to conversion as the basis for authentic ascetical practice; (3) the dynamic interrelationship between ascetical practice and contemplative vision; (4) philosophical and monastic models of virtue and vice; (5) the contrasting and interdependent asceticism of hermitage and cenobium; (6) friendship as the form and ascetical school of virtue; (7) spiritual exercises and the love of learning-implications for monastic reform and renewal. Cross-listed with SPIR 435.

MONS 436 Bible and Prayer. (3)

This course will examine early Christian and monastic attitudes toward the biblical text and the interplay between the Bible and forms of prayer. Topics will include: methods of interpreting the Bible; ways of encountering the Bible (reading, memorization, meditation), kinds of early monastic prayer and their biblical basis. There will also be some attention to the subsequent history of those traditions and a consideration of present-day implications. Cross-listed with SPIR 436.

MONS 437 Desert Ammas. (3)

Fourth century Christianity gave birth to a spirituality which called women out of conventional understandings of wife, courtesan, and/or mother into lives of prayer, service, and the founding of communal households and monasteries. An exploration of writings by and about such foremothers on the monastic movement as Macrina, Melania, Paula, Eustochium, Marcella, Syncletica, Mary of Egypt, and Egeria, their social and historical realities, and their influence then and now.

MONS 468 Topics in Monastic Studies. (1-3)

MONS 470 Independent Study. (1-3)

Spiritual Theology

SPIR 424 History of Christian Spirituality I. (3)

An exploration of the significant formative elements, experiences and writers of Christian spirituality in its first 700 years. Cross-listed with HHTH 424.

SPIR 425 History of Christian Spirituality II. (3)

A study of the Christian spirituality of the Middle Ages, especially from the end of the seventh century to the Reformation. Special attention will be given to notable figures, writings, events, institutions and movements that shaped the expression of Christian convictions and practice, up to the dawn of the "modern" period. Cross-listed with HHTH 425.

SPIR 426 History of Christian Spirituality III. (3)

The development of Christian spirituality from the Protestant and Catholic Reformations to the present. Also included will be events in Asia, Africa, North and Latin America. Cross-listed with HHTH 428.

SPIR 430 Theology and Spirituality. (3)

The relationship between concrete experience and theological inquiry as seen in the works of outstanding spiritual writers of the Christian tradition. Prayer in Christian life. Forms of spirituality and asceticism.

SPIR 431 Christian Prayer. (3)

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A study of the place of prayer in Christian life, with special emphasis on the Our Father, using various classical commentaries as a case in point. Theological problems and considerations related to doctrine of prayer are included, e.g. discernment in prayer, content of prayer, polarities in prayer (such as its apophatic and mystical, individual and communitarian, sacramental and liturgical aspects), and laws of the spiritual life emanating from teachings on prayer.

SPIR 432 Spirituality and Mysticism (3)

The mystical dimension of Christianity as exemplified in ancient and modern mystics. Questions of discernment of true from false mysticism; comparative studies; influence of psychology on studies of mysticism to the Church.

SPIR 434 Monastic Spiritual Theology. (3)

The development of monastic spiritual theology will be studied from the perspective of monastic primary sources. Texts will be studied as guides and sourcebooks for models of monastic spiritual progress and human maturity. Special emphasis will be placed on: (1) the original meanings of "active" and "contemplative" in the vocabulary of early monasticism; (2) models of spiritual development in the early church and in the early monastic movement; (3) the interrelationship between the cenobitic and eremitic lifestyles; (4) the theory and practice of lectio divina; (5) the mystical interpretation of the scriptures and the practice of liturgical prayer; (6) monastic reform and renewal; (7) spiritual guidance in the monastic tradition. Cross-listed with MONS 434.

SPIR 435 Christian Asceticism. (3)

The development of Christian asceticism will be studied from the perspective of primary sources, drawn chiefly from the Christian monastic tradition. Texts will be studied as guides and sourcebooks for models of conversion, growth in human maturity, and spiritual progress. Special emphasis will be placed on: (1) classical and Christian understandings of *ascesis*; (2) repentance and the call to conversion as the basis for authentic ascetical practice; (3) the dynamic interrelationship between ascetical practice and contemplative vision; (4) philosophical and monastic models of virtue and vice; (5) the contrasting and interdependent asceticism of hermitage and cenobium; (6) friendship as the form and ascetical school of virtue; (7) spiritual exercises and the love of learning-implications for monastic reform and renewal. Cross-listed with MONS 435.

SPIR 436 Bible and Prayer. (3)

This course will examine early Christian and monastic attitudes toward the biblical text and the interplay between the Bible and forms of prayer. Topics will include: methods of interpreting the Bible; ways of encountering the Bible (reading, memorization, meditation), kinds of early monastic prayer and their biblical basis. There will also be some attention to the subsequent history of those traditions and a consideration of present-day implications. Cross-listed with MONS 436.

SPIR 467 Topics in Jewish Spirituality. (3)

SPIR 468 Topics in Spirituality. (1-3)

SPIR 470 Independent Study. (1-3)

For other courses closely related to the study of Christian Spirituality, see:

PTHM 402 The Development of Religious Identity. (3)

PTHM 418 Dynamics of Spiritual Direction. (3)

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PTHM 401 Evangelization and Catechesis. (3)

This course examines contemporary theologies and principles of evangelization and catechesis; theories of human and faith development; and various models and methods of evangelization and catechesis. Particular attention will be given to advancing catechetical leadership skills in assessment and strategic planning for program improvement.

PTHM 402 Youth Ministry. (3)

This course will explore the vision and practice of Catholic youth ministry within the framework of a theology of evangelization and catechesis. Emphasis will be placed on exploring contextual issues facing youth and families. Particular attention will be given to developing research methodology for assessing the youth ministry programs with the purpose of program improvement.

PTHM 405 Introduction to Pastoral Ministry (3)

This course introduces students to the theology of ministry, including historical and contemporary theologies of ordained and lay ministry. Students also explore basic methods in the practice of ministry.

PTHM 408 Introduction to Pastoral Care. (3)

The course addresses theological approaches to the “care of souls,” including theologies of suffering, grief, and death. Students develop skills in interpersonal dynamics of listening, empathy, systems assessment, professional judgment, and liturgical response in relationship to pastoral care of persons and communities.

PTHM 411 Leadership in the Christian Community. (3)

Students will explore contemporary theories of leadership and how they relate to effective styles of pastoral leadership in a variety of ministry contexts.

PTHM 412 Basic Clinical Pastoral Education. (4)

Students are required to participate in a basic unit of an accredited Clinical Pastoral Education program. Clinical pastoral education at an accredited center.

PTHM 413 Theology of Lay and Ordained Ministry. (3)

Students study the biblical foundations, historical development, systematic theology, and canonical structures of ordained and lay ministry in the Church. Cross-listed with DOCT 413.

PTHM 417 Homiletics. (3)

Development of speaking, reading, and preaching skills at the eucharist and in other liturgical contexts such as marriage and family counseling or counseling the chemically dependent. Prerequisite: PTHM 408.

PTHM 418 Dynamics of Spiritual Direction. (3)

The study of spiritual direction allows students to develop skills in guiding others to identify and articulate their relationship with God through the life of faith, religious experience, discernment, and prayer. Students learn various models of spiritual direction and the purpose and dynamics of peer and individual supervision.

PTHM 419 Advanced Spiritual Direction. (1-3)

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PTHM 420 History, theology, history, and general principles of Church law. Students will build capacity to effectively analyze and solve canonical cases.

PTHM 422 Matrimonial Jurisprudence. (2-3)

This course focuses on specialized training in modern tribunal and administrative determinations of civilly dissolved marriages. Students examine modern annulment practices in local dioceses.

PTHM 425 Pastoral Liturgy I. (3)

Students will study the development and theology of Christian Initiation, the Rite of Christian Initiation of Adults, the Rite for the Baptism of infants, the Rite of Confirmation, the Order of the Mass, and the history, theology and pastoral use of the liturgical year and calendar. The course includes practica with videotaping for the development of ministerial skills, especially liturgical presidency.

PTHM 427 Pastoral Liturgy II. (3)

Students will study the history, theology and pastoral celebration of the rites of Christian Marriage, Reconciliation (communal and individual), Anointing of the Sick, Christian funerals, and the Liturgy of the Hours in parishes. The course includes practica with videotaping for the development of ministerial skills.

PTHM 450 Church Administration. (3)

This course allows students to explore the theology and practice of administration in relationship to: leadership theory, parish governance, human resources, financial systems, facility management, office services, technology management, and conflict management.

PTHM 451 Ministry through the Lifecycle. (3)

This course will provide an overview of pastoral and spiritual issues that ministers encounter with individuals and families in various life stages. Issues included in the course also include the lifecycle of a family and the cycle of healing for people.

PTHM 456 Rural Social Issues. (3)

Students will learn about major social issues affecting rural America, the social justice dimensions of these issues, and their implications for ministry in the Church. Cross-listed with MORL 456.

PTHM 457 Sacramental Catechesis. (1)

This course addresses catechetical methods for initiation into the sacramental life of the church and discipleship, including the sacraments of baptism, confirmation, Eucharist, reconciliation, and marriage. Issues of liturgical catechesis, readiness of candidates, preparation of the community and families will be incorporated.

PTHM 458 Social Ministry. (3)

This course examines social outreach programs, which include direct service ministries such as homeless shelters, prison ministry, food pantries, as well as initiatives that address systemic social, political and economic change. Students explore how the Catholic social teaching traditions inform a broad range of ministries at the parish, diocesan, and national levels.

PTHM 459 Practicum in Pastoral Ministry. (1-6)

Students work with an organization, project, or parish in the area of their ministerial interest. The

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supervised experience requires the students to integrate theological knowledge with pastoral practice in developing vocational identity as a public minister, exploring issues of leadership, power and authority; and gaining facility in articulating the Christian faith and in fostering the development of faith with others. Students will reflect on the practice of ministry in theological reflection groups.

PTHM 465 Integration Seminar. (3)

This course marks the culmination of the student's preparation for ministry. Students will demonstrate the ability to analyze and construct a response to pastoral situations utilizing biblical, theological, historical, and social scientific resources.

PTHM 468 Topics in Pastoral Theology. (1-3)

PTHM 469 Topics in Canon Law. (1-3)

PTHM 470 Independent Study. (1-3)

Languages

The following courses are designed to assist students in preparing for the language proficiency exam through an overview of the grammatical structure of the language and practice in reading short paragraphs. (Pass/Fail grading.) Credit is not applicable to graduate degrees. (See Scripture section for details on Biblical Hebrew and New Testament Greek.)

LANG 401 Reading Latin in the Humanities I. (3)

LANG 402 Reading Latin in the Humanities II. (3)

LANG 403 Reading French in the Humanities I. (3)

LANG 404 Reading French in the Humanities II. (3)

LANG 405 Reading German in the Humanities I. (3)

LANG 406 Reading German in the Humanities II. (3)

LANG 407 Reading Spanish in the Humanities I. (3)

LANG 408 Reading Spanish in the Humanities II. (3)

3.1.46 Theater

Department Chair: Leigh Dillard

Faculty: Amelia Cheever, Leigh Dillard, Mark Hennigs, Adam Houghton, Kaarin Johnston

The College of Saint Benedict and Saint John's University theater department is supportive of the mission statements of both institutions and dedicated to the education of the general student as well as

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the theater major. This is achieved by helping the student understand that theater is a formalization of human experience usually requiring rehearsed behavior, linked to text, within a designed visual environment and intended for live public display. This formalization serves several functions. These functions include: a confrontation with our own humanity, an illumination of diverse constructions of reality and a celebration of our spirits. Coupled with this understanding of function is a developed appreciation of the many artistic contributions necessary to the making of theater art.

The department is committed to scholarly and artistic creativity, to the integration of theory as experience, to the dynamics of theatrical process and to positive constructive human values. The program emphasizes the importance of a broad base of knowledge and theatrical experience as a foundation for later specialization. The faculty perceives the theatrical process as being a collaborative endeavor, unifying the diverse disciplines of costume, set, sound and lighting with the acting of the text. This collaboration establishes a strong creative community which builds integrated theatrical events; events that reflect and examine the given historical, societal and cultural context in which they are embedded. The curriculum and performance schedule are structured with sufficient theatrical range to supply the fundamentals for all the production and scholarly areas. To encounter work other than their own, students are required to attend a variety of performances both off and on campus. The department vigorously encourages students to accept a life-long responsibility for expressing their artistic ideas. Acknowledging that their artistic ideas are an expression of who they are as human beings, this expression requires the development of self-awareness, mindful reflection, a cultivation of their own integrity, intelligence and talent, as well as competence in basic theatrical skills.

Assessment

The theater department assesses student learning in a variety of ways which provide insight into the success of the department in achieving our learning goals and objectives. These methods include: (1) "Meet and Greet" and "Post Mortem" sessions to discuss learning goals and outcomes in production work for all departmental productions, (2) comparable rubrics for final projects in Sophomore Seminar and Senior Capstone, (3) interviews of sophomores upon application to the major with exit interviews of seniors, (4) portfolios of student work in the department, and (5) alumni/ae surveys at five-year intervals.

Major (44 credits)

Required courses:

All theater majors take a common sequence of 28 credits to include 4 credits in Stagecraft, 113; 4 credits in Acting Foundations, 117; 2 credits in Sophomore Seminar, 215; 4 credits in Costume, 253; 4 credits in Theater History, 337 or 338; 8 credits in Dramatic Literature, 327 and 368; and 2 credits in Theater Senior Capstone. Additional 16 credits, which are electives, are chosen from two different categories.

In order to fully understand the integration of theory as experience and the collaborative nature of theater, each theater major is expected to participate in the theatrical productions of the department. In addition to the classes above, each major is required to complete four semesters of either Theater 240 or 340. These production credits must be in two or more of the areas listed below: Acting, Scenography, Costume, Stage Management, and Dramaturgy.

Minor (None)

Courses (THEA)

105 Introduction to Modern Dance. (4)

This class is an exploration of movement fundamentals for the purpose of developing and

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strengthening individual creativity and artistic expression in dance. Class work is designed to: 1) Give individuals a basic understanding of anatomical structure and kinesiological principles as a foundation for developing technical skills needed to create articulate and expressive movement; 2) Provide an embodied experience of time and energy principles as related to dance; 3) demystify dance as an art form and make it accessible and relevant to all.

113 Stagecraft. (4)

Beginning theory and practice of scenography. Study of materials and techniques used in stage scenery. Also an introduction to the theories and equipment used in theater lighting and sound. Lab required. Fall.

117 Acting Foundations. (4)

Introduction to acting. Designed to develop the actor's imagination, observation and concentration through sense awareness, relaxation, pantomime and theater games. Techniques will be introduced with the purpose of bringing the actor's body, voice and mind together onstage to fully communicate choices through strong psychological and physical action. Also an introduction to building the foundation of a good voice. Training in breathing, physical structure and relaxation.

140 Fundamentals of Movement. (2)

This course is an introduction to movement fundamentals and is designed for actors, athletes, musicians, visual artists, and anyone desiring to improve fine motor skills, flexibility, coordination, posture, or body image. The goal is for students to develop somatic awareness so that they can recognize their own habitual movement patterns and learn to explore new movement options, with an emphasis on decreasing effort and increasing sensitivity. The course uses the Feldenkrais Method and modern dance techniques to enhance students' understanding of basic anatomical and kinesiological principles, expand their range and quality of movement, and improve individual performance skills. And the course also offers an experience of movement as a creative form without the perceived stereotypical definitions and limitations of dance.

200 Theater Audience. (4)

A presentation of theater from the audience's rather than the performer's perspective. Designed to acquaint non theater students with live theater as a meaningful and enjoyable event. Approached from the student's present exposure level. Lecture, group discussions and field trips to live performances required. Students may not receive credit for both THEA 200 and THEA 204.

204 Theatrical Experience. (2)

The class is designed to acquaint the general student with live theater as a meaningful and enjoyable event. The students will learn by lecture, group discussions and attendance at live theatrical performances. May not be repeated for credit, nor may students receive credit for both THEA 200 and THEA 204.

205 Dance Audience. (4)

This course is an overview of dance designed to give students information about dance as an art form and tools for understanding, appreciating, and critiquing dance as audience members. The class combines lecture, discussion, studio work (actual movement participation), and attendance at live dance performances (approximately 8). The course will include a brief survey of dance history and various dance forms (e.g., ballet, modern, ethnic/folk) as well as an exploration of compositional elements, choreographic forms, and different artistic styles/techniques. There will be an emphasis on: 1) learning to look at movement without expectation of content or meaning; 2) being able to articulate, in class discussions and written papers, what was seen/what was presented on stage; 3) learning about the audience's role and participation in a live performance.

209 Theatrical Dance Styles and Physical Theater. (2)

This course builds on the basic physical preparation for the actor and explores different dance forms

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and styles which are commonly used in theatrical productions. A variety of dance techniques and somatic methodologies will be studied, including ballet, ballroom, jazz, yoga, martial arts, and the Feldenkrais Method. Prerequisite: THEA 117 or THEA 140 or permission of instructor.

210 Dance Studies: Technique, Improvisation, Choreography and Performance. (2)

This course will offer students the opportunity to develop technical skills to improve flexibility, coordination, and strength and to use those skills to increase their range of abilities in creating and performing dance. Modern dance techniques will serve as the foundation for students to build a movement vocabulary, and students will be expected to develop their own movement material in improvisation and composition exercises. Choreographic elements, form, and styles will be explored to guide students in the creative process and performance will be an on-going focus within the class. The goal is for the students to be able to clarify and fulfill all movement so they can physically express their ideas and emotions in movement which is authentic and meaningful, i.e., dance. Prerequisite: THEA 105, or THEA 140, or permission of Instructor. May be repeated for up to 6 credits.

211 Playwriting. (4)

The theory and practice of writing plays for theater performance. Writing exercises and reading assignments will culminate in the writing of an original one-act play. Prerequisite: Successful completion of First-year Seminar.

215 Sophomore Seminar. (2)

This course is a practical seminar for those intending to major in theater. Content includes the integration of various aspects of theatrical production, an introduction to theater as a profession, portfolio and résumé development, and assistance in application to the major. Spring of sophomore year.

218 Readings in Culture and Dramatic Literature. (1)

In this course students will read and discuss classic, modern or contemporary plays from a specific culture or genre. The class may perform a minimum of one public reading. The topics will vary from semester to semester. May be repeated up to six times for credit.

219 Intermediate Acting. (2)

Continuation of THEA 117 with more advanced levels of theory and performance. Includes intensive scene and monologue work, with emphasis on text analysis and rehearsal techniques designed to expose the emotional and relational content of the scenes and monologues. Further work on the voice including the development of tone, resonance, range, power, articulation and projection. Prerequisite: THEA 117.

237 Principles of Theatrical Lighting and Sound. (2)

An introductory course in the principles, practices, and technology of stage lighting and sound. Emphasis is on developing basic skills and a solid understanding of lighting and sound equipment and their use in theater production. Attendance at productions may be required. Prerequisite: THEA 113.

250 Make-Up. (2)

Principles and application of various make-up techniques. Laboratory projects. Alternate years.

253 Introduction to the Costuming Process. (4)

A basic comprehensive study of the process a stage costumer employs from character analysis to costume execution. Practical application and production-work are emphasized through laboratory experience. Spring. Prerequisite to all costume classes.

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260 Theater and Youth (2)
This theater course focuses on using the art form of theater both as a teaching tool and as a performance art. Creative drama, Theater in Education (TiE) and active theater are practiced as a form of pedagogy. The course will also include basic instruction in creating theatrical performances with child actors. Various forms of theater such as puppetry, pantomime, and improvisation will also be addressed. Prerequisites for elementary education majors: EDUC 107 and EDUC 200.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of department chair required. Consult department for applicability towards major requirements. Not available to first-year students.

310 Dance Studies: Technique, Improvisation, Choreography and Performance. (2)

Continuation of THEA 210 Dance Studies for more advanced students, taught concurrently with THEA 210. Prerequisite: THEA 210 or permission of instructor. May be repeated for up to 6 credits.

319 Actor's Work. (2)

This course uses the theories, practices, and skills learned in THEA 219 for advance, intensive scene study of various dramatic genres. Because the work will focus on different genres each time the course is taught, this course is repeatable for credit. Prerequisite: THEA 219.

321 Costume History. (4)

From a costume design perspective, this course explores the evolution of clothing from Adam and Eve to Lady Gaga. The class will draw from film, art history, world history, sociology, living history and theatrical design. It will explore the changes over time in clothing caused by practical needs as well as the influence of fashion.

327 Drama Form. (4)

Analysis, through representative dramatic texts and theories, of the development of literary and theatrical elements in the major dramatic forms and modes from the Greeks to the late 19th century. Open to sophomores. Fall.

328 Directing. (4)

Laboratory course covering the basic responsibilities of the director. Concentration on developing the beginning director's rehearsal methods for working with actors. Script analysis, auditioning, rehearsal schedules and blocking will be addressed. Direction of class projects. Prerequisites: THEA 113, THEA 117, THEA 219 or permission of instructor. Alternate years.

332 Basic Costume Design. (2)

Introduction to the art of costume design through study of contemporary designers, assigned readings and weekly critiques of sketch problems. Alternate years.

334 Basic Scene Design. (2)

Introduction to the art of scenic design through study of contemporary designers, assigned readings and weekly critiques of sketch problems. Alternate years.

336 Lighting and Sound Design. (2)

The students in this course use the skills and knowledge learned in THEA 237 and apply them to theater lighting and sound design. Attendance at productions may be required. Prerequisites: THEA 113 and THEA 237.

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Survey of the Theater to 18th Century West. (4)
Acting styles, theater architecture, dramatic literature and theory, production techniques such as costuming, scenery and directing in the context of the historical social milieus. Content will include Western and Asian theater. Prerequisite: Junior/Senior status. Alternate years.

338 History of Theater 18th Century to the Present. (4)
A continuation of 337 from late 18th century to the 21st century. Prerequisite: Junior/Senior status. Alternate years.

353 Theater Materials and Techniques. (4)
Advanced work in scenic materials which are useful to the theater practitioner. The course explores construction techniques using materials such as plastics, fiber glass, foams, metals, fabric and paint. Prerequisites: THEA 113. Alternate years.

365 Topics in Theatrical Design or Technology. (2 or 4)
Study of a major theater topic focused on design and technology. Prerequisite: Varies according to the particular offering. Upper-class standing. Offered irregularly. Attendance at theater productions may be required.

366 Topics in Performance. (2 or 4)
Study of a major theater topic focused on performance. Prerequisite: Varies according to the particular offering. Upper-class standing. Offered irregularly. Attendance at theater productions may be required.

367 Topics in Theater History, Literature or Theory. (2 or 4)
Study of a major theater topic focused on history, literature or theory. Prerequisite: Varies according to the particular offering. Upper-class standing. Offered irregularly. Attendance at theater productions may be required.

368 Modern Drama Seminar. (4)
Analysis and interpretation of English, Continental and American drama from Ibsen to the present. Prerequisite: Junior/Senior status.

371 Individual Learning Project. (1-4)
Supervised reading or research at the upper-division level. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements. Not available to first-year students.

380 Theater Senior Capstone. (2)
A synthesis of all aspects of theater, including dramaturgy (theory, literature, and history), design, directing, technical production, stage management, acting (includes voice work), and movement. Students will create a production concept and all paperwork usually required before a play moves from the world of ideas into the realized production phase. Attendance at specified theater productions is required. Required for theater majors. Prerequisites: THEA 113, THEA 117, THEA 215, THEA 253, and THEA 327, or permission of department chair.

395 Senior Project in Theater. (1-4)
Working with a faculty advisor, the student plans and implements a creative project, a research project, or a thesis. This project might be in any area of theater including acting, design, technical production,

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theater history, dramatic theory and criticism. Prerequisite: senior theater major.

397 Internship. (4-16)

A full semester or summer placement in a variety of professional theater settings doing supervised work. The individual projects are tailored to student needs/career. Subject to approval of faculty advisor and department chair.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Theater." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

Special Projects

These courses, offered every semester, are designed to meet special needs of students in laboratory experiences.

240 Production Laboratory. (0-2)

A minimum of 50 hours' work in acting or stagecraft involving a crew responsibility. Prerequisite: Instructor's permission. May be repeated for up to 6 credits.

Topics: Acting, scenography, costume, stage management, dramaturgy, publicity/marketing, dance

340 Technical Problems. (1-4)

Independent projects by advanced theater majors in an area of special interest. Consent of instructor. May be repeated for credit. Topics: Acting, scenography, properties, costumes, stage management, dramaturgy, sound, lighting, setting.

350 Theater Practicum. (8-12)

A specialized program for the theater major to work in a theater situation away from the Saint Benedict's/Saint John's campus theaters. An internship program arranged with another college or professional company or a touring theater company. Arranged with the department chair the previous semester.

3.1.47 Theology

Department Chair: Dale Launderville

Department Faculty: Jon Armajani, Kimberly Belcher, Charles Bobertz, Martin Connell, Kathryn Lilla Cox, Kari-Shane Davis Zimmerman, Miguel Diaz, Bernard Evans, Daniel Finn, Mary Forman OSB, Juliann Heller, Suzanne Hequet, Noreen Herzfeld, Ephrem Hollermann OSB, Jeffrey Kaster, Patricia Kennedy OSB, Dale Launderville OSB, Daniel McKanan, Anna Mercedes, John Merkle, Michael Patella OSB, Mary Reuter OSB, Anthony Ruff OSB, Vincent Smiles

Rooted in a 1,500 year old Benedictine tradition, the department of theology offers courses which, for the most part, focus on various aspects of the Christian faith. Complementing the Roman Catholic character of the department, the offerings include studies in other Christian traditions, Judaism, Islam, and eastern religions. Through these courses, students explore perennial questions about the reality of God, the meaning of human existence, and the relationship between God, humanity, and the world.

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Students graduating with a major in theology are prepared for a wide variety of graduate school programs and careers.

Assessment

The Department of Theology conducts assessment of student learning in order to determine how well the department and its students are accomplishing the program's specified learning goals and objectives. This assessment activity provides the Department with systematic feedback to make curricular and pedagogical improvements. While the Department protects confidentiality, students should expect that their coursework may serve as evidence in the assessment process and that they may be asked to provide other data or participate in assessment reviews.

Major in Theology (44 credits)*

THEO 111, The Biblical Tradition
 THEO 220, Philosophy for Theology (Fall)
 THEO 221, Thinking Theologically (Fall)
 THEO 210, Historical Development of the Christian Church (Spring)
 THEO 300, Engaging Scripture (Spring)
 THEO 390, Fundamental Theological Conversation (Fall)
 THEO 396, Capstone: Theological Conversation (Fall)
 Four courses from at least two of the four following areas: Scripture, Systematics/Moral, Spirituality/Liturgy/Pastoral, and History/World Religions

*New Major approved by curriculum committee December 2010.

Major in Theology with a Concentration in Pastoral Ministry (54-64 credits)**

Theology Major Core Requirements (24 Credits)

THEO 111, The Biblical Tradition
 THEO 220, Philosophy for Theology (Fall)
 THEO 221, Thinking Theologically (Fall)
 THEO 210, Historical Development of the Christian Church (Spring)
 THEO 300, Engaging Scripture (Spring)
 THEO 390, Fundamental Theological Conversation (Fall)
 THEO 396, Capstone: Theological Conversation (Fall)

Pastoral Ministry Required (18-24 Credits)

THEO 380, Pastoral Ministry (New Name: Theology of Ministry)
 THEO 346, Diversity in Christian Community or THEO 328 Hispanic Theology
 10-16 credits of THEO 397 Internship (Serves as THEO Capstone)

Pastoral Ministry Options: Choose one course in three of the four areas (12 Credits)

Choose One Liturgy Course: Theology of worship with practical application
 THEO 350 Christian Worship
 THEO 351 Initiation and Eucharist
 THEO 359 Ritual Studies
 THEO 359 Liturgy Topics

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Choose One Pastoral Care Course: Theology of pastoral care with practical application
 THEO 333 Suffering and Christian Healing
 Choose One Catechetical Course: Theology of catechesis with practical application
 THEO 381 Youth Ministry
 EDUC 355 Secondary School Pedagogy for Theology 9-12
 Choose one Christian Spirituality Course: Theology of spirituality with practical application
 THEO 339 Spiritual Companionship
 THEO 339 Disc/Christian Decision Making
 THEO 330 Christian Spirituality
 THEO 331 Benedictine Spirituality

**Approved by department February 2011; awaiting curriculum committee approval.

Major in Theology with a Minor in Secondary Education (76 credits)

- Theo 220 Philosophy for Theology
- THEO 221, Thinking Theologically
- THEO 300, Engaging Scripture
- THEO 390, Fundamental Moral Theology
- two sections of THEO 395, Advanced Seminar in Theology (or substitute)
- 4 credits of philosophy: PHIL 331, 333, 334, or 354
- 4 upper division theology credits as electives
- 44 education credits required for secondary education minor

Minor in Theology (20 credits)**

- Theo 221 (Thinking Theologically)
- THEO 220 (Philosophy for Theology) or THEO 203 (Historical Development of the Christian Church)
- THEO 300, Engaging Scripture
- 8 upper division theology credits as electives

**Approved by department February 2011; awaiting curriculum committee approval

THEO 220 Philosophy for Theology

- A historical survey of western philosophy from Plato to the twentieth century, designed to offer "coathooks" for understanding the connection between theology and philosophy.
- Offered once a year in fall.
- Ordinarily taken during the first or second year.

THEO 221 Thinking Theologically

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- This course offers theology majors a common grounding in Christian doctrine.
- Offered once a year in fall.
- Ordinarily taken during the sophomore or junior year.
- Prerequisite: THEO 111. One course in philosophy recommended.

THEO 210 Historical Development of the Christian Church

- Offered once a year in spring, beginning spring 2012.

THEO 300 Engaging Scripture

- This course offers theology majors a common grounding in Christian approaches to Scripture, building on THEO 111.
- Offered once a year in spring, beginning spring 2005.
- Ordinarily taken during the sophomore or junior year.
- Prerequisite: THEO 111.

THEO 390 Fundamental Moral Theology

- This course offers theology majors a common grounding in Catholic moral theology, building on the foundations laid in THEO 200, 201, and 300.
- Offered once a year in fall, beginning fall 2005.
- Ordinarily taken in senior year after the completion of most requirements for the major.
- Prerequisite: THEO 111. Recommended: THEO 200, 201, 300.

Courses

111 The Biblical Tradition. (4)

This course offers an introduction to the discipline of Christian theology, giving primary attention to texts from the Bible (including selections from the Pentateuch, the Prophets, the Gospels, and the Pauline Letters), emphasizing prominent biblical themes (including creation, covenant, and reign of God), and considering some post-biblical developments in the tradition.

200 Philosophy for Theology. (4)

The method, content and status of theological reasoning have always been influenced by the wider intellectual world in which it operates. This course will examine the nature of that influence by surveying major thinkers and developments in the history of Western thought that have played a formative role in Christian theology.

201 Thinking Theologically. (4)

While offering an overview of topics within systematic theology (God, Trinity, Christ, grace, salvation, the Church, and sacraments), this course fosters skills of theological thinking, speaking, and writing, and provides a foundation for more specialized courses.

202 Engaging Scripture. (4)

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The goal of the course is to deepen students' familiarity with foundational biblical texts and with different ways these texts have been interpreted through the centuries. Content will ordinarily includes at least one major section from the Old Testament (Pentateuch or Prophets) and the New Testament (Gospels or Pauline Letters).

265 Readings in Theology. (0-1)

In this course, students and various members of the theology faculty will read and discuss current and classic writings in the discipline. Topics will vary from semester to semester. Offered most semesters.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Consult department chair for applicability towards major requirements. Not available to first-year students.

301 Old Testament Theology. (4)

A survey of writings sacred to both Jewish and Christian traditions, this course examines the three parts of the Hebrew Bible/Old Testament (Law, Prophets and Writings). The various types of literature found in the Old Testament (narrative, law, prophetic oracle, poetry, etc.) are analyzed according to traditional and contemporary techniques of biblical interpretation. Special attention is paid to theological themes(God, creation, redemption, etc.).

302 New Testament Theology. (4)

This course provides a historical and theological overview of the major New Testament writings. While studying select portions of the Gospels, the Pauline letters, and other writings, this course analyzes various types of literature found in the New Testament (apocalyptic, homiletic, liturgical, etc.).

303 The Beginnings of Israel: Pentateuch. (4)

This course focuses on the Israelites' encounter with God at the time of their liberation from slavery in Egypt, and on their reflection upon God's special relationship with them and their ancestors from the time of creation until their entry into the Promised Land. Emphasis is placed upon Genesis, Exodus and Deuteronomy.

304 The Prophets of Israel. (4)

Through a study of select prophetic writings from the Hebrew Bible/Old Testament, this courses focuses on the prophets sent by God to challenge the Israelite people to be faithful to the covenant with God and to promote justice in the society of their time.

305 Jesus and the Gospels. (4)

This course explores the origins of the Gospels and the meaning of the teachings and deeds of Jesus as presented in the writings of Matthew, Mark, Luke and John.

306 Paul and His Letters. (4)

This course presents a survey of Paul's life and thought as recorded in the Acts of the Apostles and other writings, and it pursues a historical and theological study of the genuine letters of Paul as he confronts challenges during the development of early Christian communities.

307 Bible, Church and Gender. (4)

Focusing on the importance of Bible and Church for society, ideas about femininity and masculinity, roles of women in the Christian tradition, the use of the Bible as a norm for modern sexual ethics and

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family values, and views on marriage and sexuality, this course explores the engagement between the Christian biblical tradition and modern perspectives arising from the study of gender.

308 Theology in the Light of Science. (4)

This course will comprise an investigation of the historical and evolving relationship between theology and the natural sciences. This will involve some study of a) the rise of science in the western world, b) the reception and resistance it has encountered within Christianity, c) recent theologies that have taken account of major scientific advances, and d) some major issues that require and bring together contributions from both theology and the natural sciences.

309 Topics in Scripture. (4)

Course title(s) and description(s) appear in the official class schedule published each semester.

310 Forms of Christian Community. (4)

This course provides an overview of Church history with a special emphasis on Christian communities from the earliest monastic communities and parishes to contemporary Catholic Worker houses. Several activities and field trips are scheduled outside of regular class periods.

311 Christian Lives: Biography and Autobiography in the History of Christianity. (4)

This course provides an overview of Church history with special emphasis on the shape of individual lives from the early martyrs and monks to such twentieth-century leaders as Dorothy Day.

312 Christianity in Relation to Judaism. (4)

This course explores the emergence of Christianity within and from Judaism, traditional anti-Jewish formulations of Christian faith, contemporary Christian affirmations of Judaism's validity, and the implications of these new affirmations for Christian self-understanding and for Christian-Jewish relations.

314 Global Christianity. (4)

This course examines the development of Christianity in Africa, Asia, and Latin America, continents that are now home to more than half of the world's Christians.

317 Religion in Latin America. (4)

The changing nature of religious cultures in Latin America from the pre-Columbian period to the present day. Includes the study of indigenous religious practices, the European "spiritual conquest" of the New World, the creation of syncretic forms of Catholicism, 19th century conflicts between religion and secularism, the spread of Protestantism in the 20th century, and the advent and course of liberation theology in Latin America. Within a historical context, examines the role of religion in shaping sense of self, forms of community, and human interaction with the physical world. Every third semester.

319 Topics in Historical Theology Studies. (4)

Course title(s) and description(s) appear in the official class schedule published each semester.

323 The Reality of God. (4)

This course explores the meaning of the existence, nature, attributes, revelation, and presence of God according to the Jewish and Christian traditions, giving special emphasis to the grounds for believing in God and Trinitarian doctrine.

324 Women's Theological Perspectives. (4)

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This course introduces students to the critiques and alternative reconstructions that feminist/womanist/mujerista/Latina theologians present with respect to traditional Christian understandings of scripture, God, human personhood (including body and sexuality), and the church using scriptural, historical, cultural, social, and spiritual approaches.

325 The Meaning of Christ. (4)

This course examines Christian understandings of the person and work of Jesus Christ as expressed by New Testament writers, Church councils, creeds, liturgical prayers, and theologians.

326 The Catholic Church Today. (4)

Focusing on Vatican Council II as a pivotal event in the Roman Catholic Church, this course examines models for understanding the Church today, its leadership structures, its tasks in society, and its ecumenical and inter-faith endeavors. Each semester, special attention is paid to current issues facing the Church.

327 Christian Approaches to Other Religions. (4)

This course examines a variety of Christian theological positions on other religions. Perspectives from the Bible, Church councils, doctrinal statements, and works of theologians are studied. Concurrently, attention is given to other religions and their relationships to Christianity.

328 Hispanic Theology in the United States. (4)

This course explores how U.S. Hispanic experiences (of religion, culture, gender, etc.) mediate theological approaches to the Bible and Christian doctrines. It offers a survey of the origins and presence of U.S. Hispanic communities and examines central biblical and theological themes in the writings of contemporary U.S. Hispanic theologians.

329 Topics in Doctrinal Theology. (4)

Course title(s) and description(s) appear in the official class schedule published each semester.

330 Christian Spirituality. (4)

This course provides a study of the Christian tradition of spirituality as reflected by some classic and contemporary Christian writers, with particular focus on the influence of beliefs (about Trinity, Christ, grace, etc.) and elements of spiritual formation (such as prayer, reading, solitude, and social responsibility) on Christian living today.

331 Benedictine Spirituality. (4)

This course explores the origins and essentials of Benedictine spirituality, giving special attention to how this spirituality is expressed in the lives of the monastics at Saint Benedict's Monastery and Saint John's Abbey. It encourages students to envision for themselves and others how the lessons of Benedictine spirituality can influence their lives whatever their vocation might be.

333 Suffering and Christian Healing. (4)

This course considers human suffering and the Christian ministry of healing from historical, literary, psychological, scientific, and theological perspectives.

334 Spirituality of the College Male: Male Spirituality and Sexuality. (4)

This course will use the experience of the college male as the point of departure for a consideration of the interplay between male sexuality, masculine identity and spirituality, and the ways in which these might be better integrated. This course will examine concepts found in long-established and contemporary studies of spirituality, male sexuality, and masculinity. Of special interest will be the

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ways in which male sexuality, masculine identity and spirituality affect men's relationships with God, self and the other. Underlying this course is the assumption that the development of a personal spirituality will help one to be more attentive to the voice of God, more aware of one's own existence, and better able to form communities founded on respect for individual persons.

339 Topics in Spirituality. (4)

Course title(s) and description(s) appear in the official class schedule published each semester.

340 God and the Moral Life. (4)

This course explores how God makes a difference in the way Christians live. It develops views of the moral life within a Christian theological vision of goodness, sin, redemption, vocation, and human community. Within this vision, the course deals with contested moral issues such as euthanasia, homosexual activity, contraception, and war.

342 Theology of Sexuality and Marriage. (4)

While addressing contested questions regarding premarital sex, homosexual activity, contraception, divorce, etc., this course focuses on how Christian narratives from scripture and tradition shape our visions of sex and marriage.

343 Theology and the Environment. (4)

This course explores what major religious traditions about humanity's relationship to the rest of creation. Among the religious traditions surveyed in this course are Buddhism, Islam, Judaism, and Christianity. Certain aspects of Native American spirituality are also considered. Particular attention is given to different Christian perspectives on the human relationship to creation.

344 Religious Perspectives on Economic Life. (4)

Moral theology asks what religious faith means for living a good life—for each person and for society as a whole. This course examines various visions of economic life held by religious people in the West, focusing on the Christian understanding of economic life.

345 Theologies of Violence and Nonviolence. (4)

This course examines theological perspectives on violence and nonviolence ranging from absolute pacifism to just war theory to the celebration of “redemptive violence.” Students have the opportunity to do service learning in an organization related to violence and nonviolence.

346 Diversity in Christian Community. (4)

This course explores how the Christian story affects the formation of communities where differences of culture, race, gender, age, and ability are encountered. It draws on scripture and tradition, particularly Catholic social teaching, and on historical and contemporary accounts of Christian communities that face issues of diversity.

347 Family, Church, and Society. (4)

Drawing on historical, sociological, and religious sources, this course introduces students to a range of perspectives concerning the intersection of family, church and society, focusing on issues such as cohabitation, dating, marriage, divorce, sexuality, homosexuality, and gender roles both within and outside the family.

349 Topics in Moral Theology. (4)

Course title(s) and description(s) appear in the official class schedule published each semester.

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350 Christian Worship. (4)
This course offers an overview of the origin, development, and cultural aspects of Christian worship, giving special attention to the Church's celebration of the mystery of Christ in word and sacrament, and to the meaning and rhythm of Sundays, feasts and seasons.

351 Initiation and Eucharist. (4)

This course focuses on the Christian rites of initiation (Baptism, Confirmation, and First Communion) and the Eucharist as primary sacraments in the Church, exploring their Christological and anthropological foundations, historical evolution, contemporary forms, and pastoral effectiveness.

359 Topics in Liturgical Studies. (4)

Course title(s) and description(s) appear in the official class schedule published each semester.

360 History of Judaism. (4)

This course presents a survey of the history of the Jewish people and an analysis of the development of Judaism from biblical to modern times.

361 Studies in Jewish Thought. (4)

This course explores Jewish thought from biblical times to the present, unified around three principal themes: God, Torah, and the people Israel.

362 Contemporary Jewish Theology. (4)

This course explores the theological perspectives of leading contemporary Jewish thinkers, particularly on topics central to traditional Judaism and it compares those views with classical Jewish teachings.

363 Religions of the World. (4)

This course focuses on major religions of the world cross-culturally in terms of categories such as sacred text, sacred time, sacred space, myth, ritual, symbol, ethics, and politics. The relationships among the religions and topics pertaining to inter-religious dialogue are examined.

364 American Popular Religion. (4)

Analysis of the changing cultural meaning and experience of religion in America. Considers why American religious experience has been so diverse, how religiosity has shaped our society, and how in turn society's values and structure have shaped religion. Primary focus on the 19th and 20th centuries. Yearly.

365 Islam and the Judeo-Christian Tradition. (4)

This course explores the history of Islam and its interpretations, as well as doctrines and practices among Muslims in various parts of the world. It examines the Quran and Hadith, and topics related to women and gender, Islamic law, and Islam and politics, and it examines the relationship between Islam and the Judeo-Christian tradition.

369 Topics in Jewish Studies and World Religions. (4)

Course title(s) and description(s) appear in the official class schedule published each semester.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of department chair and

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completion and/or concurrent registration of 12 credits within the department required. Consult department chair for applicability towards major requirements. Not available to first-year students.

380 Pastoral Ministry. (4)

This course is an introduction to the theology and spirituality of pastoral ministry, which explores pastoral leadership and the structural components of parish life and ministry.

381 Youth Ministry. (4)

This course focuses on the theology and practice of parish youth ministry with special emphasis on specific methodologies for youth ministry.

382 Family Ministry. (1)

This course explores the theology of Christian marriage and family life, focusing on pastoral approaches to marriage preparation and to families.

383 Retreat Work. (1)

This course focuses on the theology and practice of retreat ministry, in which students design a retreat.

384 Social Concerns. (1)

This course focuses on Catholic social teaching and its implications for pastoral ministry.

385 Ministry to the Sick and Dying. (1)

This course examines pastoral ministry to the sick and dying, with a special emphasis on the grieving process.

389 Topics in Pastoral Theology and Ministry. (1-4)

Course title(s) and description(s) appear in the official class schedule published each semester.

390 Moral Theology. (4)

This course introduces students to basic ethical concepts (such as human action, human agency, natural law, freedom, conscience, and the Christian moral life) and to the application of Christian moral reasoning to contemporary ethical issues.

395 Advanced Seminar in Theology. (4)

This course presupposes a foundational knowledge of the bible and Christian theology, and introduces students to the content and method of a specific theological sub-discipline through intensive study of a particular topic (as indicated in the official class schedule).

397 Internship. (10-16)

This is a supervised practicum for students majoring in theology with a concentration in Pastoral Theology.

398 Honors Senior Essay, Research or Creative Project. (4)

Required for graduation with "Distinction in Theology." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

4 Campus Support Services

4.1 Campus Services

4.1.1 Information Technology Services

Information Technology Services staff and facilities serve the faculty, staff and student body of the College of Saint Benedict and Saint John's University. Its mission is to provide appropriate information resources, technology and services in order to facilitate learning, instruction, research, creative activities and public service.

Enrolled students automatically have an e-mail account, file storage space, personal web space, and a high-speed wired residence hall network connection with Internet service. When away from their on-campus residence, students can stay connected with CSB/SJU's wireless service available in all buildings and residence halls.

Students are not required to own a computer. There are over 700 workstations dedicated for student use, and the computer labs in all residence halls are open 24/7. All classrooms are equipped with presentation technology. Video/audio studios are available for student use, laser printing, technology training, and support.

Over 75% OF CSB/SJU's classrooms are multimedia equipped. Academic applications are accessible from access areas and residence hall clusters; most can be accessed from on or off campus.

4.1.2 Counseling & Psychological Services

The CSB/SJU Counseling & Psychological Services staff work in the CSB Health Center (Lower Level or Lottie Hall) and SJU Personal and Professional Development Center (Ground Floor of Mary Hall). The Professional Counseling Staff offer short-term individual and group counseling and psychological services for a wide range of personal, psychological, and academic concerns experienced by college students. In addition, workshops, presentations, and other programs are offered by professional and paraprofessional staff throughout the year on such issues as depression, anxiety, stress, eating disorders, alcohol and other drug use, and relationships. Students are encouraged to use the services of their respective campuses, but can access counseling on either campus.

4.1.3 Career Services

Career Services assists students in translating their liberal arts education into volunteer, graduate school and employment opportunities. The staff provides resources, educational services and support for life-long career planning. Our career development model emphasizes intentional and active engagement by students throughout their college careers and includes:

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- Self-Exploration: examining one's values, strengths, interests, and abilities
- Major and Career Exploration: learning about major and career possibilities that fit one's values, strengths, interests, and abilities
- Gaining Experience: integrating an honest awareness of self with career possibilities and then testing through experiences (e.g., internships, undergraduate research, volunteer/service opportunities, study abroad, jobs)
- Planning for After Graduation: pursuing employment, striving for graduate school or engaging in full-time service/volunteer opportunities

Career Services offers an array of services and resources to assist students with their career development process. Individual appointments with a Career Counselor are available to discuss major and career issues and goals, career tools (e.g., resumes, interviewing, networking), strategies, and resources. These sessions may also include the use of self-assessment inventories focused on personal interests, skills, and values. Career programs cover a full-spectrum of topics; these seminars range from *The Graduate School Process to Your Liberal Arts Education in the Corporate World* and from *Social Media in the Job/Internship Search to Volunteering/Serving Full-Time After Graduation*.

The career website (<http://www.csbsju.edu/career/>) assists first-year to senior students, from all majors, and with all career interests. Students can find resources for exploring majors and careers, the application process (resumes, interviewing, personal statements for graduate school, etc ...), opportunities (internships, research, jobs, etc ...), and events including career fairs, workshops, and presentations. E-link is the CSB/SJU career site for postings (jobs, internships, volunteer opportunities), the career calendar, and the On-Campus Interview Program. Career Services ensures access to other resources including assistance with living/working abroad. *Career Buzz*, coupled with Career Services' social media (LinkedIn, Facebook) and emails, educate and inform students about the numerous resources and opportunities. Students can "walk into" the Career Resource Centers for information and assistance and they are also the site of the on-campus interviews for internships and jobs.

Career Services extensively partners with our alumnae/i. Annually the Career Exploration Series (CES) consists of approximately 15 panels with 4-6 alums speaking about their careers, trends, and opportunities. The CESs include *What Can I do With a Major in ___?* or *Careers in _____*. Career EXPO consists of seminars, a fair, and a networking reception. Over 100 alums participate by sitting on a seminar panel (*Standing Out: The Hiring Process, Global Opportunities, Applying to Graduate School*, etc ...), representing their organization at the Fair or participating in the reception. Students can individually connect with alums via the Career Networking (CANE) files for information interviews, job shadows, and contacts. Career Services' LinkedIn Group is a forum for students to professionally network, pose questions, and peruse job and internship opportunities. These connections are vital to all students whether they're learning about majors and careers, striving for graduate school or pursuing experience and jobs.

Annually CSB/SJU Career Services conducts a survey of graduating seniors to understand their first step out of CSB/SJU. Alumnae/i in each class are contacted within twelve months of their graduation and over 90% of CSB/SJU graduates respond to the survey. The response rate is extremely high; numerous colleges and universities report this data based on 50% or less of respondents. Of the 90%+ respondents to the CSB/SJU survey, 98% or more indicate that within one year of graduation, they are situated in post-college employment, education or full-time service (e.g., Peace Corps, AmeriCorps, faith-based organizations). These findings indicate that we can confidently confirm our graduates are finding opportunities that satisfy their interests and career goals.

4.1.4 Bookstores

Quality liberal arts education is impossible without access to books and other educational materials. Both colleges have bookstores which provide textbooks, supplies, general books for leisure reading, magazines, gift items, clothing, health care products and snacks. The bookstores encourage special orders and accept the student ID for personal charges, as well as Master Card, Visa, Discover and American Express. For more information please access the bookstores' website at www.csbsju.edu/bookstore or call the bookstores at 1-800-420-4509.

4.1.5 Dining Services

Service and hospitality are the primary goals of the dining service programs. The dining services seek to provide well-balanced and nutritious meals for the entire campus community in an aesthetically appropriate environment.

All students living in residence hall housing are required to be on a meal program. Both campuses offer traditional all-you-care to eat dining and casual, informal eating. Our traditional dining rooms have a wide selection of food choices in settings that encourage student and faculty interaction. The casual eating facilities, with menus consisting of sandwiches, snack items, pizza and many specialty items, are very popular with students.

Dining services' role within the colleges also extends to services such as:

1. Educating students on the myths and realities of wellness and nutrition;
2. Student employment opportunities for students who are on a work-study program;
3. Catering for all special meals, refreshment breaks or any function that is sponsored by a campus group and hosted by the colleges; and
4. Planning and incorporating special event meals for students into the regular menus. (Events traditionally include holiday meals and ethnic dinners.)

Both dining services strive to attain excellence in service and to satisfy the needs of students, faculty, staff and the entire community.

4.1.6 Postal Services

There is an U.S. Post Office located on Saint John's Campus and another in St. Joseph, near Saint Benedict's Campus. Drop boxes are conveniently located.

The Campus Mail Center on each campus distributes all mail and provides free delivery service for on-campus and inter-campus mail. Most student mailboxes are located in the campus centers.

4.1.7 Health Services

Health Services at the College of Saint Benedict

The College of Saint Benedict (CSB) Health Services clinic is located in the CSB Health Center (Lower Level Lottie Hall). The mission of CSB Health Services is to provide quality, cost effective primary and preventative health care to meet CSB students personal and community needs. Travel consultations for CSB/SJU Education Abroad Programs and many of the immunizations/vaccines recommended for travel abroad are offered. Some students may be referred to off-campus travel clinics based on their education abroad/travel plans and health needs. Since this clinic is funded by CSB student fees, only CSB students are eligible to utilize CSB Health Services.

Note. New CSB students are required to submit their completed CSB Health Form to CSB Health Services. This may necessitate visits with their health care providers to review immunizations, health history and to complete physical.

Health Services at Saint John's University

HealthPartners Central MN Clinics operates a clinic on the Saint John's campus. The Health Partners Central MN Clinics - SJ Campus is located in the Quadrangle and is a fee-for-service health care clinic serving the SJU campus community and the greater Collegeville area. This clinic is a primary care clinic which bills insurance for health care provided by HealthPartners. Students, faculty, and staff are welcome to utilize this clinic.

Note. New SJU students are required to have their health care providers complete the SJU Immunization Record and send this form to the SJU Counseling & Health Promotion office.

Health Insurance

Students who are not covered under personal or family health insurance, may choose enroll in the group accident and sickness (health) insurance policy offered to students. For further information, contact the CSB Student Accounts Office or the SJU Student Accounts Office.

4.1.8 Health Promotion

College of Saint Benedict/Saint John's University Health Promotion

The Health Promotion (HP) offices, part of the CSB/SJU Counseling & Health Promotion department, are located in the CSB Health Center (Lower Level Lottie Hall) and the SJU Personal and Professional Development Center (Ground Level of Mary Hall). HP professional and student (peer health promotion) staff advocate for a healthy campus culture and empower students to take responsibility for lifestyle choices and behaviors that result in enhanced well-being now and throughout their lives by identifying and confronting health-related issues facing our campus communities and providing creative, dynamic, evidence based programs, services, resources, opportunities, and leadership. The philosophy of HP is that as students increase their knowledge regarding their health they are empowered to make informed choices.

4.2 Academic Services

4.2.1 OARCA

Overview

The Office of Academic Review and Curricular Advancement (OARCA) provides (a) guidance and support for CSB/SJU academic departments and programs undergoing disciplinary program review, (b) guidance and support for academic departments and programs while preparing for required annual academic reporting, (c) the administration of end-of-semester course evaluations of the faculty, (d) administration of a number of standardized, norm-referenced national examinations including the Collegiate Learning Assessment (CLA) instrument and disciplinary Major Field Tests (MFT), (e) guidance and support to academic departments and programs writing grant proposals and administering funded grants, (f) leadership and guidance to the institutions for accreditation by the Higher Learning Commission (HLC) and (g) administration of CSB/SJU's participation in some national research studies and programs.

Program Review

Every seven years, each academic department and program conducts disciplinary program review. Program review is a process where departments assess and evaluate their curricula, pedagogy, student learning, and cite achievements of students and faculty, among other criteria. Departments and programs create a self-study document. An external disciplinary evaluator is brought to campus to provide an independent evaluation of the department or program. At the end of the year-long process, an action plan is developed to provide accountability and to ensure continued quality improvement.

End-of-Semester Course Evaluations of Faculty

OARCA administers course evaluations of the faculty for the campuses through an online system for all credit bearing courses each semester. OARCA supports faculty by assisting in developing course evaluations questions, educating them on the uses and features of the system, and providing technical support.

Administration of the National Examinations

OARCA administers the CLA twice a year. The CLA measures problem solving, critical thinking, analytical reasoning, and writing skills. OARCA administers several disciplinary Major Field Tests annually for several individual departments and programs.

Institutional Accreditation

CSB and SJU are accredited by the Higher Learning Commission. OARCA provides direct leadership and support to the institutions as we prepare for accreditation.

National Research Studies and Programs

OARCA, for example, is helping administer the CSB/SJU participation in the 2010 Wabash Study, a

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three-year of critical thinking and analytical reasoning of our Common Curriculum. Another example is the CSB/SJU participation in The New Leadership Alliance for Student Learning and Accountability. This is a voluntary institutional organization that promotes institutional accountability and improvements in teaching and learning.

4.2.2 Math Skills Center

The Math Skills Center (with locations on both campuses) provides services to Saint Benedict's and Saint John's students, offering assistance with concepts and skills that are used in lower division mathematics courses. One-to-one tutoring help (from student tutors and/or a professional staff member) is available on a walk-in basis or by appointment.

Reference books, workbooks, worksheets, and computer materials are also available to students who may be looking for help with math content in other courses, or who are preparing for pre-professional or graduate school exams.

The Math Skills Center also administers the Quantitative Skills Inventory (mathematics course pre-requisite exam) and provides follow-up services to assure that students can review and practice the skills necessary to pass the exam and be eligible to enroll in a mathematics course.

4.2.3 The Writing Centers

The Writing Centers (<https://sharepoint.csbsju.edu/writingcenters/Pages/default.aspx>) provide writing assistance to all members of our academic community. Well-qualified peer tutors offer free, individualized, intelligent response to writers and their writing questions.

The Writing Centers, one on each campus, welcome writers at all skill levels: honor students, first-year writers, writers from every major, students with learning disabilities, students for whom English is not a first language, graduate students, staff and faculty. Writers are welcome to bring in any piece of writing, ranging from essays, lab reports, or letters of application to works of reflection, fact, or fiction. Some writers want a one-time-only appointment for work on a particular piece of writing; others want to establish a series of appointments to achieve personal or program goals.

During an appointment, the writer and the tutor work together to identify and meet the writer's needs. Usually writers who use Writing Center services seek help in one of three general areas:

- (1) initiating the writing process (talking through a topic, organizing ideas),
- (2) revising (refocusing the text to better support the thesis, polishing an introduction or conclusion, taking the text to the next level),
- (3) managing conventions of standard written English (correcting sentence structures or grammatical forms).

Writers can make an appointment online (on the Writing Centers' homepage) or by telephone; walk-in appointments are welcome if a tutor is available.

4.2.4 Faculty and Academic Advising

Faculty and academic advising serves to support and challenge the student in developing meaningful educational plans that are consistent with their academic, personal and professional goals.

Faculty Advising

Each student is required to have one primary faculty advisor, beginning with the First-Year Seminar or Honors Seminar professor for first-year students. In spring of the first year each student selects a new faculty advisor, usually from the department of the student's intended major. (The undecided student may select a faculty member from a department of interest.) In the spring of the sophomore year, the student applies for acceptance into a major department and chooses or is assigned a faculty advisor in that department. Students may enlist additional faculty advisors from areas related to other academic or pre-professional interests.

During registration each semester, the student is required to consult with the primary faculty advisor and obtain the Personal ID Number (PIN) before being able to access the registration system online.

Academic Advising

The Academic Advising Office provides assistance and support to students and faculty across the campuses. The office monitors academic progress, oversees academic probation, reaches out to a variety of student groups and coordinates accommodations for students with disabilities.

4.2.5 Libraries

The libraries at the College of Saint Benedict and Saint John's University serve the combined student body with a joint staff and coordinated programs and services. Together, Clemens Library at Saint Benedict's and Alcuin Library at Saint John's hold nearly a million items, including over 900,000 volumes, 700 active paper periodical subscriptions, over 27,000 electronic periodical titles, 120,000 electronic books, and 121,000 microforms. The libraries' online catalog, (see <http://csbsju.worldcat.org/>) allows students to search the collections of both facilities, as well as thousands of libraries around the world.

Twelve librarians, thirteen support staff and 5 media services staff provide a full range of services to students, including personalized reference consultations and classroom instruction in library use and research strategies. Users can borrow from the collections of the University of Minnesota, other Minnesota libraries (MINITEX), as well as libraries in the Upper Midwest through an interlibrary lending service. Both libraries feature Media Centers with extensive audio and video resources.

The joint [libraries' website](#) provides access to the online catalog and also to a wide variety of services and information resources, periodical information, many locally developed subject guides to electronic information resources, library catalogs worldwide, and the Internet. The campus computing network enables students and faculty to utilize these resources from virtually any computer connected to the internet. Wireless network access is available at both libraries.

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Clemens Library at the College of Saint Benedict provides study spaces for 300 students, as well as a computer lab with 100 computers available plus an 18-workstation computer classroom and 3 group study rooms equipped with computers. In addition to an excellent core collection of resources to support the curriculum of both colleges, Clemens Library features materials in the fields of health sciences, education, fine arts, literature, religion and women's studies. The resources of the Music Library at the Benedicta Arts Center are also available to students at both schools.

Alcuin Library at Saint John's University, designed by architect Marcel Breuer at the same time the Abbey Church was built, features many study alcoves as part of the seating capacity of about 400. The library also includes a rare book room, two auditoriums with seating capacities of 148 and 62, 2 small group study rooms and controlled access to the Hill Museum & Manuscript Library which is housed in the library building. In addition to its core collection, Alcuin Library includes many specialized and scholarly works, especially in the areas of theology, life sciences, environment, and history. Alcuin Library is also a partial Federal Depository Library for U.S. Government Documents and a Defense Mapping Agency Depository Library.

4.3 Student Life

4.3.1 Peer Resource Program at Saint John's

The Peer Resource Program (PRP) seeks to enhance the personal development of the CSB/SJU community. An extension of Saint John's Arboretum, PRP focuses on leadership development by integrating elements such as healthy risk-taking, trust, awareness, wellness, and self-growth into both formal and non-traditional settings. To this end, the PRPs host programs including wilderness trips, [Collegebound](#), and a variety of on and off-campus events throughout the year. In addition, the PRPs are trained to facilitate the low-elements [Challenge Course](#) which provides groups with an opportunity to examine themselves in terms of leadership, teamwork, problem-solving, and communication. The Peer Resource Program helps new student groups, challenges and aids in the development of existing groups, and encourages individual growth. PRP members are CSB/SJU students who receive continuous training in facilitation, listening, leadership, communication, and group dynamics.

4.3.2 Health Advocate Program at the College of Saint Benedict

The CSB Health Advocates is a women's peer health education and promotion group sponsored and supervised by the CSB/SJU Counseling & Health Promotion department. The mission of the Health Advocates is to promote student wellness by integrating living, healthy choices, and self-responsibility. The Health Advocates promote this mission by providing programming that encompasses the health of the whole person -body, mind, and spirit. The HA's often collaborate with the Saint John's University Health Initiative on campus-wide health education and promotion programming.

4.3.3 Health Initiative at Saint John's University

The Saint John's University Health Initiative (HI) is a men's peer health education and promotion team sponsored and supervised by the CSB/SJU Counseling & Health Promotion department. The mission of the Health Initiative is "empowering men to care for themselves and others." The HI promotes this mission using the team members' creativity, energy, time, commitment and knowledge of health and health promotion to provide holistic men's health outreach programming. The HI's often collaborate with the College of Saint Benedict Health Advocates on campus-wide health education and promotion programming.

4.3.4 CERTS (Consent-Equality-Respect-Talking-Safety)

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The CERTS team is a student/staff partnership designed to facilitate honest, open conversation regarding sexual health issues in order to foster healthy, safe decisions around sex and an environment that does not tolerate, accept, or condone sexual activity without consent.

4.3.5 Residential Programs

As liberal arts colleges, the College of Saint Benedict and Saint John's promote the development of the individual within the context of living and learning in community. Through staffing and programs, the colleges create a supportive residential, learning environment which enhances the Benedictine practices of discerning one's purpose, strengthening one's practice of values, and supporting a just and caring community. Students living on campus benefit from connections with others, opportunities to develop a balanced lifestyle, use of campus facilities and the continued reflective exploration of their own faith.

The living arrangements on campus intentionally support the development of community and the individual. The colleges offer new students an opportunity to live in residence halls with other first-year students. Upperclass students have an opportunity to select from a variety of housing options including apartments, suites, single rooms and traditional doubles.

The Residential Life staff consists of upperclass students and professional staff who are resources and can assist students with connections to a network of support services. Residential staff can provide information on academics, career development, campus involvement, spiritual development and life planning. The staff is an integral part in the college's focus on teaching students about living in a community. The standards of expected behavior reflect the values in the Benedictine tradition of worship and work. Through developing quality personal relations in activities, students learn about individual respect and responsibility for personal growth, sensitivity to people, stewardship of common property, and care for the environment.

While the residential programs are separate in order to address the specific developmental needs of women and men, the interaction between the residents of both campuses is supportive of the joint academic mission of the colleges. Residential areas on both campuses have computer connections to individual rooms as well as to common access computer labs. Residential staff promote educational activities outside of the classroom by supporting intramural teams, service projects, career development outreach programs, health awareness programs and trips to events in the Minneapolis/Saint Paul metro area.

Students who live on campus have a greater use of campus libraries, computer labs, athletic facilities, intramural facilities, and contact with faculty and staff. The lifelong friendships developed on a residential campus come from the quality of time students spend with faculty, staff and other students from both campuses. As Catholic institutions of higher learning, the residential programs of the colleges seek to promote a balanced practice of physical, spiritual, emotional, intellectual, recreational and social living. An outline of regulations governing residential living can be found in each college's Housing Agreement and the Saint Benedict's Bennie Book or Saint John's J-Book.

4.3.6 International Student Resources

Students from countries throughout the world are welcomed at Saint Benedict's and Saint John's. Currently there are about 240 students enrolled from about 40 countries. Efforts are made to integrate

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international students within all aspects of the colleges' academic and residential life.

All non-native speakers of English enrolled at Saint Benedict's or Saint John's are welcome in the English as Second Language classes, even those students who are not required to take ESL to fulfill their foreign language proficiency. Other support services offered include the ESL Coordinator, the Academic Skills Center (which includes the math skills, reading and writing centers), an international student academic advisor, international student mentors, and the International Student Program Office. The International Student Program office advises students on F-1 visa issues and also does personal and cultural student advising.

4.3.7 Campus Ministry

It is the role of Campus Ministry to invite and nurture students, along with the total academic communities, in the Christian, Catholic and Benedictine way of life. Campus Ministry envisions itself as a catalyst of discussion within the two colleges. By engaging students, faculty, staff and administrators in ongoing conversations about what it means to be Christian, Catholic, and Benedictine, Campus Ministry hopes to empower our communities to bring meaning and authenticity to our mission.

To fulfill this role, Campus Ministry offers many programs.

Liturgy: Since liturgy is the "source and summit" of the Christian life, students, faculty and staff are invited to participate in campus worship. Besides the regular Sunday evening Eucharist, Campus Ministry also provides Liturgy in the Halls (CSB), small group prayer, Bible study and reconciliation services.

Education: The Rites of Christian Initiation for Adults incorporate students seeking to join the Catholic Church to enter into this worshiping community. Campus Ministry responds to the Gospel by promoting peace and justice issues and groups on the two campuses. Campus Ministry sponsors retreats, days of reflection, spiritual companionship, marriage preparation, speakers and panels.

Service: Each year during Christmas break, spring break, and summer break, Campus Ministry offers a variety of service trips throughout the United States and abroad that seek to awaken consciousness of social issues and the need for Christians to embrace the Church's preferential option for the poor. Last year, a total of more than 140 students participated in thirteen service trips. Campus Ministry promotes Christian service through the Volunteers In Service To Others (VISTO) program in which students direct and coordinate the recruitment and training of student volunteers from both campuses.

VISTO coordinates its volunteers with a wide variety of educational, social and religious organizations throughout the surrounding area.

Ecumenism: Campus Ministry welcomes people of all faiths and ethnic backgrounds through ecumenical/inter-religious gatherings, Muslim/Christian encounters, celebration of the Day of the Dead, Our Lady of Guadalupe, Advent celebration of diversity and more.

Campus Ministry calls forth and empowers student leadership through the Student Campus Minister program (SCM). Students working in the Campus Ministry office, in conjunction with the professional staff, are involved in planning and implementing many of the programs sponsored by Campus Ministry. These women and men are to be the ears, eyes, hands and heart of our campus communities, giving witness to the risen Christ, as they serve with compassion.

4.3.8 Athletics

Saint Benedict's and Saint John's realize the importance of athletics in complementing a liberal arts education. As Benedictine, residential, academic communities, the two colleges encourage, in part through their programs in athletics, the development of life-long recreational interests, involvement in

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community activities, awareness of the need for common efforts, leadership skills and concern for physical and emotional health.

The colleges recognize that athletics help to promote institutional identity and visibility, to attract prospective students, to provide informal interaction between faculty and students, to maintain academic achievement and to sustain a morale that contributes to student satisfaction and retention. Intercollegiate varsity competitions not only benefit the players, but also provide a source of recreation for other students, faculty, staff, graduates and friends, as well as opportunities for the expression of school spirit.

Saint Benedict's and Saint John's are members of the National Collegiate Athletic Association (NCAA), Division III, and the Minnesota Intercollegiate Athletic Conference (MIAC). Both colleges support in principle and in practice the policies of the MIAC and NCAA regarding student recruitment, academic achievement, course selection, accommodations and financial aid. The colleges control, budget and staff their athletic programs through the same general procedures that apply to other departments.

4.3.9 Student Government

Saint Benedict's Senate

As a women's college, Saint Benedict's provides a unique opportunity for women to participate in leadership positions. Student members of the Saint Ben's Senate (SBS) serve to provide a means for expression of and action on student views and interests. A group of 16 executive board women serve on a variety of institutional committees, take on special projects and are responsible for the disbursement of the student activity fee.

Saint John's Senate

The Senate is made up of 17 members: the president, regent and three standing committees. These committees include: Student Services, Judicial Board and the Activities and Allocation Board, which is responsible for dispersing the student activity fee. The following vision is from the Saint John's Senate Constitution: We are seventeen men comprising an integral group whose mission is to address and represent student interests, concerns, and welfare as well as the mission and values of the University. Our job is to continually examine our individual roles as student leaders, as a student Senate, and how our actions affect not only students and administrators, but surrounding communities.

4.3.10 Student Activities and Leadership Development

Clubs and organizations

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There are abundant opportunities for student involvement and leadership development on Saint Benedict's and Saint John's campuses. The Joint Events Council, made up of students from both colleges, plans social, cultural, recreational and educational events for the campus community. Approximately 80 other clubs and organizations exist to meet students' specific interests in a wide variety of areas including academic, cultural, media, service, social justice, sports/recreational and special interest. The Inspiring Leaders Certificate Program (ILCP) provides leadership development workshops/events in seven Certificate tracks to help student develop their authentic values-based leadership potential.

Intramural programs

The intramural programs at Saint Benedict's and Saint John's provide the opportunity for students and faculty to participate in a variety of men's, women's and co-rec activities. During the school year the intramural programs sponsor softball, volleyball, basketball, hockey, tennis, ultimate Frisbee, racquetball, soccer, football and other sports. One-day special events programs are part of the intramural schedule. There is variety of equipment available at the CSB Intramural Desk to check-out for use as well. An Olympic-size swimming pool is available for daily open swimming. The fitness center provides students with resistance training machines and free weights for strength building workouts. Information is sent to students prior to each intramural season.

4.4 Admission

4.4.1 Admission Statement

Admission to the College of Saint Benedict and Saint John's University is open to all qualified students who demonstrate in their application promise of success in college. The traditional indicators of ability-college preparatory curriculum, college entrance exams, grade point averages and high school rank-are important and carefully considered. In addition, Saint Benedict's and Saint John's seek to enroll students who show promise of community contribution and productive participation in the classroom as evidenced by both their academic record and their participation in extra-curricular activities.

A campus interview and tour are recommended for interested students. Call the Admission Office to set up an appointment.

Saint Benedict's and Saint John's review applications for admission beginning November 15. Students who submit a completed application by November 15 will receive an admission decision by December 15 with scholarship notification by December 20. An application is considered complete when we have received the following: Application for admission and scholarship, personal statement, official high school transcript, ACT or SAT results, extra curricular and personal activities, teacher recommendation. Following November 15, we recommend students apply by the December 15 priority deadline date with a final application date of January 15. To guarantee enrollment, students must submit their enrollment deposit by May 1.

4.4.2 Requirements for Admission

1. Graduation from an accredited high school or the equivalent. Although the colleges do not insist on a rigidly structured secondary school program, a candidate's academic preparation should include four years of English, three years of mathematics through Algebra II, two years of social science, two years of laboratory science and six other college preparatory electives. The study of a foreign language is recommended but not required for admission.
2. Scholastic achievement, rank in class and personal qualifications that give promise of success in college.

Satisfactory scores on the ACT or the SAT. It is recommended that candidates take the ACT or SAT in the spring of their junior year.

- 3.

4.4.3 Application Procedure

Applicants should see that the following documents are sent to the Admission Office as early as possible:

1. A completed application for admission. The Common Application may also be used. An official transcript of the high school academic record through junior year. An applicant's high

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school rank must also be included on the transcript if the school ranks students.

2. It is not unusual for some candidates to be deferred for seventh or eighth semester (senior year) grades, (additional) recommendations or additional test information. All incoming first-year students must send a final transcript at the end of their senior year.
3. A report of the score achieved on the ACT or the SAT. At the request of the student, these reports are sent directly to the college by the testing companies. In addition, ACT and SAT results are usually sent to us with the high school transcript. Information about these tests may be obtained from the high school guidance counselor, the high school principal or by contacting the following centers:

For ACT:

ACT Registration
P.O. Box 414
Iowa City, IA 52243-0414

● 319-337-1270

For SAT:

College Board SAT Program
PO Box 6200
Princeton, NJ 08541-6200

● 609-771-7600

4. Official report(s) for scores received for Advanced Placement Tests of the College Board (AP), International Baccalaureate (IB) or College Level Examination Board (CLEP), if any. At the request of the student, these reports are sent directly to the college by the testing companies. No credit for AP, IB or CLEP work may be awarded without an official report of scores.

4.4.4 Enrollment Procedure

Candidates who are accepted for admission are required to indicate their intention to enroll by making an enrollment deposit of \$300. To guarantee enrollment, students should make this advance payment by May 1. This payment, which is not refundable, is credited to the student's account for the first semester of enrollment.

4.4.5 Homeschool Student Admission

As stated in the general admission section, admission to the College of Saint Benedict and Saint John's University is open to all qualified students who demonstrate in their application promise of success in college. For homeschool applicants this means both traditional and nontraditional indicators of ability are important and carefully considered in the admission decision. The traditional indicators include appropriate documentation of college preparatory curriculum and college entrance exams. Nontraditional indicators that are considered, but not required for admission, include GED scores, study of a second language, accelerated courses, correspondence coursework, post-secondary enrollment option courses, community service and life experiences such as work, travel, published writing or art shows. It is not unusual for the Admission Committee to ask for other supporting evidence of academic readiness. This additional information may include recommendations, senior coursework, an additional test or a personal visit with admission personnel.

4.4.6 Non-Immigrant International Student Admission

The College of Saint Benedict and Saint John's University welcome international students. Currently there are approximately 140 students enrolled from 35 countries. The colleges are authorized under United States federal law to enroll non-immigrant alien students.

In addition to fulfilling the admission requirements and completing the procedures for admission, international students whose first language is not English must prove their English language proficiency. An applicant's English proficiency level may be demonstrated by means of score reports of such exams as TOEFL (Test of English as a Foreign Language); the Michigan Test; the British GCE (General Certificate of Education); the U.S. SAT I: Reasoning Test (Scholastic Assessment Test); the U.S. ACT (American College Test); the International Baccalaureate and other approved exams; by reports of results and level of completion in a U.S. intensive English language program; or at least one year of post secondary education in the United States which includes English composition.

All international students must have health insurance. If students are not included in their parents' insurance plan, they must subscribe to the colleges' group health insurance program (approximately \$810 annually).

4.4.7 Test of English as a Foreign Language

1. Students who have a TOEFL score of 500-525 (173-195 computer) or an iBT score of 70 may be granted admission for degree studies, but must first enroll in an upper-level intensive English program. Only under special circumstances, and with the requirement of additional intensive English language studies, will students be admitted with less than a 500 (173 computer) on the TOEFL or 70 on the iBT.
2. Students who have a TOEFL score of 525-550 (195-213 computer) or an iBT score of 70-80 may be granted admission and may enroll for a combination of degree studies and certain English language courses, depending on an evaluation by our ESL instructor prior to registration for courses.
3. Students who have a TOEFL score of 550 (213 computer) or an iBT score of 80 may be granted admission and may be allowed to enroll for degree studies on a full-time basis.

For additional information about recommended intensive English programs, write to the Director of International Admission, Admission Office, CSB/SJU, Colledgeville, MN 56321-7155 FAX 320-363-3206 or e-mail: ryoung@csbsju.edu .

or

TOEFL-Test of English as a Foreign Language

P.O. Box 6155

Princeton, NJ 08541-6151

Tel: 609-771-7100 (Outside U.S.A. and Canada)

887-863-3546 (Inside U.S.A., toll-free)

Fax: 609-771-7500

E-mail: toefl@ets.org

WWW: <http://www.toefl.org>

(TOEFL/TSE services will respond only by letter to examination inquiries. Responses will not be made by fax or telephone.)

The College of Saint Benedict and Saint John's University do not offer a full English as a second language program, but do offer support courses in ESL. International students needing intensive

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English instruction prior to enrollment are referred to the ELS Language Centers located in the United States.

ELS Language Centers (Santa Monica)
1413 2nd Street
Santa Monica, CA 90401
Tel: 310- 451-4544
Fax: 310- 451-7795
E-mail: sm@els.edu
URL: www.els.com

The closest ELS Language Center to CSB/SJU is located in St. Paul, MN, 70 miles south of the campuses. The address is:

ELS Language Center
C/O University of St. Thomas
2115 Summit Avenue, Mail LOR 108
St. Paul, MN 55105-1096
Tel: 651-962-5990
Fax: 651-962-5991
E-mail: ematyi@stthomas.edu
URL: www.els.com

Completion of ELS Level 115 will satisfy the colleges' English language requirement for admission.

The Scholastic Assessment Test (SAT I) or the American College Test (ACT) is generally not required of international students. However, international students are advised to take the SAT or ACT, if possible, for it can often establish admissibility for an applicant when foreign records alone do not.

4.4.8 Credit for International Examinations and Certificates

Credits may be granted for national examinations or certificates of education depending on the type of exam or certificate, type of subjects and marks achieved. Among those recognized are the International Baccalaureate Higher Level exam, the British General Certificate of Secondary Education (GCSE) "A" level exam, the East/West African "A" level exam (EASCE) (WASCE), the French Baccalaureate II exam, the Norwegian Upper-Secondary School Certificate, German Abitur exam, and other country-specific exams.

4.4.9 International Application and Financial Aid Deadlines

Preferred Application Deadlines

Fall semester (August-December): April 1
Spring semester (January-May): November 15

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Applications may be considered after these dates on a space-available basis; contact Director of International Admission, CSB/SJU, Collegeville, MN 56321-7155. Tel: 320-363-2190 or FAX: 320-363-3206 or e-mail ryoung@csbsju.edu

International applicants are considered for partial tuition scholarships. Scholarships are awarded based on academic and extra-curricular achievement and financial need. These scholarships include the Regents', Trustees', President's and Dean's scholarships as outlined in the Financial Aid section. Part-time on-campus student employment is also available. International students may also apply for full-time summer employment opportunities on the two campuses following their first year of study and each succeeding year for a total of three years maximum. On-campus housing and meals are available during the four summer months (May, June, July, August) at reasonable rates. Early application for summer employment, campus housing and meals are encouraged as the colleges cannot guarantee these special arrangements for all international students who wish to remain on campus during the summer. Undergraduate summer classes are not offered at either college.

All international applicants must complete the "Certificate of Finances" form at the same time as applying for admission and financial aid. Applications will not be processed until this form is received, along with other documentation of finance forms, affidavit's of support and/or bank statements. A SEVIS I-20 form will be issued to secure your student visa upon receipt of the \$500 advance deposit and your final decision to accept our offer of admission and financial aid (if offered). Further instructions pertaining to enrollment, on-campus housing and course registration will be made available as soon after your final decision is made. A second confirming deposit of \$2,500 is due June 1 for the first semester (August); December 1 for spring semester (January). It is recommended that international candidates apply for the fall semester (August); only a very limited number of openings are held for spring semester (January).

4.4.10 Transfer Students

Students transferring from other colleges are considered for admission on the combined basis of both high school and college achievement. Transfer applicants are required to have a minimum college GPA of 2.75 to be considered for admission. They may apply by submitting the following documents:

1. An application for admission.
2. An official transcript of the high school academic record.
3. An official transcript of courses and credits earned at other colleges and universities.
4. College Official's Report Form.
5. An official ACT or SAT test score, if less than 28 semester credits have been completed.

An evaluation of the student's previous college course work will be provided to transfer students who are offered admission. Consult "[Studies at other colleges](#)" or the Admission Office for additional transfer credit policies.

Transfer students wishing to apply for financial aid must complete the financial aid application process.

Application and Financial Aid Deadlines

Preferred Application Deadlines

Fall semester (September-December): April 1
Spring semester (February-May): December 1

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Applications may be considered after these dates on a space-available basis.

Preferred Financial Aid Deadlines

Fall semester (September-December): March 15

Spring semester (February-May): November 15

4.4.11 Readmission

Students who have previously attended Saint Benedict's or Saint John's and who (1) were not enrolled the previous semester or (2) did not complete the previous semester must submit a formal application for readmission to the Admission Office. Readmit applications and procedures may be obtained by writing the Saint Benedict's/Saint John's Admission Office or by downloading the application at <http://www.csbsju.edu/Admission/apply.htm> . If a student has attended another college or university since the time of withdrawal, official transcripts of such college or university work must also accompany the application for readmission.

4.4.12 Transfer Application and Financial Aid Deadlines

Preferred Application Deadlines

Fall semester (September-December): April 1

Spring semester (February-May): December 1

Applications may be considered after these dates on a space-available basis.

Preferred Financial Aid Deadlines

Fall semester (September - December): March 15

Spring semester (February - May): November 15

4.5 Financial Information

4.5.1 Joint Policies

Student expenses at the College of Saint Benedict and Saint John's University are governed by a number of common policies. Other policies are specific to each college. Please consult both the joint policies below and those pertaining to either Saint Benedict's or Saint John's.

Joint Policies

Tuition

Tuition for full-time students (those carrying at least 12 credits) is an annual fee charged one-half for fall semester and one-half for spring semester. Special rates apply to students with a class load of fewer than 12 credits or more than 18 credits. Tuition applies to all courses whether taken for credit, audit or no credit.

Advance Payment from First-year Students and Transfers

Accepted applicants to Saint Benedict's and Saint John's will receive notice of an advance payment of \$300, which should be submitted upon the acceptance of the offer of admission. The deposit of \$300 will be credited to the first-semester payment.

General

All charges assessed by the colleges (tuition, fees, room and board) are due and payable before completion of registration. The initial payment covering a semester of the college year is due no later than the beginning of that semester; the final payment is due no later than the end of that semester. Remittances are made payable to the college in which the student is enrolled and sent to the Student Accounts Office.

The colleges reserve the right to withhold statements of honorable dismissal, transcripts or records or diplomas until all college bills have been paid or until satisfactory arrangements have been made with the Student Accounts Office. Registration may be blocked or cancelled by the Student Accounts Office for failure to pay fees. Amounts owed from the previous semester must be paid before starting each new semester.

Tuition, fees and other charges are good-faith projections for the academic year. They are, however, subject to change from one academic semester to the next as deemed necessary by the colleges in order to meet their financial commitments and to fulfill their roles and missions.

There are other fees and charges which are attendant upon a student's matriculation or course enrollment at Saint Benedict's or Saint John's. These fees or charges may be determined by contacting

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the college or university offices which administer the programs or activities in which the student intends to enroll or engage.

Refunds

Refunds for tuition, activity fees, special course fees, and room and board are made to any student who withdraws by formal application through the appropriate campus office according to the following schedule:

Students withdrawing before the first day of classes will be granted 100 percent credit.

90% through the 5th day of classes
80% from the 6th through 10th day of classes
70% from the 11th through 15th day of classes
60% from the 16th through 20th day of classes
50% from the 21st through 25th day of classes
40% from the 26th through 30th day of classes

If a student withdraws after the sixth week of classes, there is no refund on tuition and room; however, refunds on food will be pro-rated based on the time remaining in the food contract. The date used to calculate the refund will be: the date of withdrawal in the case of a student who withdraws officially; the drop-out date which can be documented in the case of a student who withdraws unofficially.

In case of absence from the colleges, refund of food contract charges is possible for students who are absent for a period of 30 days or more. Students are not eligible for room rental refunds if they are absent or move off campus during the semester.

In cases of prolonged illness which necessitates withdrawal for the remainder of the semester as determined by the colleges, refunds or credits are made in tuition and room from the end of 14 calendar days following the beginning of illness, according to medical records. No tuition is refunded or credited on courses completed.

There is no refund on extra credits or special course fee charges after the last day on which students can withdraw from classes without receiving a W.

Students who are recipients of federal or state financial assistance should be aware that a portion of grants and loans will be returned to the federal or state governments should the student withdraw before 60% of the semester has ended. In addition, grants or scholarships awarded by the institutions may be reduced should a student withdraw before completing the semester.

Return of Financial Aid Funds for Students Who Withdraw

If a student withdraws from school before completing 60% of a semester, the College or University may be required to return some or all of the federal or state financial aid awarded to the student. In general, Federal and State regulations assume that a student "earns" Federal financial aid and state aid in proportion to the number of days of the term the student attended. When a student withdraws before completing 60% of the term, the school must calculate according to a specific formula the portion of

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the total financial aid the student has earned and is therefore entitled to receive up to the time of the withdrawal. (A sample calculation is available on the financial aid website at <http://www.csbsju.edu/financialaid> .) Because the financial aid may be reduced when a student withdraws, financial aid may not be sufficient to cover the balance of tuition, fees, room and board charged to the student. Students who are considering withdrawing or who have withdrawn are encouraged to contact the Financial Aid Office and Student Accounts Office for details on how their financial aid is affected and their final balance due based on withdrawal from school.

Refunds for Enrolled Students Called to Military Duty

If a student is called up for active military duty, and withdraws from all classes, the refund is as follows:

- Refund of 100% of tuition and fees
- Pro-rated refund of housing and food contract

If a student is called up for active military duty, and elects to work with faculty member(s) to take an incomplete grade in one or more classes, the refund will be as follows:

- Refund of 100% of tuition and fees for classes in which no credit is received
- Pro-rated refund of housing and food contract

Students are encouraged to communicate with the Student Accounts Office, the Academic Advising Office, the Financial Aid Office and appropriate faculty members as soon as possible upon receipt of the government notice.

4.5.2 Saint Benedict's Policies

Room Rentals

Beginning with the class that enrolls at CSB in the fall of 2010, all students will be required to live on campus. Housing information forms are sent to all Saint Benedict's students who are offered admission. For first-year students residence hall accommodations are assigned using their housing questionnaire and assignments are sent out to incoming students in mid-July. For returning upperclass students, housing arrangements are determined through participation in the room selection process. Room selection takes place during the spring semester for the next academic year.

Room rentals are on an academic year basis (September through May). The College of Saint Benedict expects its students to vacate their residences during official college breaks. Students who need to remain in their campus housing during the break periods must make special arrangements with the Residential Life Office.

A copy of the CSB Campus Housing Agreement and specific rental information can be found on the CSB Residential Life website at www.csbsju.edu/csbreslife or can be obtained from the Residential

Life Office.

Board Contracts

All Saint Benedict's students living in residence halls or other rooms without cooking facilities are assigned a board contract. The board contract is intended to be a minimum charge only; therefore additional meal purchases may be necessary. The board contract is non-transferable.

Deferred Payments

Various payment options are available at Saint Benedict's that will allow either prepayment stabilization of the tuition cost or for installment payments during the semester. Additional information is available through the Student Accounts Office.

4.5.3 Saint John's Policies

Returning Students

All returning Saint John's students are required to make an advance payment each spring prior to pre-registration for the fall semester. This payment is refunded through June 30. For those students requesting campus housing, a room reservation payment is also required. Additional housing information is available at the Residential Life Office.

Room Rentals

As a residential university, all first and second year students are required to live on campus. Applications for housing are sent to all Saint John's students who are offered admission. Residence hall accommodations are assigned according to the date the advance payment is received.

Room rentals are on a school-year basis even though the room may not be continuously occupied. Room changes are permitted only with direct permission from the Residential Life Office.

Saint John's students who wish to remain in their rooms during vacations must make special arrangements with the Residential Life Office. Failure to make these arrangements will result in a \$20 per day fine.

Specific rental information can be obtained from the Residential Life Office.

Board Contracts

All students living in residence halls are required to participate in a Comfort plan. Students will be placed on a Comfort Meal Plan option for fall and spring semesters. Students who live in apartments or in residential hall suites (with cooking facilities in the suite) have the option of choosing a

Campus Support Services
Financial Information

residential meal plan or an apartment style meal plan.

Contracts do not include meals during Thanksgiving, Christmas, Easter and Spring vacations or during recesses between terms. Additional information is available through the SJU Dining Service office.

Payment Options

Various payment methods are available at Saint John's that will allow for installment payments during the school year. Monthly payments can be arranged through the Saint John's Student Accounts Office.

4.6 Financial Aid

4.6.1 Scholarships

Saint Benedict's and Saint John's believe in recognizing students for demonstrated academic, leadership and service achievements. Scholarships are available to eligible applicants based solely on achievement and not on financial need. These scholarships are awarded on a competitive basis. All scholarships awarded by the College and University are given for an academic year and are credited to the student's account in equal portions (one-half) each semester. A student who is enrolled for only one semester is eligible for only one-half of the annual award. The following scholarships are renewable each year (unless otherwise noted) as long as the student maintains satisfactory academic progress.

4.6.2 College of Saint Benedict/Saint John's University Scholarships

Trustees' Scholarships

These scholarships are awarded to first-year students who demonstrate superior academic achievement in college preparatory high school curriculum and who are recognized leaders in high school. Eligible applicants must have a minimum high school GPA of 3.60 and score a minimum composite of 30 on the ACT exam or 1980 on the SAT. Scholarships are awarded based on demonstrated academic, leadership and service achievements, and a faculty interview. Trustees' scholarships are renewable for a maximum of three additional years with satisfactory academic progress.

President's Scholarships

These scholarships are awarded to first-year and transfer students who have demonstrated superior academic achievement in high school or college and who are recognized leaders. Eligible applicants typically have a high school or college grade point average of 3.70-4.0 and ACT composite scores of 26-29. Scholarships are awarded based on demonstrated academic, leadership, and service achievements. President's Scholarships are renewable for a maximum of three additional years with satisfactory academic progress.

Dean's Scholarships

These scholarships are awarded to first-year and transfer students who have demonstrated academic achievement in high school or college and who are recognized leaders. Eligible applicants typically have a high school or college grade point average of 3.35-3.60 and ACT composite scores of 23-25. Scholarships are awarded based on demonstrated academic, leadership, and service achievements. Dean's Scholarships are renewable for a maximum of three additional years with satisfactory academic progress.

Campus Support Services
Financial Aid

Bonner Leader Scholarships

The Bonner Scholarship provides financial support for those students who demonstrate financial need and commitment to service.

Benedictine Scholarships

For **low-income** students who have completed a college access program (Upward Bound, Admission Possible, etc.), or for students from urban high school without college access programs where the predominant enrollment is students from low-income families.

Future Chemists Scholarships and Support (FoCuS)

The Future Chemists Scholarships and Support (FoCuS) program is a special program for students interested in [Chemistry](#) and [Biochemistry](#) at CSB/SJU. While all students with a strong interest in Chemistry and Biochemistry are encouraged to apply, preference will be given to students who have been historically underrepresented - minorities, women and students with significant financial need.

MapCores Scholarships

Women majoring in Math, Physics, Computer Science or Engineering are encouraged to apply.

National Merit Recognition Scholarships

Students recognized as National Merit finalists, semi-finalists, or commended students in the national competition are eligible for these awards.

Fine Arts Scholarships

Fine Arts Scholarships recognizing ability in art, music and theater are available to first-year students who have excelled in the fine arts. Fine Arts Scholarships are renewable for a maximum of three additional years provided the recipient meets participation requirements as defined by the individual Fine Arts departments.

Intercultural Leadership, Education and Development Fellowship

The Fellowship is awarded to first-year, first-generation students from diverse urban high schools who

Campus Support Services Financial Aid

demonstrate academic achievement, leadership, financial need and a commitment to intercultural issues and action. Students are selected through a competitive process which includes an application and on-campus interview. Fellowships are renewable for a maximum of three additional years provided the recipient meets program participation requirements and is making satisfactory academic progress.

Army ROTC Scholarships

These scholarships cover a portion of tuition, fees and books and are available to students who are enrolled in the Reserve Officers Training Corps and who show potential for officer leadership. Scholarship eligibility is not based on financial need. In addition, ROTC Scholarship recipients may be eligible for CSB/SJU scholarships or grants to cover the room and board expense.

4.6.3 Need-Based Financial Aid

Saint Benedict's and Saint John's have always sought to educate well-qualified young women and men regardless of their economic backgrounds. Financial aid is renewable provided the student continues to demonstrate financial need and is making satisfactory academic progress.. The financial aid satisfactory academic progress policy is outlined at <http://www.csbsju.edu/FinancialAid/PoliciesandCodeofConduct.htm>

Determining financial need

Saint Benedict's and Saint John's, like all colleges in the United States that offer federal and state student financial aid, use a federal formula to determine eligibility for need-based financial aid. This formula takes a "snapshot" of the family's financial situation for a given year to determine eligibility for grants, on-campus employment and loans. To be considered for need-based financial aid, students must complete a Free Application for Federal Student Aid (FAFSA) and CSB/SJU Financial Aid Application each year.

4.6.4 Types of Financial Aid

CSB and SJU Grants

Each college offers need-based grants to qualified students. Eligibility is determined annually and is based on the results of the Free Application for Federal Student Aid (FAFSA).

Minnesota State Grant Program

The Minnesota State Grant is a need-based program available to eligible Minnesota

Campus Support Services
Financial Aid

residents. Eligibility is based on demonstrated financial need as defined by the state and an applicant's FAFSA results. The state requires students to enroll for 15 credits per semester to be considered full-time and receive maximum Grant funding. Enrollment of less than 15 credits will result in proration of any Minnesota Grant eligibility.

Federal Pell Grants

This federal grant is available to all U.S. citizens and certain categories of noncitizens who have not earned a bachelor's degree. Eligibility is based on documented financial need as determined by the FAFSA.

Federal Supplemental Educational Opportunity Grants

Federal Supplemental Educational Opportunity Grants are awarded to U.S. citizens and certain categories of noncitizens with exceptional financial need.

Student Employment

Approximately 1,150 part-time jobs are available on each campus, with a limited number of jobs also available off campus in non-profit organizations. Student employment is awarded on the same basis as other types of financial aid - documented financial need and satisfactory academic standing (2.0 cumulative GPA). Students normally work 5 to 10 hours per week and generally earn from \$1,500 to \$2,900 a year. Wages for student employment are paid from federal work-study, institutional or State funding. Students may use their earnings to pay for tuition, room and board costs or personal expenses.

4.6.5 Loans

A variety of loans are available to assist in paying for college. The financial aid office encourages the use of federally subsidized loans before a student pursues a private student loan. The first step in applying for loans is to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) at (www.fafsa.gov) and the CSB/SJU Financial Aid Application (available online at www.csbsju.edu/financialaid .) After applying, the Financial Aid Office will send an award letter or notification via email which will indicate the loan options available.

The terms of the loans listed below are as of July 1, 2012. These are subject to change based on federal or state legislative action or private lender decisions. The financial aid section of the web page (www.csbsju.edu/financialaid) contains the most recent interest rates and loan terms.

Federal Student Loan Programs

Federal Perkins Loan

- Based on financial need and awarded to students demonstrating greatest need

Campus Support Services
Financial Aid

- 5% fixed interest rate
- Interest-free while enrolled at least half-time
- Repayment begins nine months after student is no longer enrolled at least half-time

Subsidized Stafford Loans

- Based on financial need
- 6.8% fixed interest rate
- Interest-free while enrolled at least half-time
- Repayment begins six months after student is no longer enrolled at least half-time
- 1.0% origination fee.

Unsubsidized Stafford Loans

- 6.8% fixed interest rate
- Interest accrues while student is enrolled. (Student is encouraged but not required to pay interest while in school.)
- Repayment begins six months after student is no longer enrolled at least half-time
- 1.0% origination fee.

Additional Loan Options

Federal PLUS Loan (Parent Loan for Undergraduate Students)

- Parent is borrower
- Loan approval based on credit review
- 7.9% fixed interest rate
- 4% fee.
- Parent may borrow up to the cost of attendance less all other aid
- Repayment begins 60 days after loan is fully disbursed. Borrower may request deferment of repayment while student is enrolled at least half-time.

Private Loan Options

- Credit-worthy cosigner required
- Variable or fixed interest rate may be determined by cosigner's credit rating
- Depending on lender, and the cosigner's credit, fees may be deducted.

4.6.6 Packaging of Aid

Students demonstrating financial need often receive funds from several of the types of aid described above. It is common for applicants to receive a scholarship or grant, student employment and a loan. "Packaging" aid in this manner allows Saint Benedict's and Saint John's to make more funds available to a larger number of aid applicants. If applicants receive outside assistance not considered when the award was determined, the award may need to be adjusted to reflect the additional resources. A student's total aid award may not exceed documented financial need or the cost of attendance.

Saint Benedict's and Saint John's are committed to equal opportunity in financial aid distribution in accordance with applicable federal and state laws.

4.6.7 Application Procedures

Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) and the CSB/SJU Financial Aid Application each year. The FAFSA is available online at <http://www.fafsa.gov> . The CSB/SJU Financial Aid Application available online at <http://www.csbsju.edu/financialaid> .

Applicants are encouraged to complete the application process as soon as possible after January 1. Financial aid award notifications for new students are sent beginning in March and for returning students beginning in May.

4.6.8 Renewal of Aid

All financial aid awards are made for an academic year. A student's financial aid will normally be renewed in subsequent years as long as he/she maintains satisfactory academic progress, continues to demonstrate financial need and applies by the annual deadline (June 1). Exception: Students who have completed four years of post-secondary education may not be eligible for college scholarships or grants.

5 Appendices

5.1 Administration

5.1.1 College of Saint Benedict Board of Trustees

John J. Albert
Retired Attorney

Ingrid Anderson, OSB
Director, Art and Heritage Center
Saint Benedict's Monastery

Pam Bacon
Associate Professor
College of Saint Benedict/Saint John's University

Dana Badgerow
President and Chief Executive Officer
Better Business Bureau of Minnesota and North Dakota

MaryAnn Baenninger
President
College of Saint Benedict

Scott Blattner
President
Blattner Energy, Incorporated

Rebecca Bergner Coborn
Sales Representative
Whitehall Laboratories

Iris Cornelius
Psychologist

Beth Dinndorf
President Columbia College

Terry Dolan

Appendices
Administration

Vice Chair
U.S. Bank

Gregory J. Duppler
Retired Senior Vice President Merchandising
Target Stores

James Graves
Chief Executive Officer
Graves Hotels, Resorts - Graves World Hospitality

Judith Koll Healey
President
JKH Consulting

Michaela Hedican, OSB
Prioress
Sisters of Saint Benedict

Kathy Kurvers Henderson
Retired Assistant Vice President
Piper Jaffray

Annette M. Hendrick
Volunteer

Mary Catherine Holicky, OSB
Spiritual Ministries
Sisters of the Order of Saint Benedict

Harvey C. Jewett
Attorney-at-Law

Jean Juenemann, OSB
Retired Chief Executive Officer
Queen of Peace Hospital

Michelle Bauerly Kopel
Managing Partner
Venture Allies, LLC

Laura Kelly Lovdahl
Volunteer

George Marin

Appendices
Administration

President
Data Tech Solutions, LLC

Barbara J. Melsen
Volunteer

Kathleen Mock
Consultant

Tom Mohr
President/Chief Executive Officer
Digital Air Strike

Lynn M. Newman
Operations Manager
Evergreen Church

Judy Poferl
President and Chief Executive Officer
NSP - MN Xcel Energy

Donald Pyatt
Retired President
Viracon

Shari Lamecker Rogalski
Vice President
UnitedHealth Group

Rosetta E. Ross
Professor of Religious Studies
Spelman College

Patricia Ruether, OSB
Development/Communications Assistant
Sisters of Saint Benedict

Thomas L. Schlough
Chief Executive Officer
Park Industries

Dick Schneider
President and Chief Executive Officer
Palm Desert National Bank

Carolyn Smallwood

Appendices
Administration

Executive Director
Way to Grow

Lisa Spoden
Senior Vice President
Strategic Implementation Solutions

Joyce A. Statz
Independent Consultant
Statz Consulting

LeAnne Matthews Stewart
Chief Financial Officer
CRC Health Group

Tu Tran
Student Trustee
College of Saint Benedict

Theresa A. Wurst
Volunteer

Judy M. Zimmer
President
College of Saint Benedict Alumnae Council

Lori Bodensteiner Zumwinkle
Partner
Accenture

5.1.2 College of Saint Benedict Administrators

*Note: * identifies joint positions*

MaryAnn Baenninger
President

***Joseph DesJardins**
Vice Provost

Mary Geller
Vice President for Student Development

***Rita Knuesel**

Provost

Kimberly Motes

Vice President for Institutional Advancement

***Jon McGee**

Vice President for Planning and Public Affairs

***Cal Mosley**

Vice President for Admission and Financial Aid

Susan Palmer

Vice President for Finance and Administration

5.1.3 College of Saint Benedict Presidents Emeriti

Stanley J. Idzerda

Professor Emeritus of History, 1968-; President, 1968-74; B.N.S., University of Notre Dame, 1945; A.B., Baldwin Wallace, 1947; M.A., Western Reserve University, 1950; Ph.D., 1951; L.H.D., Central Michigan University, 1968; L.H.D., Marycrest College, 1971.

Beverly Miller

President, 1974-79; B.A., Western Reserve University, 1945; M.A., Michigan State University, 1957; Ph.D., University of Toledo, 1967.

Colman O'Connell OSB

President, 1986-96; B.A., College of Saint Benedict, 1950; M.F.A., Catholic University of America, 1954; Ph.D. University of Michigan, 1979.

5.1.4 College of Saint Benedict Staff

***Thomas Allen**

Practicum Counselor, Counseling and Health Promoton

***Anthony Amelse**

Associate Director of Admission

Kyleen Ammerman

Resident Director

Amanda Anderson

Assistant Director of Campus Recreation

***Theresa Anderson**

Appendices
Administration

Academic Advisor

***Erik Aschenbeck**

Assistant Director of Admission

Robin Balder-Lanoué

Head Track and Field Coach and Head Cross Country Coach

Wendy Bechtold

Manager of Catering Services

Ann Becker

Assistant Soccer Coach

***Shawn Beckers**

System Administrator, Information Technology Services

***Judy Bednar**

Associate Human Resources Director

***Laura Beirne**

Assistant Director of Admission

***Matthew Beirne**

Director of Admission

***Paul Beniek**

LAN Client Project Administrator, Information Technology Services

Tim Benz

Associate Vice President of Development

Deborah Blitvich

Annual Giving Associate

Sara Borgen

Health Promotion Programmer

Carley Braegelmann

Assistant Director of Campus Ministry

Chris Brake

Appendices
Administration

Director of Grounds

Michelle Brisk-Wallace
Menu Management Data Specialist

***Delbert Brobst**
Director of Secondary/K-12 Student Teaching

Karen Buerman
Director of Advancement Services

Anna Burgason
Alumnae Relations Associate

Diane Calabria
Associate Director of External Grants

Kenneth Cartwright
Technical Director

Larry Christen
Director of Facilities

***Nicole Clements**
Education Abroad Advisor

Rachel Click
Head Softball Coach

Mark Conway
Executive Director of Literary Arts Institute

***Jacqueline Corral**
Admission Representative

***Marilyn Creed**
Director of Mathematics Skills Center

Julie Deyak
Head Athletic Director

Jean Donnay

Appendices
Administration

Nurse Practitioner and Assistant Director of Health Services

Michael Durbin
Head Basketball Coach

Kathryn Enke
Chief of Staff

Mary Fogle
Director of Prospect Management, Institutional Advancement

***Donald Forbes**
Director of the CSB/SJU Bookstores

***Alison Galski**
Nutrition Lab Coordinator

Sonya Gaydos
Assistant Manager of Culinary Services

Shelley Gemza
Program Advisor, Upward bound

***Sarah Gewirtz**
Information Literacy Librarian

Louise Geyer
Senior Associate Director of Financial Aid

Barbara Grelson
Business Manager for Culinary Services

Meggan Gronli
Residence Director

Curtis Gullickson
Assistant Director of Security

Diane Hageman
Director of CSB Media Relations

Darrel Halverson

Appendices
Administration

Executive Chef

***Randy Hammond**
Senior Programming Analyst

***Jacqueline Hampton**
Academic Advisor

***Leslie Hanlon**
Director for Fundraising and Marketing for Fine Arts Programming

Mary Harlander Locke
Associate Director of Career Services

***Barbara Hein**
Director of Electronic Communications

Michelle Hemmesch
Assistan Director of Financial Aid

Nicole Hess
Head Volleyball Coach and Assistant Athletic Director

William Hickey
Director of Gift Planning

Karen Hoffbeck
Director of Publications

***Brooke Horejsi**
Deputy Director for Fine Arts Programming

Carol Howe-Veenstra
Athletic Director

Jennifer Hylla
Retail Manager

***Marah Jacobson-Schulte**
Director of Experiential Learning

***Carol Jansky**

Appendices
Administration

Biology Laboratory and Stockroom Coordinator

Dennis Johnson

Assistant Softball Coach and Assistant Basketball Coach

***Nicole Joos**

LAN Server Administrator, Information Technology Services

***Brian Jose**

Executive Director of Fine Arts Programming

***Michael Juntunen**

Director of Transportation

***Bonnie Kalla**

Circulation Manager, Libraries

Stephanie Kaplan

Psychology Department Coordinator

***Theresa Kasling**

Associate Director for Technical Services, Libraries

Michael Killeen

Director of Content Development, Communication and Marketing Services

Steven Kimble

Head Soccer Coach and Assistant Athletic Director

***Kevin Knodl**

Fine Arts Programming Production Manager

***Karen Knutson**

Associate Director of Institutional Research

Angela Kocian

Psychologist

***James Koenig**

Director of Information Technology Services

***Philip Kramer**

Appendices
Administration

Director of Academic Assessment

Jennifer Kranz
Head Hockey Coach

Sienna Kuhn
Artist-in-Residence

Katherine LaSota
Residence Director

***Jeanne Lacourt**
Practicum Counselor, Counseling and Health Promotion

Scott Larsen
Head Tennis Coach

Daniel Laudенbach
Energy Coordinator

***Colleen Lommel**
Director of Telecommunications

Terrance Loso
Director of Power Plant and Water

Kristin Lyman
Assistant Director of Alumnae Relations

Marcia Mahlum

Director of Campus Recreation

Charles Marolf

Senior Development Officer

Patrick McCabe
Athletic Media Relations Director

***Jillian McKenzie**

Appendices
Administration

Admission Representative

Berit Merrill
Assistant Tennis Coach

Erin Miller
Assistant Athletic Trainer

***John Miller**
Computer Science Lab Coordinator

Ann Monsen
Residence Director

Tammy Moore
Executive Director for Advancement Communication

***Mark Mortrude**
Education Department Advisor and Director of K-12 Partnerships

***Theresa Naumann**
Admission Representative

Tara Nelson
Residence Director

Sharon Nohner, OSB
Director of Campus Ministry

***Barbara Novak**
Assistant Registrar

Anne Oberman
Controller

Colman O'Connell, OSB
Senior Development Officer

Kathryn Olson
Asst Derector of Financial Aid

Maureen Opitz

Appendices
Administration

Director of Donor Relations

***Ganard Orionzi**

Director of Environmental Health and Safety

***Maribeth Overland**

Director of Student Activities

***Kathleen Parker**

Director of Library and Media Services

***Debra Paulson**

Server/San Administrator, Information technology Services

Robert Piechota

Director of Financial Aid

Heather Pieper-Olson

Senior Director, Institutional Advancement

Kimberly Poganski

Culinary Services Director

Joy Pohland

Annual Giving Associate

Judith Purman

Director of Sustainability

Erica Rademacher

Assistant Director of Career Services

***Paula Ramaley**

Global Programs Manager

Jessica Reiter

Assistant Director of Events and Conferences

Julie Reitmeier

Director of Operations, Institutional Advancement

Molly Renslow

Appendices
Administration

Special Assistant to the President

***Peggy Retka**

Director of Office of Education Abroad

Barbara Ries

Assistant Manager for Culinary Services

***Catherine Robak**

Training and Web Support Specialist

Kathryn Rock

Accountant

Ronald Rodenwald

Manager McGlynn's & O'Connells

***Peggy Roske**

Archivist

Heidi Ruprecht

Web Graphics Designer

Heather Saladino

Residence Director

Jessie Sandoval

Director of Alumnae Relations

***Michelle Sauer**

Associate Director of Academic Advising

***Alex Schleper**

Director of International Admission

***Brent Schloe**

Database Systems Analyst

***Zachary Schmitt**

Assistant Director of Institutional Research

David Schneider

Appendices
Administration

Director of Student Accounts

Daryl Schomer
Head Golf Coach

***Lisa Scott**
Academic Advisor

Patrick Scott
Sous Chef

Laura Sherr
Psychologist

Anna Shewczyk
Residence Director

***Sarah Simpson**
Associate Director of Admission

Brad Sinn
Executive Director of Facilities

***Roger Sorensen**
Academic Technology Project Leader

Matthew Stenson
Assistant Campus Recreation Director

Catherine Stoch
Director of External Grants

***Benjamin Stommes**
Senior Budget Analyst

***Julie Straka**
Benefits Administrator

Kristina Streit
Assistant Director and Course Book Manager

H. Edward Stubblefield

Appendices
Administration

Associate Director of Career Services

Hien Studniski

Upward Bound Program Advisor

***John Sundet**

Senior Programmer/Analyst

BernaDette Suwareh

Intercultural Center Director

Darren Swanson

Director of Security

***Diana Symons**

Social Sciences Librarian

Jody Terhaar

Dean of Students

***Jason Terwey**

Principal Database Administrator

***Paul Theis**

LAN Server Administrator, Information Technology Services

Mary Thompson

Director of Residential Life for Facilities and Operations

Margaret Utsch

Director of Annual Giving

Diane Van Beck

Senior Accountant

JoAnn Weir

Assistant Manager - Catering

Carmen Welinski

Culinary Services Manager

Briana Wentland

Accountant

Shelby Wentworth

Director of Residential Life for Staffing and Programming

Jennifer Whitehead

Director of Trio/Upward Bound Program

***Debra Wolford**

Box Office Systems manager

Amber Zoller Elfering

Oracle Database Administrator

***Debra Wolford**

Box Office Systems Manager

5.1.5 Saint John's University Board of Trustees

Steve Armstrong

Chief Financial Officer

Patterson Companies, Incorporated

Dennis Beach, OSB

Associate Professor of Philosophy

Saint John's University

Carie Braun

Associate Professor

Saint John's University

Tony Christianson

Chairman and Managing Partner

Cherry Tree Companies

Marilyn Dahl

Retired

Wells Fargo

Bernie Dan

President

Sun Holdings, LLC

Marilou Eldred

Appendices
Administration

President
Catholic Community Foundation

Patrick Ellingsworth
Retired Executive Vice President
Royal Dutch Shell plc

Terry Fruth
Attorney
Fruth, Jamison, & Elsass PLLC

Conner Griffin
Student Trustee
Saint John's University

Stuart Harvey Jr.
Chief Executive Officer and President
Ceridian Corporation

Michael Hemesath
President
Saint John's University

Linda Hoeschler
National Consultant and Former Executive Director
American Composers Forum

Eric Hollas, OSB
Senior Associate for Arts & Cultural Affairs
Saint John's University

Ann Huntrods
Attorney
Briggs & Morgan Professional Association

William Jeatran
Chief Executive Officer
RJF, A Marsh and McLennan Agency LLC

James Knoblach
Principal
Northstar Properties

Paul Krump
President - Commercial and Specialty Lines

Appendices
Administration

Chubb & Son

Benedict Leuthner, OSB
Corporate Treasurer
Order of Saint Benedict, Incorporated

Rene McGraw, OSB
Associate Professor of Philosophy and Peace Studies
Saint John's University

Joe Mucha
Retired Vice President
General Mills

Thomas Nicol
Managing Partner
Excelsior Benefits, LLC

Kathleen Norris
Author

Bill O'Connell
Retired National Partner
Deloitte and Touche LLP

Jose Peris
Regional Managing Director
Ascent Private Capital Management

Robin Pierzina, OSB
Corporate Secretary - Order of Saint Benedict
Faculty Resident - Saint John's University

David Rehr
Senior Advisor
Leading Authorities, Incorporated

Kenneth Roering
Carlson School of Management
University of Minnesota

Michael Scherer
Retired Vice President and Chief Operating Officer
Scherer Brothers Lumber Company

Thomas Schnettler

Appendices
Administration

Managing Director and
Piper Jaffray

Bill Schubert
Chairman and CEO
Kitchell Corporation

Don Schumacher
Retired Executive Vice President
Cretex Companies, Incorporated

Fred Senn
Founding Partner
Fallon Worldwide

Jim Sexton
President
Sexton Benefit Resources, Incorporated

Prince Wallace
Chief Executive Officer
Independent Packing Services, Incorporated

Dan Whalen
President
Whalen Family Foundation

5.1.6 Saint John's University Administrators

*Note: * identifies joint positions*

Michael Hemesath
President

Richard Adamson
Vice President for Finance and Administration

William Cahoy
Dean of the School of Theology

Robert Culligan
Vice President for Institutional Advancement

***Joseph DesJardins**

Vice Provost

Douglas Mullin, OSB

Vice President for Student Development

***Rita Knuesel**

Provost

***Jon McGee**

Vice President for Planning and Public Affairs

***Cal Mosley**

Vice President for Admission and Financial Aid

5.1.7 Saint John's University Presidents Emeritus

Hilary D. Thimmesh OSB

Director of the Benedictine Institute, 2009-; Professor of English, 1956-2009; President, 1982-91; Dean of the College, 1967-69; B.A., Saint John's University, 1950; M.A., Cornell, 1956; Ph.D., 1963.

Robert Koopmann OSB

Professor of Music, 1975-; President, 2009-2012; B.A., Saint John's University, 1968; M.A., University of Wisconsin, Milwaukee, 1970; D.M.A., University of Iowa, 1976; M.Div., Saint John's University, 1981.

5.1.8 Saint John's University Staff

*Note: * Identifies joint positions*

***Carol Abell**

Director of Human Resources

John Adix

Psychologist & Coordinator of Substance Abuse Program

Steven Adrian

Coordinator of Web Services, School of Theology

***Christian Aguilar**

Appendices
Administration

Admission Representative

Bob Alpers

Head Golf Coach, Recreation Director and Assistant Athletic Director

***Ann Alvord**

Desktop Support/Help Desk Manager

Peter Amann

Senior Development Officer

***Karen Backes**

Dean of Admission

Mary Beth Banken

Director of Admission, School of Theology

***Adam Bauer**

Media Services Manager

Terri Barreiro

Director, Donald McNeely Center for Entrepreneurship

Greg Becker

Director of Graphic Services

Cory Bemis

Athletic Department Coordinator

Scott Bierscheid

Head Athletics Trainer

***Tanya Boettcher**

Benefits Specialist

John Bowe

Tennis Head coach

Richard Bresnahan

Artist in Residence & Director of the Pottery Studio

Glenda Burgeson

Appendices
Administration

Director of Editorial Services

Jennifer Cahoy
Senior Administrative Director, Institutional Advancement

William Cahoy
Dean-School of Theology

Rajiv Chaphalkar
Assistant Director of Annual Giving/Reunion

Jeffrey Chounard
Culinary Manager/Chef

John Clarkson
Associate Director of Career Services

Tiffany Clements
Social Media Specialist

John Cofell
Life Safety Sergeant

Michael Connolly
Dean of Students

Benjamin Crawford
Athletic Trainer

Michael Cummings
Director of Annual Giving

***Adam Dahl**
Technical Director, Fine Arts Programming

Faith Dammann
Assistant Director of Student Activities

***Johanna Davis**
Assistant Coordinator for the Learning Enhancement Services and External Scholarship Coordinator

Benjamin DeMarais

Appendices
Administration

Freshman Faculty Resident

Mary Dehler
Senior Associate Director of Financial Aid

Virginia Delles
Director of Events and Conference

***Melisa Dick**
Director of Elementary Student Teaching

Andrew Dirksen
Assistant Director, Intercultural Center

Ian Dommer
Chaplain and Director of Campus Ministry

***Jill Dubbeldee Kuhn**
Gallery Manager, Fine Arts Programming

Brendon Duffy
Senior Advancement Communication Writer

Damien Dumonceaux
Assistant Football Coach and Assistant Track and Field Coach

***Theresa Durbin**
Senior Associate Director of Admission

James Dwyer
Director of Planned Giving

Theo Eggermont
Faculty Resident

Grace Ellens
Director of Development, School of Theology

John Elton
Landscape Manager

Jennifer Emery

Appendices
Administration

Electronic Communication Associate, Institutional Advancement

Patricia Epsky

Executive Assistant to the President

***Marlene Ergen**

Employment Manager

***Michael Ewing**

Director of Counseling & Health Promotion

***Molly Ewing**

Humanities Librarian

Gary Fasching

Assistant Football Coach, Assistant Track and Field Coach

***Tudor Flintham**

Assistant Director of Admission

James Gagliardi

Assistant Football Coach, Director of Football Operations & Compliance Officer

John Gagliardi

Head Football Coach & Regents Professor

***Sarah Gainey**

Arboretum Assistant Director for Environmental Education

***Eric Geier**

Facility Operations Manager, Fine Arts Programming

Adria Gillitzer

Administrative Manager and Dietician

Lori Gnahn

Assistant Director of Advance Marketing and Communication Design

***Andrew Goltz**

Library Preservation Specialist

Mary Gouge

Appendices
Administration

Duplicating and Campus Mail Center Coordinator

***James Gramke**

Information Technology Security Administrator

***Julie Gruska**

Joint Registrar

Tracy Gust

Senior Accountant

Hans Gustafson

Assistant Director, Jay Phillips Center

Eva Haber

Manager of Custodial Operations and Services

Michael Halverson

Director of Operations, Institutional Advancement

***Laura Hammond**

Assistant Director of Experiential Learning

Heidi Harlander

Director of Career Services

Jerome Haugen

Head Baseball Coach and Assistant Football Coach

Amanda Hawley

Assistant Dean of Students

John Haws

Head Soccer Coach

Matthew Heintzelman

Curator, Austrian/German Study Center and Rare Books Cataloger
Hill Museum & Manuscript Library

Michael Hemmesch

Director of Media Operations

Adam Herbst

Appendices
Administration

Director of Alumni Relations

Thomas Herges
Cash Operations Manager, Sexton Dining

Alec Hinrichs
Athletic Trainer

***Jillian Hiscock**
Assistant Director of Admission

Roger Hoffman
Operations Manager, Dining Service

Eric Hollas, OSB
Senior Associate for Arts and Culture, Institutional Advancement

Denise Holstand
Planned Gifts Associate

***Gregory Hoye**
Executive Director of Communications

***Richard Ice**
Academic Dean

***Nikki Jochman**
Manager—Chemistry Stockroom

***Josiah Johnson**
Web Programmer

Jeffrey Kaster
Director of Youth in Theology and Ministry Program

***Jason Kelly**
Director of Academic Advising and Assistant Dean

Mark Kelly
Supervisor of Grounds

Walter Kieffer, OSB

Appendices
Administration

Freshman Faculty Resident

Lori Klapperich

Assistant Director of Health Promotion

Victor Klimoski

Director of Lifelong Learning, School of Theology

Ryan Klinkner

Athletics Media Relations Director

Jeana Koenig

Financial Systems Manager & Director of Student Accounts

Pamela Kotzenmacher

Senior Accountant

Tom Kroll

Land Manager and Director of the Arboretum

James Kuhn

Associate Director of Annual Giving

Michael Kwatera, OSB

Faculty Resident

***Karla Lauer**

Director of Technology Support Services

Basil LeBlanc

Medical Director, EMT Squad

Deborah Lehman

Director of Community Outreach

***David Leitzman**

Director of Teacher Education

Erin Lonergan

Director of Development, HMML

***David Lyndgaard**

Appendices
Administration

Associate Academic Dean

***David Malone**
Fine Arts Librarian

***Angela Mareck**
Director of Student Employment

Tasha Marwitz
Associate Director of Financial Aid

JoAnn Matheny
Stewardship Coordinator, Institutional Advancement

Edward Matthews
Associate Cataloger-Eastern Christian, Hill Museum & Manuscript Library

Doris Matter
Executive Correspondent and Writer

***Nichole Matuska**
Assistant Director of International Student Program

Daniel McAvey
Director of Residential Life

***Kathleen McCarney**
Assistant Director of Admission

Adam McCollum
Lead Cataloger-Eastern Christian, Hill Museum & Manuscript Library

Patrick McKenzie
Assistant Basketball Coach and Assistant Director of Athletic Marketing

Timothy Miles
Head Cross Country Coach and Head Track and Field Coach

Ryan Minnehan
Annual Giving Associate

Jane Moening

Appendices
Administration

Director of Financial Systems

***John Muggli**

Network Engineer, Information Technology Services

Donald Neary

Senior Development Officer

***Thang Nguyen**

Project Leader – ZSS/BR/FAM, Information Technology Services

Brandon Novak

Head Wrestling Coach and Assistant Football Coach

John O'Reilly

Arboretum Assistant Director of Environmental Education

Tory Oelfke

Assistant Director of Housing

***Jane Opitz**

Director of the Writing Workshops

Kenneth Osborne

Controller

***James Parsons**

Associate Director for Research and Reference. Libraries

William Patefield

Director of Corporate Investments

***Stuart Perry**

Executive Director of Financial Aid

Chris Pflueger

Life Safety Sergeant

Robin Pierzina, OSB

Faculty Resident

Matthew Reeve

Alumni Relations Officer

Appendices
Administration

John Roky
Intelligence Manager, Information Technology Services

***Janice Rod**
Head Catalogue Librarian and Theological Cataloguer

***Joseph Rogers**
Director of the Center for Global Education

***Mary Ruble**
Director of Admission – IS

Jonathon Ruis
Senior Development Officer

***Joy Ruis**
Education Abroad Advisor

***Thomas Sagerhorn**
Disabilities Specialist, Academic Advising

Mary Sagissor
Director of Prospect Development, Institutional Advancement

Christine Sales
Assistant Director, Bookstore

William Saxton
Head Swimming & Diving Coach

Jeremy Scegura
Senior Accountant

David Schoenberg
Executive Director of Dining Service and Special Events

Douglas Schueller
Head Hockey Coach

***Lynn Schultz**
Physics Department Lab Coordinator and Equipment Manager

Jean Scoon

Appendices
Administration

Executive Director of Advancement Communications

***Mark Shimota**

Assistant Director, Academic Advising

***Dan Sis**

Manager of Media Technical Services and Video Engineer

***Bridget Sitzer**

Admission Representative

James Smith

Head Basketball Coach

***Amy Springer**

Government and Business Information Librarian

***Gregory Stein**

Senior Lan Client Administrator, Information Technology Services

***Anthony Stephens**

Network Engineer, Information Technology Services

Columba Stewart

Executive Director of Hill Museum and Manuscript Library and Vice President for Program Relations

Tom Stock

Athletic Director

***Jocelyn Sullivan**

Admission Representative

Barbara Sutton

Associate Dean, Formation and Outreach for the School of Theology

Don Talafous

Alumni Association Chaplain

John Taylor

Senior Associate for Institutional Advancement

Timothy Ternes

Appendices
Administration

Director of Saint John's Bible & Museum

Hilary Thimmesh, OSB

Director of the Benedictine Institute

Wayne Torborg

Director of Digital Collections and Imaging, Hill Museum & Manuscript Library

James Triggs

Executive Director of the Heritage Program

***Joshua Trutwin**

Linux Systems Administrator, Information Technology Services

Theresa Vann

Joseph F. Micallef Curator, Hill Museum & Manuscript Library

Joseph Vardas

Assistant Director of Athletics Marketing, Assistant Coach for Cross Country and Track & Field

***Megan Vetsch**

Operations and Marketing Manager, Fine Arts Programming

Shawn Vierzba

Director of Life Safety Services

Todd Vierzba

Life Safety Sergeant

***Tom Voller-Berdan**

Director of Admission – Marketing

Patricia Weishaar

Director of Student services and Faculty Support, School of Theology

Francis Welsh

Parent Giving and Student Ambassador

Raymond Welsh, Jr

Executive Director of Major Gifts, Institutional Advancement

***Sharon Wenner**

Academic Advisor

Kerry Werlinger

Appendices
Administration

Heritage Program Executive Assistant

Cathy Wieme

Director of Advancement Services

***Adrian Wijasa**

Banner Programmer/Analyst, Information Technology Services

***Christopher Wing**

Assistant Director of Academic Review and Curricular Advancement

Rachel Witt

Communication and Marketing Manager, Hill Museum & Manuscript Library

Jeffrey Wubbels

Special Events Service Manager

***David Wuolu**

Collections and Development Librarian

John Young

Associate Vice President for Institutional Advancement

***Roger Young**

Director of International Admission

Stephanie Young

Accountant

5.2 Faculty

5.2.1 Professors

5.2.1.1 A

Richard Albares

Associate Professor of Sociology, 1975 ; B.A., University of California at Berkeley, 1965; M.A., University of Chicago, 1968; Ph.D., 1981.

Joy Killough Amel

Adjunct Instructor in Music, 2012-; B.S. University of North Alabama, 1978; M.M., University of Alabama, 1992.

Jeffrey Anderson

Associate Professor of Peace Studies, 1992 ; B.S., Saint John's University, 1986; Ph.D, The American University, 1994.

Lindsay Anderson

Adjunct Instructor in Nursing, 2008-; B.S., College of Saint Benedict, 2005; M.S., University of Minnesota, 2008.

Thomas Andert, OSB

Adjunct Instructor in Education, 2007-; B.A., Saint John's University, 1970; M.Div., 1975; M.S., University of Saint Thomas, 1986.

George Anquandah

Adjunct Assistant Professor, 2012-; B.S. Kwame Nkrumah University of Science and Technology, 2001; M.S., Technical University of Braunschweig, 2005; Ph.D., Florida Institute of Technology, 2011.

Jon Armajani

Associate Professor of Theology, 2004-; B.A., Oberlin College, 1988; M.Div, Princeton Theological Seminary, 1991; Ph.D., University of California, 1999.

David Arnott

Associate Professor of Music, 2001-; B.M., Philadelphia College of Performing Arts, 1986; D.M.A., University of Southern Mississippi, 2001.

Annette Atkins

Flynn Professorship, 2004-; Blecker Professorship in the Humanities, 2001-2004; Professor of History, 1980 ; B.A., Southwest State University, 1972; M.A., Indiana University, 1976; Ph.D., 1981.

5.2.1.2 B

Pamela Bacon

Associate Professor of Psychology, 2003-; B.A., Carleton College, 1993; M.S., Iowa State University, 1996; Ph.D., 2001.

Ronald Baenninger

Visiting Professor in Psychology, 2006-; B.S.E., Stevens Institute of Technology, 1959; M.S., Carnegie Mellon University, 1962; Ph.D., John Hopkins University, 1966.

Dennis Beach, OSB

Associate Professor of Philosophy, 1995 ; B.A., Saint John's University, 1978; Ph.D., Pennsylvania State University, 1997.

Kimberly Belcher

Assistant Professor of Theology, 2009-; B.S., University of Florida, 2001; M.T.S., University of Notre Dame, 2003; Ph. D., 2009.

Robert Bell

Assistant Professor of Accounting and Finance, 2010-; B.A., Saint John's University, 1994; J.D., University of Minnesota Law School, 2001.

Bret Benesh

Assistant Professor of Mathematics, 2008-; B.S., University of Minnesota, 1998; M.A., University of Wisconsin-Madison, 2002; Ph.D., 2005.

Karen Bengston

Assistant Professor of Education, 2006-; B.S., North Dakota State University, 1992; B.S., Saint Cloud State University, 1998; M.S., Saint Mary's University, 2001; Ph.D., University of Minnesota, 2010.

David Bennetts

Professor of History, 1973 ; B.A., Northern Michigan University, 1965; M.A., Southern Illinois University, 1967; Ph.D., University of Illinois, 1972.

Kelly Berg

Associate Professor of Communication, 2002-; B.A., University of Wisconsin-Stevens Point, 1990; M.A., 1995; Ph.D., University of Missouri-Columbia, 2002.

Mary Jane Berger, OSB

Adjunct Assistant Professor in First Year Seminar, 1996 ; B.S., Dickinson State College, 1968; M.A., Saint Cloud State, 1990; Ph.D., Union Institute and University, 2009.

Jodi Berndt

Adjunct Instructor in Nursing, 2009-; B.S., College of Saint Benedict, 1998; M.S., Walden University,

Appendices
Faculty

2010.

Mark Berndt

Adjunct Instructor in Education, 2011-; M.Ed., University of Minnesota, 2003.

Eleonora Bertranou

Associate Professor of Hispanic Studies, 2003-; B.A., University of Iowa, 1993; M.A., 1995; Ph.D., University of Minnesota, 2004.

Jennifer Beste

Associate Professor of Theology, 2012-; Koch Chair in Catholic Thought & Culture, 2012-; B.A., Valparaiso University, 1993; M. Div., Vanderbilt University School of Divinity, 1997; Ph.D. Yale University, 2003.

Menna Bizuneh

Assistant Professor in Economics, 2012-; B.A., Emory University, 2003; B.S., Georgia Institute of Technology, 2005; M.S., University of Illinois at Urbana-Champaign, 2006; Doctoral Candidate, Georgia State University.

Martha Tomhave Blauvelt

Blecker Professorship in the Humanities, 2009-; Professor of Gender Studies, 1981 ; B.A., University of Minnesota, 1970; M.A., Princeton University, 1972; Ph.D., 1975.

Charles Bobertz

Professor of Theology, 1993 ; B.A., Saint John's University, 1980; M.T.S., Harvard Divinity School, 1983; Ph.D., M.Phil., M.A., Yale University, 1988.

Richard Bohannan

Adjunct Instructor in Theology and Environmental Studies, 2007-; B.A., Harding University, 1999; M.Arch., Boston Architectural Center, 2002; M.A., Andover Newton Theological School, 2003; Doctoral Candidate, Drew University.

P. Richard Bohr

Professor of History, 1994 ; B.A., University of California at Davis, 1967; M.A., Harvard University, 1968; M.Div., Harvard Divinity School, 1971; Ph.D., University of California at Davis, 1978.

Patricia Bolaños Fábres

Associate Professor of Hispanic Studies, 1994 ; B.A., McGill University, 1986; M.A., 1990; Ph.D., University of Kentucky, 1998.

Christopher Bolin

Adjunct Instructor in First Year Seminar, 2010-; B.A., University of Montana, 2000; M.F.A., University of Iowa, 2003.

Michael Borka

Associate Professor of Education, 2003-; B.A., Saint John's University, 1982; B.S., University of Minnesota, 1987; M.A., 1995; Ph.D., 2005.

Appendices
Faculty

Warren Boston
Assistant Professor of Accounting and Finance, 2004-; B.A., Saint John's University, 1995; M.B.T., University of Minnesota, 2004; C.P.A., 1997.

Carol Brash

Assistant Professor of Art, 2003-; B.A., University of Minnesota, 1991; B.A., 1994; M.A., 2002; Ph.D., 2009.

Carie Braun

Associate Professor of Nursing, 1998-; B.S., College of Saint Benedict, 1992; M.S.N., University of Minnesota, 1997; Ph.D., 2003.

Richard Bresnahan

Artist-in-Residence, 1979-; B.A., Saint John's University, 1976.

D. Gordon Brown

Associate Professor of Biology, 1994-; B.A., Colby College, 1984; Ph.D., University of Minnesota, 1992.

Gary Brown

Associate Professor of Mathematics, 1983 ; B.A., University of California at Los Angeles, 1973; M.S., University of Washington, 1978; Ph.D., Illinois State University, 1987.

Jayne Byrne

Associate Professor of Nutrition, 1994 ; B.A., College of Saint Catherine, 1978; M.S. Pennsylvania State University, 1980.

Philip Byrne

Professor of Mathematics, 1985 ; B.A., American International College, 1975; M.A., Pennsylvania State University, 1978; Ph.D., 1981.

5.2.1.3 C

Kathleen Cahalan

Professor of Theology, 2000-; B.A., Mundelein College, 1983; M.A., University of Chicago Divinity School, 1985; Ph.D., 1998.

William Cahoy

Dean, School of Theology, 1999-; Associate Professor of Theology, 1990 ; B.A., Saint John's University, 1973; M.A.R., Yale University, 1976; Ph.D., 1989.

Matthew Callahan

Appendices
Faculty

Adjunct Assistant Professor in English, 1999-; B.A., Saint John's University, 1983; M.F.A., University of Alaska, 1994.

Brian Campbell

Associate Professor of Music, 1997-; B.A., Oberlin College Conservatory of Music, 1980; M.A., University of Minnesota, 1984; Ph.D., 1997.

Bruce Campbell

Professor of Hispanic Studies, 1999-; B.A., College of William and Mary, 1987; M.A., Middlebury College, 1993; M.A., University of Minnesota, 1992; Ph.D., 1999.

Robert Campbell III

Adjunct Instructor in Mathematics, 2012-; B.A., University of California, San Diego, 2006; M.S., University of California, Irvine, 2009; Doctoral Candidate.

Manuel Campos

Professor of Biology, 1997-; B.S., Pennsylvania State University, 1986; M.A., 1984; Ph.D., 1993.

Shirley Cardozo

Adjunct Instructor in Hispanic Studies, 2000-2009; 2012-; B.A., University of California at Berkeley, 1991; M.A., Princeton University, 1996; Doctoral Candidate.

Terence Check

Professor of Communication, 1994 ; B.S., Northwestern University, 1989; M.A., University of Pittsburgh, 1992; Ph.D., 1997.

Amanda Cheever

Adjunct Assistant Professor in Theater, 2011-; B.A., College of Saint Benedict, 1987; M.F.A., University of Wisconsin-Madison, 1992.

Sunil Chetty

Assistant Professor of Mathematics, 2011-; B.A., University of California, 2003; Ph.D., 2009.

Tim Chirhart

Adjunct Assistant Professor in Global Business Leadership, 2012-; B.A., Saint John's University, 1971; J.D., William Mitchell College of Law, 1976.

Philip Chu

Associate Professor of Biology, 1998-; B.A., Calvin College, 1982; Ph.D., University of Michigan, 1993.

Jeanne Cofell

Adjunct Instructor in Education, 2011-; B.A., College of Saint Benedict, 1979; M.A., Saint Mary's University, 1998.

Kristin Colberg

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Faculty

Adjunct Assistant Professor in Theology, 2011-; B.A., University of Notre Dame, 1994; M.Div., Yale University Divinity School, 2000; Ph.D., University of Notre Dame, 2009.

Shawn Colberg

Assistant Professor of Theology, 2011-; B.A., Saint Olaf College, 1997; M.Div., Yale University Divinity School, 2000; Ph.D., University of Notre Dame, 2008.

Martin Connell

Professor of Theology, 1998-; B.A., Saint Charles Seminary, 1983; M.A., Villanova University, 1988; M.A., Notre Dame, 1990; Ph.D., 1995.

Jeanmarie Cook

Professor of Communication, 1989 ; B.A., Saint Cloud State University, 1983; M.A., Southern Illinois University, 1984; Ph.D., University of Iowa, 1991.

Margaret Cook

Professor of Classics, 1989 ; B.A., University of Michigan, 1966; B.A., University of Washington, 1974; M.A., 1976; Ph.D., 1981.

Kathleen Costello

Adjunct Instructor in First Year Seminar, 2009-; B.A., Beloit College, 1997; Doctoral Candidate, Indiana University.

Kathleen Cox

Assistant Professor of Theology, 2007-; B.S., University of Detroit, 1989; M.A., Fordham University, 1999; M.Phil, 2000; Ph.D., 2007.

Marilyn Creed

Lecturer in Mathematics, 1997-; B.S., California State University at Long Beach, 1970; M.A., University of Wisconsin, 1980; M.S., Saint Cloud State University, 1994.

James Crumley

Associate Professor of Physics, 2002-; B.S., University of Wisconsin-Madison, 1996; Ph.D., University of Minnesota, 2002.

Patti Cudd

Adjunct Assistant Professor in Music, 2005-; B.M., University of Wisconsin-River Falls, 1989; M.M., State University of New York at Buffalo, 1992; D.M.A., University of California at San Diego, 1998.

Anthony Cunningham

Professor of Philosophy, 1991 ; Blecker Professorship in the Humanities, 2004-2007; B.A., Colby College, 1980; Ph.D., University of Pennsylvania, 1987.

Cynthia Curran

Associate Professor of History, 1995 ; B.A., University of New Orleans, 1973; M.A., University of New Orleans, 1975; A.M.L.S., University of Michigan, Ann Arbor, 1976; M.A., Tulane, 1990; Ph.D.,

1994.

5.2.1.4 D

Karyl Daughters

Associate Professor of Communication, 2000-; B.S., Saint Cloud State University, 1990; M.A., University of Minnesota, 1997; Ph.D., 2005.

Julie Davis

Associate Professor of History, 2006-; B.A., Moorhead State University, 1992; M.A., University of Illinois, Urbana-Champaign, 1997; Ph.D., Arizona State University, 2004.

Larry Davis

Professor of Geology, 1998-; B.A., Western Washington University, 1977; B.S., Boise State University, 1980; M.S., Washington State University, 1983; Ph.D., 1987.

Limei Danzeisen

Adjunct Instructor in Chinese, 2010-; B.A., Shandong Teachers University, 1985; M.A., Minnesota State University, 2005.

Teresa Dempsey

Adjunct Assistant Professor in Global Business Leadership, 2012-; B.A., University of Minnesota-Duluth, 1983; M.B.A., Creighton University, 1988.

James Dennihan

Adjunct Assistant Professor in Music, 1997-; B.M., University of Missouri-Kansas City, 1978; M.M., State University of New York at Stony Brook, 1980; D.M.A., Manhattan School of Music, 1992.

Joseph DesJardins

Vice Provost, 2011-; Associate Provost and Academic Dean, 2006-2011; Professor of Philosophy, 1990 ; B.A., Southern Connecticut State University, 1973; M.A., University of Notre Dame, 1976; Ph.D., 1980.

Jeffrey Diamond

Assistant Professor of History, 2011-; B.A., University of Pennsylvania, 1996; Ph.D., School of Oriental and African Studies, University of London, 2002.

Jean Didier

Associate Professor of Global Business Leadership, 2006-; B.A., Marquette University, 1974; J.D., 1978.

Ernest Diedrich

Professor of Economics, 1980 ; B.A., University of Cincinnati, 1971; M.I.M., American Graduate

Appendices
Faculty

School of International Management, 1972; Ph.D., Colorado State University, 1983.

Leigh Dillard

Adjunct Assistant Professor in Theater, 2000-; B.A., Randolph-Macon Women's College, 1971; M.F.A., University of Wisconsin at Madison, 1973.

Richard Dirlam

Adjunct Assistant Professor in Music, 1999-; B.Mu., University of Minnesota, 1983; M.M., University of North Texas, 1984; D.M.A., 1989.

Dana Drazenovich

Adjunct Instructor in Communication, 2001-; B.A., Saint Cloud State University, 1992; M.A., 2006.

Lisa Drontle

Adjunct Instructor in Music, 2007-; B.A., College of Saint Benedict, 1997; M.M., Saint Cloud State University, 2007.

Robert Dumonceaux

Regents Professor of Mathematics, 1961 1962; 1964 ; B.A., Saint John's University, 1961; M.A., University of Wisconsin, 1963; Ph.D., University of Missouri, 1969.

5.2.1.5 E

Nelsy Echávez-Solano

Associate Professor of Hispanic Studies, 2002-; B.A., Universidad de Bogotá, 1990; B.A., University of Minnesota, 1995; M.A., 1997; Ph.D., 2002.

Bernadette Elhard

Associate Professor of Nutrition, 2002-; B.S., College of Saint Benedict, 1982; M.B.A., Saint Cloud State University, 1991.

Karen Erickson

Professor of French, 1987 ; B.A., Gustavus Adolphus College, 1980; Ph.D., Yale University, 1987.

Angela Erickson-Grussing

Adjunct Instructor in Hispanic Studies, 2004-; B.A., Gustavus Adolphus College, 2001; M.A., San Diego State University, 2003.

Emily Esch

Associate Professor of Philosophy, 2006-; B.A., Reed College, 1997; M.A., Cornell University, 2003; Ph.D., 2008.

Shannon Essler-Petty

Adjunct Instructor in Education, 2008-; B.A., Bethel University, 2000; M.Educ., Saint Mary's University, 2007; Doctoral Candidate, Hamline University.

Appendices
Faculty

Bernard Evans
Professor of Pastoral Theology, Virgil Michel Ecumenical Chair in Rural Social Ministries, 1981 ; B.A., Saint John's University, 1965; M.A., The Catholic University of America, 1971; Ph.D., 1986.

Alexa Hanson Evanson

Adjunct Instructor in Nutrition, 2011-; B.S., University of Minnesota, 2004; M.S., 2008; Doctoral Candidate, North Dakota State University.

5.2.1.6 F

Benjamin Faber

Assistant Professor of Psychology, 2008-; B.A., University of California at Santa Cruz, 2000; M.A., University of Rochester, 2005; M.A., 2007; Doctoral Candidate.

Kiera Faber

Adjunct Assistant Professor in Art, 2011-; B.A., University of Rochester, 2003; M.F.A., State University of New York, College at Brockport, 2007.

Daniel Farnham

Adjunct Assistant Professor in Philosophy, 2010-; B.A., Swathmore College, 1989; A.M., University of Illinois, 1995; M.A., University of Arizona, 1999; Ph.D., 2002.

Mara Faulkner, OSB

Associate Professor of English, 1976 ; B.A., College of Saint Benedict, 1962; M.S., Saint Cloud State University, 1976; Ph.D., University of Minnesota, 1988.

Md Abul Fazal

Assistant Professor of Chemistry, 2008-; B.Sc., University of Dhaka, 1993; M.Sc., 1995; M.S., North Dakota State University, 2001; Ph.D., University of Washington, 2005.

Andrea Fedele

Adjunct Assistant Professor in Music, 2004-; B.M., University of Missouri, 1995; M.M., Indiana University, 1997; D.M.A., University of Illinois, 2003.

Luke Feierbend

Adjunct Instructor in Education, 2008-; B.A., Saint John's University, 2002; M.Ed., Saint Mary's University, 2005.

Carolyn Finley

Professor of Music, 1988 ; B. Mus., North Texas State University, 1977; M. Mus., 1981; D.M.A., University of Minnesota, 1989.

Appendices
Faculty

Daniel R. Rush Economics and Theology, Clemens Chair in Economics and the Liberal Arts, 1977 ; Dean of the School of Theology, 1984 - 89; B.S., Saint John Fisher College, 1968; M.A., University of Chicago, 1975; Ph.D., 1977.

Donald Fischer

Associate Professor of Exercise Science and Sport Studies, 2001-; B.A., St. Cloud State University, 1991; M.S., Beaver College, 1993; Doctoral Candidate, University of Minnesota.

Patrick Flynn

Adjunct Instructor in First Year Seminar, 2009-; B.A., Saint John's University, 1978; M.A., Seattle University, 1994.

Mary Forman, OSB

Associate Professor of Theology, 2000-; B.S., Idaho State University, 1970; M.A., Saint John's University, 1982; M.A., Centre for Medieval Studies, University of Toronto, 1988; Ph.D., 1995.

Michael Fody III

Adjunct Assistant Professor in Global Business Leadership., B.A., University of Texas-Pan American, 1967; M.A., Southern Illinois University-Carbondale, 1969; M.A., University of Arizona, 1973; Ph.D., 1974.

James Forsting

Adjunct Instructor in Education, 1988 ; B.A., Saint John's University, 1970; M.S., Saint Cloud State University, 1977.

John Froelich

Adjunct Assistant Professor in Music, 2013-; B.S., Saint Cloud State University, 1972; M.A., University of Minnesota, 1980; Ph.D., 1987.

Anna Fromelt

Adjunct Instructor in Nursing, 2012-; M.S., Walden University, 2011.

Marietta Franulic

Adjunct Instructor in Hispanic Studies, 1997-2000, 2006-; B.A., Arizona State University, 1988; M.A., 1993.

5.2.1.7 G

John Gagliardi

Regents Professor of Exercise Science and Sport Studies, 1953 ; B.A., Colorado College, 1949.

Jennifer Galovich

Associate Professor of Mathematics, 1986 ; B.A., Reed College, 1969; M.A., Brown University, 1972; Ph.D., University of Minnesota, 1993.

Appendices
Faculty

Michael Cass
Assistant Professor of Mathematics, 1982 ; B.A., The State University of New Jersey, 1975; Ph.D., The Pennsylvania State University, 1984.

Robert Gazich

Adjunct Assistant Professor in Global Business Leadership, 2003-; B.A., University of Saint Thomas, 1986; M.A., 1998; D.Psy., 2004.

Zhihui Geng

Assistant Professor in Chinese, 2007-; B.A., Shandong Teachers' University, 1998; M.A., Beijing Foreign Studies University, 2001; Ph.D., University of Minnesota, 2007.

Gary Gillitzer

Adjunct Instructor in Nursing, 2004-; B.S., Saint John's University, 1978; M.S.N., University of Minnesota, 1993.

Marcie Givens

Adjunct Assistant Professor in Music, 2002-; B.A., Luther College, 1990; M.M., University of Illinois at Urbana-Champaign, 1993; D.M.A., University of Minnesota, 2001.

Mark Glen

Adjunct Assistant Professor in Nutrition, 2006-; B.S., University of Wisconsin-Stout, 1989; M.S., 1996.

Edwin Godbout

Adjunct Instructor in Music, 2010-; B.A., Saint John's University, 2005; M.M., University of Oregon, 2009.

Tania Gomez

Assistant Professor of Hispanic Studies, 2008-; B.A., Pedagogical and Technological University of Columbia, 1997; M.A., Minnesota State University-Mankato, 2002; M.A., University of Minnesota, 2004; Ph.D., 2008.

Kate Graham

Associate Professor of Chemistry, 1995 ; B.S., Montana State, 1989; M.S., 1991; Ph.D., Cornell University, 1994.

Seth Greenfest

Adjunct Instructor in Political Science, 2012-; B.A., Ohio University, 2000; M.A., 2001; M.A., University of Washington, 2008; Doctoral Candidate.

Amy Grinsteiner

Assistant Professor of Music, 2012-; B.A., University of Colorado, Boulder, 1998; M.M., Eastman School of Music, 2000; D.M.A., University of Washington, 2010.

Janet Grochowski

Appendices
Faculty

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5.2.1.9 I

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5.2.1.13 M

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5.2.1.14 N

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5.2.1.17 Q

5.2.1.18 R

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Associate Professor of Nursing, 1997-; B.S., University of Minnesota, 1973; M.P.H., 1981.

Mary Reuter, OSB

Associate Professor of Theology, 1981 ; B.A., College of Saint Benedict, 1964; M.A., Duquesne University, 1978; Ph.D., 1982.

Scott Richardson

Professor of Classics, 1984-; Blecker Professorship in the Humanities, 2007-2010; B.A., Harvard University, 1978; M.A., Stanford University, 1980; Ph.D., 1984.

Susan Riley

Adjunct Assistant Professor in First Year Seminar, 2000-; B.A., University of Minnesota, 1985; M.A., University of California at Berkeley, 1986; Ph.D., 1996.

Timothy Robinson

Professor of Philosophy, 1981 ; A.B., University of Georgia, 1969; M.A., 1972; Ph.D., 1980.

Ramona Robinson-O'Brien

Assistant Professor in Nutrition, 2008-; B.A., University of Wisconsin-Eau Claire, 1992; M.S., University of Minnesota, 1999; Ph.D., 2002.

Michael Ross

Associate Professor of Chemistry, 1980 ; B.S., Sioux Falls College, 1969; Ph.D., University of Minnesota, 1981.

Anthony Ruff, OSB

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Faculty

Associate Professor of Theology, 1998-; B.A., Saint John's University, 1986; M.Div., 1993; S.T.M., Yale Divinity School, 1994; Th.D., University of Graz, Austria, 1998.

Elaine Rutherford

Associate Professor of Art, 1998-; B.F.A., Duncan of Jordanstone College of Art, 1990; M.F.A., New Mexico State University, 1995.

5.2.1.19 S

Shrawantee Saha

Assistant Professor of Economics, 2010-; B.S., University of Calcutta, 1998; M.Sc., 2001; M.A., University of New Hampshire, 2004; Ph.D., 2010.

Elena Sánchez Mora

Professor of Hispanic Studies, 1989 ; B.A., Universidad Nacional Autónoma de México, 1978; M.A., University of Minnesota, 1982; M.A., 1985; Ph.D., 1989.

Edmund Sass

Professor of Education, 1977 ; B.A., Marquette University, 1968; M.A., Illinois State University, 1972; Ed.D., Northern Illinois University, 1977.

Stephen Saupe

Professor of Biology, 1981 ; B.S., Lynchburg College, 1975; M.S., University of Illinois, 1977; Ph.D., 1981.

Sarah Schaaf

Adjunct Instructor in Hispanic Studies, 2005-; B.A., Saint Cloud State University, 2001; M.A., University of Florida, 2005.

Jennifer Schaefer

Assistant Professor of Biology, 2011-; B.A., Saint Olaf College, 2002; Ph.D., University of Arizona, 2010.

Chris Schaller

Associate Professor of Chemistry, 1996 ; B.S., McGill University, 1988; Ph.D., Cornell University, 1993.

Christopher Scheitle

Adjunct Assistant Professor in Sociology, 2010-; B.A., Trinity University, 2003; M.A., Pennsylvania State University, 2005; Ph.D., 2008.

William Schipper, OSB

Adjunct Assistant Professor in Theology, 1997-1999; 2006-2007; 2008-2010; 2012-; B.A., Miami University 1974; B.A., Catholic UIniversity of Louvain, 1982; M.S., Boston University/Vrig UUniversiteit Brussel, 1987; M.A., Saint Meinrad School of Theology, 1992; M. Div., 1992.

Appendices
Faculty

Aljona Schmidt
Adjunct Assistant Professor in Global Business Leadership, 2009-; B.S., Southwest State University, 1993; M.B.A., Saint Cloud State University, 1995; M.S., Mississippi State University, 2004; Ph.D., 2006.

Tonya Schmidt

Adjunct Assistant Professor in Accounting and Finance, 2006-; B.A., University of Saint Thomas, 1994; J.D., William Mitchell College of Law, 1997; C.P.A., 1985.

James Schnepf

Associate Professor of Computer Science, 1996 ; B.A., Saint John's University, 1975; M.A., University of Minnesota, 1991; Ph.D., 1995.

Lynn Schnettler

Adjunct Instructor in Education, 2005-; B.A., College of Saint Catherine, 1981; M.S., Saint Cloud State University, 1987; M.S., 1992.

Carleen Schomer, OSB

Associate Professor of Chemistry, 1973 ; B.A., College of Saint Benedict, 1966; M.S., Marquette University, 1973; D.A., University of Illinois at Chicago, 1984.

Gregory Schroeder

Professor of History, 1997-; B.A., Duke University, 1986; M.A., Indiana University, 1992; Ph.D., 1997.

Stephen Schwarz

Adjunct Instructor in Global Business Leadership, 2005-; B.A., Saint John's University, 2001; M.B.A., University of Montana, 2004.

Leo Seballos

Assistant Professor of Chemistry, 2010-; B.S., Loyola Marymount University, 2002; Ph.D., University of California, 2007.

Andrea Shaker

Professor of Art, 1995 ; B.A., Georgetown University, 1986; M.F.A., The University of Illinois at Urbana Champaign, 1994.

Linda Shepherd

Associate Professor of Nutrition, 2002-; B.S., Robert Gordon University, 1996; M.P.H., University of Minnesota, 2002.

Yuko Shibata

Assistant Professor of Japanese, 2009-; B.A., Tsuda College, 1986; M.A., University of Hong Kong, 2000; Ph.D., Cornell University, 2009.

Christina Shouse Tourino

Appendices
Faculty

Associate Professor of English, 2000-; B.A., Willamette University, 1990; Ph.D., Duke University, 2001.

Corey Shouse Tourino

Associate Professor of Hispanic Studies, 1999-; B.A., Lee Honors College, Western Michigan University, 1992; M.A., University of Pittsburgh, 1994; Ph.D., 2002.

Thomas Sibley

Professor of Mathematics, 1984 ; B.A., Saint Olaf College, 1973; Ph.D., Boston University, 1980.

Matthew Siers

Adjunct Instructor in Education, 2009-; B.S., Saint Cloud State University, 2003; M.Educ., Saint Mary's University, 2007.

Anne Sinko

Adjunct Assistant Professor in Mathematics, 2011-; B.A., Queens University of Charlotte, 2003; B.S., 2003; M.S., University of Alabama in Huntsville, 2006; Ph.D., 2008.

Laura Sinville

Professor of Psychology, 2005-; B.A., Southwest State University, 1999; M.S., University of New Orleans, 2002; Ph.D., Baylor University, 2005.

Christi Siver

Assistant Professor of Political Science, 2010-; B.A., Lewis & Clark College, 1998; M.A., John Hopkins School of Advanced International Studies, 2002; M.A., University of Washington, 2005; Ph.D., 2009.

Vincent Smiles

Professor of Theology, 1992 ; Lecturer in Theology (Nassau, Bahamas), 1976-92; Theology and Philosophy course, Ushaw College in Durham, England, 1970; M.A., Saint John's University, 1976; Ph.D., Fordham University, 1989.

James Smith

Associate Professor of Exercise Science and Sport Studies, 1964-; B.A., Marquette University, 1956; M.Ed., 1961.

Katherine Smith

Adjunct Assistant Professor in Biology, 2011-; B.A., College of Saint Benedict, 2005; Ph.D., University of Minnesota, 2011.

Thomas Speckhard

Adjunct Instructor in Music, 2005-; B.A., University of Wisconsin-Eau Claire, 1988; M.M., University of Minnesota, 2004.

Allison Spenader

Assistant Professor of Education, 2008-; B.A., University of Illinois, Urbana-Champaign, 1997;

Appendices
Faculty

M.A., 1998; Ph.D., University of Minnesota, 2005.

Daniel Steck

Professor of Physics, 1976 ; B.S., University of Michigan, 1968; M.S., University of Wisconsin, 1970; Ph.D., 1976.

Stephen Stelzner

Professor of Psychology, 1986 ; B.A., University of Saint Thomas, 1980; M.A., University of Illinois at Chicago, 1984; Ph.D., 1989.

Mary Stenson

Adjunct Assistant Professor in Exercise Science and Sports Studies, 2010-; B.S. Niagara University, 2006; M.S., Springfield College, 2008; Ph.D., 2012.

Wendy Sterba

Professor of German, 1988 ; B.A., Reed College, 1979; M.A., University of Georgia, 1983; Ph.D., Rice University, 1988.

Columba Stewart, OSB

Professor of Theology, 1983 ; B.A., Harvard University, 1979; M.A., Yale University, 1981; D.Phil., University of Oxford, 1989.

Erica Stonestreet

Assistant Professor of Philosophy, 2008-; B.A., Gustavus Adolphus College, 2000; M.S., Carnegie Mellon University, 2003; M.A., University of Michigan, 2006; Doctoral Candidate.

Julie Strelow

Associate Professor of Nursing, 2004-; B.S.N., Minnesota State University at Moorhead, 2001; M.S.N., Minnesota State University at Mankate, 2003; Ph.D., 2011.

Erin Szabo

Associate Professor of Communication, 2001-; B.A., Augustana College, 1993; M.S., Illinois State University, 1995; Ph.D., University of Wisconsin-Madison, 2000.

5.2.1.20 U

5.2.1.21 T

Michael Tangredi

Appendices
Faculty

Associate Professor of Mathematics, 1980 ; B.S., Massachusetts Institute of Technology, 1974; M.A., University of Wisconsin at Madison, 1977; Ph.D., 1980.

Linda Tennison

Associate Professor of Psychology, 1999-; B.A., Western Michigan University, 1985; M.S., 1988; Ph.D., Washington State University, 1992.

Mark Thamert, OSB

Associate Professor of German, 1984-; B.A., Saint John's University, 1973; M.Div., 1979; Ph.D., Princeton University, 1986.

Axel Theimer

Professor of Music, 1969 ; Academy for Music and Performing Arts, Vienna; B.A., Saint John's University, 1971; M.F.A., University of Minnesota, 1974; D.M.A., 1984.

Bruce Thornton

Associate Professor of Music, 1995 ; B.S., Dickinson State University, 1980; M.M., University of Minnesota, 1984; D.M.A., University of Minnesota, 1990.

Janet Tilstra

Adjunct Assistant Professor in Psychology, 2009-; B.A., University of Iowa, 1989; M.A., 1991; Ph.D., University of Minnesota, 2007.

Kristina Timmerman

Adjunct Instructor in Biology, 2007-; B.A., University of California-Davis, 1983; M.S., San Jose State University, 1995.

Dan Toninato

Adjunct Assistant Professor in Accounting and Finance, 2012-; B.S., Saint John's University, 1987; M.B.A., Augsburg College, 2011.

Emil Towner

Adjunct Assistant Professor in Communication, 2011-; B.A., Saint Cloud State University, 1996; M.A., 2004; Ph.D., Texas Tech University, 2010.

Edward Turley

Professor of Music, 1981 ; B.Mus., Northwestern University, 1974; M.M., University of Colorado, 1976; D.M.A., 1982.

Kathleen Twohy

Professor of Nursing, 1974 ; Walter Reed Army Institute of Nursing, 1971; M.P.H., University of Minnesota, 1980; Ph.D., University of Minnesota, 1995.

5.2.1.22 V

Appendices
Faculty

Theresa Vain
Assistant Professor in History, 1995-; B.A., Fordham University, 1983; M.A., 1985; Ph.D., 1992.

Charles J. Villette

Assistant Professor of French, 1967-; Rector and Dean, Benedictine University College, 1997-98; Vice President for Special Academic Programs, 1994-96; Vice President for Academic Affairs, 1985-94; Academic Dean, 1982-85; Assistant to the Vice-President for Academic Affairs, 1975-81; B.A., Rockford College, 1966; M.A., University of Chicago, 1967; Ph.D., University of Toledo, 1981.

Richard Virden

Diplomat-in-Residence, 2004-; B.A., Saint John's University, 1963.

5.2.1.23 W

Stephen Wagner

Professor of Philosophy, 1984 ; B.S., City College of New York, 1967; M.A., Manhattan College, 1972; Ph.D., New York University, 1982.

Gregory Walker

Professor of Music, 1978-; B.A., University of Minnesota, 1976; M.A., 1978; Ph.D., 1986.

Vilma Walter

Adjunct Instructor in Hispanic Studies, 1994 ; B.A., Eastern Kentucky University, 1983; M.A., Saint Cloud State University, 1992.

Marcus Webster

Professor of Biology, 1989 ; B.S., Lewis and Clark College, 1976; Ph.D., Washington State University, 1983.

Steven Welch

Assistant Professor of Accounting and Finance, 2008-; B.S., California State University at East Bay, 1995; M.B.A., 1998; M.S., University of New Orleans, 2004; Ph.D., 2007.

Elizabeth Wengler

Associate Professor of History, 2000-; B.A., Trinity College, 1987; M.A., Boston College, 1990; Ph.D., 1999.

W. Parker Wheatley

Associate Professor of Economics, 2005-; B.A., The University of the South, 1993; M.A., George Mason University, 2003; Ph.D., University of Minnesota, 2004.

Dale White

Professor of Music, 1979 ; B.Mus., Maryville College, 1973; M.M., Yale University, 1975; D.M.A., University of Colorado, 1984.

Appendices
Faculty

Gladys White
Professor of Hispanic Studies, 1995 ; B.A., Universidad de Antioquia, Columbia, 1977; M.A., University of Washington, 1982; Ph.D., Stanford University, 1989.

Richard White

Associate Professor of Chemistry, 1986 ; B.S, University of Virginia, 1980; Ph.D., Virginia Polytechnic Institute & State University, 1986.

Adam Whitten

Adjunct Assistant Professor in Physics, 2004-; B.A., Northwestern University, 1984; M.S., University of Minnesota, 1986; Ph.D., University of Wyoming, 1996.

Richard Wielkiewicz

Professor of Psychology, 1988 ; B.A., University of Hawaii, 1971; M.A., 1973; Ph.D., 1977.

Roseann Wolak

Adjunct Instructor in First Year Seminar, 2002-; B.A., University of Saint Thomas, 1990; M.A., Saint Cloud State University, 1998; Doctoral Candidate, Saint Mary's University.

Kay Wolsborn

Professor of Political Science, 1984 ; B.A., Washington State University, 1977; M.A., 1980; Ph.D., 1987.

Charles Wright

Associate Professor of Philosophy, 1998-; B.A., Haverford College, 1984; M.A., State University of New York at Stony Brook, 1992, Ph.D., 1996.

Elizabeth Wurdak

Professor of Biology, 1984 ; B.A. Boston University, 1967; Ph.D., Dartmouth College, 1978.

5.2.1.24 X

5.2.1.25 Y

Sarah Yost

Assistant Professor of Physics, 2007-; B.Sc., University of Manitoba, 1996; Ph.D., California Institute of Technology, 2004.

5.2.1.26 Z

Gregory Zahn

Adjunct Instructor in Education, 2009-; M.M.E., University of Colorado-Boulder, 1990.

Yu Zang

Adjunct Associate Professor in Computer Science, 2012-; B.S., Central South University, 1995; M.S., 1998; Ph.D., Texas A&M University, 2005.

Lynn Ziegler

Professor of Computer Science, 1990-; B.A., Saint Olaf College, 1971; M.S., Ohio State University, 1981; Ph.D., University of Michigan, 1977.

Kari Shane Zimmerman

Assistant Professor of Theology, 2004-; B.A., College of the Holy Cross, 1996; M.T.S., Duke University Divinity School, 1999; Ph.D., Marquette University, 2007.

David Zoeller

Adjunct Assistant Professor in Accounting and Finance, 2005-; B.S., Minnesota State University-Mankato, 1979; M.B.A., 1988.

5.2.2 Professors Emeriti

Ingrid Anderson, OSB

Professor Emerita of Nutrition, 1953 ; Vice President for Student Development, 1982 -1989; B.S., College of Saint Benedict, 1953; M.S., University of Minnesota, 1955; Ph.D., 1967.

Martin Andrews

Professor Emeritus of Psychology, 1969-; B.S., Purdue University, 1964; M.S., 1967; Ph.D., 1970.

Johanna Becker, OSB

Professor Emerita of Art, 1959 ; B.F.A., University of Colorado, 1943; M.A., The Ohio State University, 1945; M.A., University of Michigan, 1967; Ph.D., 1974.

Carol Berg, OSB

Professor Emerita of History, 1969-; B.A., College of Saint Benedict, 1966; M.A., University of Arizona, 1969; Ph.D., University of Minnesota, 1981.

Ann Marie Biermaier, OSB

Professor Emerita of Education, 1975-; Rector and Dean, Benedictine University College, 1998-2001; B.A., College of Saint Benedict, 1969; M.S., Saint Cloud State University, 1976; Ed.D., University of North Dakota, 1989.

Appendices
Faculty

Alan Bouley, OSB
Professor Emeritus of Theology, 1969-; B.A., Saint John's University, 1959; S.T.L., Pontifical International Institute of Saint Anselm, Rome, 1966; S.T.D., 1973.

William Cofell

Professor Emeritus of Education, 1953 ; B.A., Saint John's University, 1949; M.A., University of Minnesota, 1952.

Alberic Culhane, OSB

Professor Emeritus of Theology, 1957-; Assistant to the President for University Relations, 1984-; Acting President, Saint John's University, 1980-1981; B.A., Saint John's University, 1952; M.A., The Catholic University of America, 1963.

Thomas Darnall

Professor Emeritus of Theater, 1975-; B.S., Southwest Missouri State College, 1962; M.A., Wayne State University, 1969.

Shobha Deshmukh

Professor Emerita of Mathematics, 1988-; B.S., University of Saugor, India, 1962; M.S., 1964; Ph.D., Indian Institute of Technology, Delhi, India, 1970.

Bruce Dickau

Professor Emeritus of Education, 1975-; B.S., University of Wisconsin, 1966; M.S., Florida State University, 1969; D.A., Idaho State University, 1975.

Nathaniel Dubin

Professor Emeritus of French, 1975-; B.A., Cornell University, 1965; M.A., University of Washington, 1970; Ph.D., 1974.

M. Angeline Dufner

Professor Emerita of English, 1961-; B.A., College of Saint Benedict, 1957; M.A., University of Notre Dame, 1966; D.A., Idaho State University, 1973.

Daniel Durken, OSB

Professor Emeritus of Theology, 1955-; B.A., Saint John's University, 1952; M.A., Saint Louis University, 1957; M.A., The Catholic University of America, 1963.

J.P. Earls, OSB

Professor Emeritus of English, 1958, 1964, 1967, 1984-; Vice President for Student Affairs, Saint John's University, 1973-1980; B.A., Saint Mary's University, Texas, 1957; M.A., University of Arizona, 1970; Ph.D., 1986.

Joseph Farry

Professor Emeritus of Political Science, 1961 ; Dean of the College, Saint John's University, 1991 - 1996; B.S., Loyola University, Los Angeles, 1955; M.A., University of California at Los Angeles, 1956; Ph.D., Fordham University, 1968.

Appendices
Faculty

Norman Ford
Professor Emeritus of Biology, 1967-; A.B., University of Kansas, 1957; M.S., University of Michigan, 1962; Ph.D., 1967.

Dennis Frandrup, OSB

Professor Emerita of Art and Artist-in-Residence, 1973-; B.A., College of Saint Benedict, 1965; M.F.A., Siena Heights, 1973.

Joseph Friedrich

Professor Emeritus of Economics, 1967, 1970-; Acting Vice President of Academic Affairs, 1992-1995; B.A., Saint John's University, 1964; M.A., University of Wisconsin, 1970.

Robert Fulton

Professor Emeritus of Chemistry, 1969-; B.A., University of Minnesota-Duluth, 1964; Ph.D., University of Minnesota, 1968.

Eugene Garver

Regents Professor Emeritus of Philosophy, 1985 ; McNeely Chair in Thinking, 1985 1996; A.B., The University of Chicago, 1966; Ph.D., 1973.

Clayton Gearhart, Jr.

Professor Emeritus of Physics, 1979 ; B.S., Rensselaer Polytechnic Institute, 1963; M.S., University of Minnesota, 1967; Ph.D., 1977.

Gordon Goetemann

Professor Emeritus of Art, 1970-; B.F.A., University of Notre Dame, 1955; M.F.A., State University of Iowa, 1958.

Ronald Henry

Professor Emeritus of Biology, 1973-; B.A., Wisconsin State University at LaCrosse, 1965; Ph.D., University of Minnesota, 1972.

Donald Hoodecheck

Professor Emeritus of Education, 1965 ; Ph.B., University of Notre Dame, 1958; B.S., Mankato State University, 1960; M.S., 1965; Ph.D., University of Minnesota, 1980.

Eva Hooker, CSC

Regents Professor Emerita of Poetry, 1992-; Poet-in-Residence, 2005-; Vice President for Academic Affairs, Saint John's University, 1983-1992; B.A., Saint Mary's College, Notre Dame; M.A., University of Notre Dame, 1965; Ph.D., State University of New York at Buffalo, 1976.

Janet Hope

Professor Emerita of Sociology, 1994-; B.A., University of Tennessee, 1986; M.A., University of North Carolina, 1989; Ph.D., 1992.

Telan Hu, OSB

Appendices
Faculty

Professor Emerita of Chinese, 1968-1970, 1972-; B.A., College of Saint Benedict, 1958; M.Ed., College of Saint Thomas, 1960.

Margaret Hughes

Professor Emerita of Physical Education, 1966-; B.S., University of Minnesota, 1962; M.S., Saint Cloud State University, 1972.

Mark Hughes

Professor Emeritus of Chemistry, 1958, 1966 ; B.A., Saint John's University, 1953; Ph.D., Iowa State University, 1958.

Willem Ibes

Professor Emeritus of Music, 1957; 1965-; B.A., Saint John's University, 1958; Diplome de fin d'Etudes, Diplome de Concert, Conservatory, Amsterdam, 1952; Ecole d'Haute Virtuosite' et d'Interpretation Marguerite Long-Jaques Thibaud, Paris, 1952-1955.

Robert Joyce

Professor Emeritus of Philosophy, 1962 ; B.A., Saint Mary of the Lake, 1957; M.A., DePaul University, 1960; Ph.D., International College, 1978.

Jane Kathman

Professor Emerita of Management, 1977 ; B.A., Barat College, 1969; M.A., DePaul University, 1971; M.B.A., Illinois Institute of Technology, 1977.

Roger Kasprick, OSB

Professor Emeritus of Theology, 1960-; B.A., Saint John's University, 1956; M.Div., Saint John's University School of Theology, 1980; M.A., The Catholic University of America, 1973; Pontifical diploma in Studiis Monasticis, Pontificium Athenaeum Anselmianum, Rome, 1977.

Cheryl Knox

Professor Emerita of Biology, 1988 ; Dean of the College of Arts and Sciences, Saint John's University, 1996 2003; B.A., The University of Texas at Austin, 1970; M.A., The University of Texas at Arlington, 1975; Ph.D., Texas A & M University, 1980.

Judith Knutson

Professor Emerita of Nursing, 1977-; B.S.N., College of Saint Scholastica, 1963; M.P.H., University of Minnesota, 1977.

Linda Kulzer, OSB

Professor Emerita of Education, 1958-; Vice President for Academic Affairs, College of Saint Benedict, 1977-85; B.A., College of Saint Benedict, 1957; M.A., The Catholic University of America, 1958; Ph.D., Syracuse University, 1972.

Kerry Lafferty

Professor Emeritus of Theater, 1973-; B.S., Kansas State Teacher's College, 1958; M.S., 1962.

Deanna Lamb

Appendices
Faculty

Professor Emerita of Education, 1982-; B.A., Rivier College, 1966; M.A., Ohio State University, 1974; Ph.D., 1978.

John E. Lange

Professor Emeritus of Mathematics, 1955, 1961-; Academic Vice President and Dean, College of Arts and Sciences, Saint John's University, 1969-1972; B.A., Saint John's University, 1952; M.A., Saint Louis University, 1954; Ph.D., University of Wisconsin, 1961.

Lucy Larson

Professor Emerita of Accounting, 1972-79, 1984 ; B.A., University of Minnesota, 1964; M.B.A., Saint Cloud State University, 1972; C.P.A., 1984.

Raymond Larson

Professor Emeritus of Classics, 1967 ; B.A., University of Minnesota, 1961; M.A., 1966; Ph.D., 1974.

Gerald Lenz

Professor Emeritus of Mathematics, 1965-; B.S., Wisconsin State College at LaCrosse, 1961; M.S., University of Notre Dame, 1965.

Willene Mangham

Professor Emerita of Theater, 1984-; B.A., Middle Tennessee State University, 1978; M.A., 1982; M.F.A., University of Southern Mississippi, 1982.

Patrick McDarby, OSB

Professor Emeritus of English, 1956, 1966 ; B.A., Saint John's University, 1949; A.M., University of Chicago, 1956.

Kilian McDonnell, OSB

Professor Emeritus of Theology, 1965 ; B.A., Saint John's University, 1947; S.T.L., University of Ottawa, 1960; S.T.D., University of Trier, 1964.

Lynn Moore

Professor Emerita of Education, 1989-; B.S., Bemidji State University, 1968; M.S., 1975; Ph.D., University of Nebraska, 1992.

Thomas Murray

Professor Emeritus of Accounting, 1966 ; B.A., Saint John's University, 1953; M.B.A., University of Chicago, 1959; C.P.A.

Colman O'Connell, OSB

Professor Emerita of Theater; President, College of Saint Benedict, 1986-96; B.A., College of Saint Benedict, 1950; M.F.A., The Catholic University of America, 1954; Ph.D., University of Michigan, 1979.

Mary David Olheiser, OSB

Appendices
Faculty

Professor Emerita of Education, 1950 ; B.A., Holy Name College, 1942; M.A., Saint Louis University, 1952; Ph.D., Boston College Graduate School, 1962; M.Ch.A., The Catholic University of America, 1976; J.C.L., 1977.

Bela Petheo

Professor Emeritus of Art, 1966-; M.A., University of Budapest, 1956; M.F.A., University of Chicago, 1963.

Violeta G. de Pintado

Professor Emerita of Spanish, 1968 ; Ph.D., University of Havana, 1950.

Charles Rambeck

Professor Emeritus of Economics, 1975-; B.A., University of Minnesota, 1966; Ph.D., 1979.

Emmanuel Renner, OSB

Professor Emerita of History, 1958-; President, College of Saint Benedict, 1979-1986; B.A., 1949; M.A., University of Minnesota, 1955; Ph.D., The Catholic University of America, 1959.

Frank Rioux

Professor Emeritus of Chemistry, 1968 ; B.A., Bradley University, 1964; M.S., Iowa State University, 1967; Ph.D., 1969.

Charles Rodell

Professor Emeritus of Biology, 1979-; B.S., University of Wisconsin, 1965; M.S., University of Minnesota, 1967; Ph.D., 1972.

Helen Rolfson, OSF

Professor Emerita of Theology, 1980-; B.A., College of St. Teresa, 1962; M.A., University of Notre Dame, 1967; Dr. es Sc. Rel., Universite de Strasbourg, 1972.

Roselyn Schmitt

Professor Emerita of Philosophy, 1966-; B.A., College of Saint Benedict, 1960; M.A., Saint Louis University, 1966; Ph.D., 1978.

Kevin Seasoltz, OSB

Professor Emeritus of Theology, 1987-; B.A., Saint Mary's College, Baltimore, 1952; J.C.L., Lateran University, Rome, 1959; J.C.D., The Catholic University of America, 1962.

Anthony Sorem

Professor Emeritus of Psychology, 1971-; B.A., University of Minnesota, 1963; M.A., 1969; Ph.D., University of Kansas, 1972.

Joan Steck

Professor Emerita of Communication, 1978-; B.S., University of Utah, 1965; M.S., University of Oregon, 1966; Ph.D., University of Wisconsin, 1980.

Appendices
Faculty

Professor Emeritus, OSB
 Professor Emeritus of Theology, 1960-; Dean of the Graduate School, 1967-1969; B.A., Saint John's University, 1952; S.T.L., Pontifical International Institute of Saint Anselm, Rome, 1957; S.S., Pontifical Biblical Institute, Rome, 1960.

Don Talafous, OSB

Professor Emeritus of Theology, 1956-; B.A., Saint John's University, 1948; M.A., The Catholic University of America, 1962; Ph.D., Graduate Theological Union, University of California at Berkeley, 1972.

Sylvester Theisen

Professor Emeritus of Sociology, 1958 ; Acting Vice President for Academic Affairs, Saint John's University, 1981-1983; B.A., Saint John's University, 1947; M.A., University of Notre Dame, 1949; M.A., 1950; Ph.D., 1962.

Vera Theisen

Professor Emerita of French, 1964, 1973, 1977-; Certificat d'Etudes Francaises, Universite de Grenoble, 1954; M.S., Saint Cloud State University, 1973; M.A., University of Minnesota, 1980; Ph.D., 1989.

Wilfred Theisen, OSB

Professor Emeritus of Physics, 1955, 1962, 1970-; Associate Director of the Hill Monastic Manuscript Library, 1978-1983; B.A., Saint John's University, 1952; M.S., University of Colorado, 1963; Ph.D., University of Wisconsin, 1972.

Hilary Thimmesh, OSB

Professor Emeritus of English, 1956-; President Emeritus, 1991-; President, Saint John's University, 1982-91; Professor of English, 1956-; Dean of the College, 1967-69; B.A., Saint John's University, 1950; M.A., Cornell University, 1956; Ph.D., 1963.

Charles Thornbury

Professor Emeritus of English, 1977-; Blecker Professorship in the Humanities, 1995-1998; B.S., University of Chattanooga, 1963; M.A., University of Tennessee, 1968; M.A., University of Leicester, 1973; Ph.D., 1976.

Leonard Valley

Professor Emeritus of Physics, 1960-; B.A., Saint John's University, 1955; Ph.D., Iowa State University, 1960.

Robert Weber

Professor Emeritus of Political Science, 1968-; B.A., Saint John's University, 1964; Ph.D., University of Rochester, 1976.

Philip Welter

Professor Emeritus of Music, 1971-; B.A., Saint John's University, 1959; M.Mus., University of Notre Dame, 1960.

5.2.3 Professors Alumni

Alexander Andrews, OSB

Professor Alumnus in History, 1966-; B.S., University of Illinois, 1960; M.A., Columbia University, 1962; M.Div., Saint John's University, 1969.

David Huber

Professor Alumnus in Chemistry, 1980-; B.S., Saint John's University, 1964; M.S., Ohio State University, 1967; Ph.D., University of Minnesota, 1991.

Christine Manderfeld, OSB

Professor Alumna in Education, 1981-; B.A., College of Saint Benedict, 1965; M.M.E., Indiana University, 1970.

Sandy Bot Miller

Professor Alumna in Education 1996 ; B.S., Mankato State University, 1978; M.A., Saint John's University, 1991.

Sally Melton

Professor Alumna of English, 1975-; B.A., John Carroll University, 1968; M.A., Saint Cloud State University, 1971.

Sheila Rausch, OSB

Professor Alumna of English, 1949, 1968-; B.A., College of Saint Benedict, 1948; M.A., Marquette University, 1961; Ph.D., University of Minnesota, 1968.

Alan Reed, OSB

Professor Alumnus of Art, 1976-; B.A., Saint John's University, 1970; M.A.E., Rhode Island School of Design, 1977; M.F.A., University of Chicago, 1983.

Lois Wedl, OSB

Professor Alumna of Education, 1986 ; B.A., College of Saint Benedict, 1966; M.Ed., Ohio University, 1982; Ph.D., 1986.

Virginia Wieland

Professor Alumna of Nursing, 1976-; B.S., Cornell University, 1952; M.A., New York University, 1957.

5.2.4 Librarians

Molly O'Hara Ewing

Appendices
Faculty

Public Services/Interlibrary Loan, 1985 ; B.A., Nazareth College of Rochester, 1977; A.M.L.S., University of Michigan, 1978; M.A., Saint Cloud State University, 1993.

Sarah Gewirtz

Public Services/Government Documents Librarian, 2004-; B.A., Michigan State University, 1996; M.L.I.S., University of South Carolina, 2004.

Theresa Kasling

Associate Director for Technical Services, 1978 ; B.M., Oberlin College, 1963; M.M., Southern Methodist University, 1964; A.M.L.S., University of Michigan, 1970.

David Malone

Reference/Government Documents, 1990 ; B.A., University of Houston, 1976; M. Div., Abilene Christian University, 1980; M.S. in Library Science, Columbia University, New York, 1988.

Kathleen Parker

Director of Libraries and Media, 2006-; M.L.S., State University of New York at Geneseo, 1980.

James Parsons

Associate Director for Public Services, 1987-; B.A., University of Michigan, 1985; M.I.L.S., University of Michigan, 1987.

Janice Rod

Technical Services/Theology Cataloger, Saint John's University, 1989-; B.A., Luther, 1977; M.Div., Luther Theological Seminary, 1981; M.Th., Luther Northwestern Theological Seminary, 1983; M.A.L.S., University of Iowa, 1989.

Peggy Landwehr Roske

CSB/SJU Archivist, 2006-; Public Services Librarian, 1982-2006; B.A., College of Saint Benedict, 1977; M.A.L.S., University of Wisconsin-Madison, 1982; Certificate of Professional Development, University of Wisconsin-Madison, 1993.

LeAnn Suchy

Public Services Librarian, 2006-; B.A., Minnesota State University-Moorhead, 2002; M.L.I.S., University of Illinois at Urbana-Champaign, 2006.

Stefanie Weisgram, OSB

Collection Development/Theology Lecturer, 1975-; B.A., College of Saint Benedict, 1965; M.A., Middlebury College, 1972; M.A.L.S., Dominican College, 1976; M.A., Saint John's University, 1986.

David Wuolu

Public Services/Systems, 2004-; B.A., Saint John's University, 1992; M.A., University of Wisconsin-Madison, 1994.

5.3 Directory

	Saint Benedict's	Saint John's
General Information	(320) 363-5011	(320) 363-2011
Academic Dean	(320) 363-5401	(320) 363-3147
Admission		
Toll Free	(800) 544-1489	(800) 544-1489
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President	(320) 363-5505	(320) 363-2882
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Security/Life Safety	(320) 363-5000	(320) 363-2144
Student Accounts	(320) 363-5387	(320) 363-2193
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Visitors to the College of Saint Benedict and Saint John's University are always welcome.

Tours and interviews for prospective students are available through the Admission Offices from 8:30 a.m. to 4:30 p.m. Monday through Friday, and Saturday mornings by appointment. Prospective students are invited to stay overnight with current students in a residence hall. It is advisable to make an appointment to visit the campuses. Call either the College of Saint Benedict or Saint John's University at the numbers listed above.