

2007-2009 Academic Catalog

Table Of Contents

1	Archive.....	7
1.1	Academic Regulations.....	7
2	Introduction.....	7
2.1	Two Colleges, One Education.....	7
2.2	Coordinate Mission, Values and Vision.....	8
2.3	Undergraduate Learning Goals and Objectives.....	9
2.4	The College of Saint Benedict: An Overview.....	10
2.4.1	Mission and Vision.....	10
2.4.2	Overview.....	11
2.4.3	Buildings.....	11
2.4.4	Accreditation.....	13
2.4.5	Memberships.....	13
2.5	Saint John's University: An Overview.....	14
2.5.1	Mission.....	14
2.5.2	Vision for the Future.....	14
2.5.3	Overview.....	14
2.5.4	Hill Museum & Manuscript Library (HMML).....	15
2.5.5	Liturgical Press.....	16
2.5.6	Collegetown Institute for Ecumenical and Cultural Research.....	16
2.5.7	Minnesota Public Radio.....	16
2.5.8	Episcopal House of Prayer.....	17
2.5.9	Pottery Studio.....	17
2.5.10	Arca Artium.....	17
2.5.11	Buildings.....	18
2.5.12	Accreditation.....	19
2.5.13	Memberships.....	19
3	Academic Calendar.....	20
4	Academic Programs.....	20
4.1	Academic Programs and Regulations.....	20
4.1.1	Introduction.....	20
4.1.2	Degrees Offered.....	20
4.1.3	Common Curriculum.....	20
4.1.4	I. Cross-disciplinary courses.....	21
4.1.5	II. Disciplinary courses.....	21
4.1.6	III. Global Language Proficiency.....	23
4.2	Programs of Study.....	23
4.3	Majors.....	24
4.3.1	Acceptance to Major Study Field.....	24
4.3.2	Individualizing a Traditional Major.....	25
4.3.3	Pre-Professional Programs.....	25
4.4	Special Academic Programs.....	25
4.4.1	Honors Program.....	25
4.4.2	International Education.....	26
4.4.3	Australia.....	26
4.4.4	Austria.....	26

4.4.5	Guatemala	26
4.4.6	China	27
4.4.7	London	27
4.4.8	France	27
4.4.9	Greece and Italy	27
4.4.10	Ireland	28
4.4.11	South Africa	28
4.4.12	Spain	28
4.4.13	Chile	28
4.4.14	Consortium Agreement for External Study Abroad Programs	29
4.4.15	Continuing Education	29
4.4.16	Internship Program	30
4.4.17	The Liemandt Family Service-Learning Program	30
4.4.18	Tri-College Exchange	31
4.4.19	Assessment	31
4.4.20	Japan	31
4.5	Courses	32
4.5.1	Class Attendance	32
4.5.2	Course Numbers	32
4.5.3	Final Examinations	32
4.5.4	Course Auditing	32
4.5.5	Individual Learning Projects	33
4.6	Grades	33
4.6.1	Definitions	33
4.6.2	Grades and Honor Points	33
4.6.3	Grade Point Average	34
4.6.4	Dean's List	34
4.6.5	Incomplete Grades	34
4.6.6	Satisfactory/Unsatisfactory Grades	35
4.6.7	Withdrawal from Courses	35
4.6.8	Repeating Courses	35
4.6.9	Academic Standing	36
4.7	Graduation	36
4.7.1	General Requirements	36
4.7.2	Residence	36
4.7.3	Core Curriculum	36
4.7.4	Academic Major	37
4.7.5	Physical Education Activity	37
4.7.6	Application for Degree	37
4.7.7	Graduation Honors	37
4.7.8	Transcripts	37
4.8	Credits Earned Elsewhere	38
4.8.1	Studies at Other Colleges	38
4.8.2	Advanced Placement (AP)	38
4.8.3	International Baccalaureate Program (IB)	38
4.8.4	College-Level Examination Program	39
4.8.5	Credit by Examination	39
4.9	Probation and Dismissal	39
4.9.1	Minimum Academic Standards	39
4.9.2	Academic Probation	39
4.9.3	Disciplinary Probation	40
4.9.4	Dismissal	40
4.9.5	Athletic Eligibility	40

4.9.6	Withdrawal from College	40
4.9.7	Exemption/Substitution	41
4.10	Rights and Responsibilities	41
4.10.1	Academic Honesty	41
4.10.2	Plagiarism	41
4.10.3	Non-Discriminatory Access	43
4.10.4	Student Agreement	43
4.10.5	Catalog Applicability	43
4.10.6	Student Right of Appeal	44
4.10.7	Student Right to Information	44
4.10.8	Parent Right to Information	45
4.10.9	Rights Reserved by the Colleges	45
5	Academic Departments	45
5.1	Departments	45
5.1.1	Academic Skills	46
5.1.2	Accounting and Finance	46
5.1.3	Art	49
5.1.4	Asian Studies	52
5.1.5	Astronomy	53
5.1.6	Biochemistry	54
5.1.7	Biology	55
5.1.8	Chemistry	59
5.1.9	Courses of the College	62
5.1.10	Communication	63
5.1.11	Computer Science	69
5.1.12	Economics	72
5.1.13	Education	75
5.1.14	English	81
5.1.15	Environmental Studies	86
5.1.16	Geography	88
5.1.17	Geology	88
5.1.18	Gender and Women's Studies	89
5.1.19	Hispanic Studies	92
5.1.20	History	96
5.1.21	Honors Program	102
5.1.22	Humanities	104
5.1.23	Latino/Latin American Studies	105
5.1.24	Liberal Studies	106
5.1.25	Management	107
5.1.26	Mathematics	112
5.1.27	Modern and Classical Languages	115
5.1.27.1	Chinese	115
5.1.27.2	Classical Languages	116
5.1.27.3	English as a Second Language	117
5.1.27.4	French	118
5.1.27.5	German	120
5.1.27.6	Japanese	122
5.1.27.7	Modern and Classical Literature in Translation Courses (MCLT)	122
5.1.27.8	Spanish	123
5.1.28	Modern and Classical Languages	128
5.1.29	Military Science	129
5.1.30	Music	131
5.1.31	Natural Science	137

5.1.32	Numerical Computation	139
5.1.33	Nursing	140
5.1.34	Nutrition	144
5.1.35	Peace Studies	148
5.1.36	Philosophy	151
5.1.37	Physical Education	155
5.1.38	Physics	158
5.1.39	Political Science	162
5.1.40	Pre-Professional Programs	167
5.1.40.1	Dentistry	167
5.1.40.2	Engineering	167
5.1.40.3	Forestry	168
5.1.40.4	Law	168
5.1.40.5	Occupational Therapy	168
5.1.40.6	Pharmacy	168
5.1.40.7	Physical Therapy	169
5.1.40.8	Medicine	169
5.1.40.9	Priesthood Studies	169
5.1.40.10	Veterinary Medicine	170
5.1.41	Psychology	170
5.1.42	Social Science	173
5.1.43	Social Work	174
5.1.44	Sociology	176
5.1.45	Saint John's School of Theology - Seminary	179
5.1.46	Theater	191
5.1.47	Theology	194
6	General Information	199
6.1	Campus Services	199
6.1.1	Libraries	199
6.1.2	Information Technology Services	200
6.1.3	Academic Advising	200
6.1.4	Counseling Services	201
6.1.5	Peer Resource Program at Saint John's	201
6.1.6	Advocates for Sexual Consent	201
6.1.7	Health Advocate Program at the College of Saint Benedict	201
6.1.8	Health Initiative at Saint John's University	202
6.1.9	Career Services	202
6.1.10	The Writing Centers	203
6.1.11	Math Skills Center	203
6.1.12	Bookstores	203
6.1.13	Dining Services	203
6.1.14	Postal Services	204
6.1.15	Health Services	204
6.2	Student Life	205
6.2.1	Residential Programs	205
6.2.2	International Student Resources	205
6.2.3	Campus Ministry	206
6.2.4	Athletics	206
6.2.5	Student Government	207
6.2.6	Student Activities and Leadership Development	207
6.3	Admission	207
6.3.1	Admission Statement	208
6.3.2	Requirements for Admission	208

6.3.3	Application Procedure	208
6.3.4	Enrollment Procedure	209
6.3.5	Homeschool Student Admission	209
6.3.6	Non-Immigrant International Student Admission	209
6.3.7	Test of English as a Foreign Language	210
6.3.8	Credit for International Examinations and Certificates	211
6.3.9	International Application and Financial Aid Deadlines	211
6.3.10	Transfer Students	211
6.3.11	Readmission	212
6.3.12	Transfer Application and Financial Aid Deadlines	212
6.4	Financial Information	212
6.4.1	Financial Information	212
6.4.2	Saint Benedict's Policies	214
6.4.3	Saint John's Policies	215
6.5	Financial Aid	215
6.5.1	Scholarships	215
6.5.2	College of Saint Benedict/Saint John's University Scholarships	215
6.5.3	Saint John's University Programs	216
6.5.4	Need-Based Financial Aid	217
6.5.5	Types of Financial Aid	217
6.5.6	Loans	218
6.5.7	Packaging of Aid	218
6.5.8	Application Procedures	218
6.5.9	Securing Forms	218
6.5.10	Renewal of Aid	219
7	Appendices	219
7.1	Administration	219
7.1.1	College of Saint Benedict Board of Trustees	219
7.1.2	College of Saint Benedict Administrators	221
7.1.3	College of Saint Benedict Presidents Emeriti	222
7.1.4	College of Saint Benedict Staff	222
7.1.5	Saint John's University Board of Regents	226
7.1.6	Saint John's University Administrators	228
7.1.7	Saint John's University Presidents Emeritus	229
7.1.8	Saint John's University Staff	229
7.2	Faculty	236
7.2.1	Professors	236
7.2.2	Librarians	236
7.2.3	Professors Emeriti	237
7.2.4	Professors Alumni	243
7.2.5	A.	243
7.2.6	B.	244
7.2.7	C.	245
7.2.8	D.	246
7.2.9	E.	247
7.2.10	F.	247
7.2.11	G.	248
7.2.12	H.	248
7.2.13	I.	250
7.2.14	J.	250
7.2.15	K.	251
7.2.16	L.	253
7.2.17	M.	254

7.2.18 N..... 255
7.2.19 O..... 255
7.2.20 P..... 256
7.2.21 Q..... 257
7.2.22 R..... 257
7.2.23 S..... 258
7.2.24 T..... 259
7.2.25 U..... 260
7.2.26 V..... 260
7.2.27 W..... 260
7.2.28 X..... 261
7.2.29 Y..... 261
7.2.30 Z..... 261
7.3 Directory..... 261

1 Archive

1.1 Academic Regulations

Academic Year Semesters

Each semester generally consists of 72 class days and four days of final examinations. Fall semester meets during the months of August, September, October, November and December; spring semester meets during January, February, March, April and May.

Class periods are ordinarily 70 minutes long with 30-minute intervals between classes. Some classes may be scheduled for longer periods of time. An official class schedule is published before each term indicating the instructor, time and place of meeting for each course being offered.

Normal course load

Usually four 4-credit courses are taken each semester. A variation in this pattern may occur if students register for programs which combine 4-credit courses with some 1-, 2- or 3-credit courses. Course loads which exceed 18 credits in a semester incur additional tuition cost. Students whose cumulative GPA is below 2.00 may not register for more than 18 credits in a semester. Students in good academic standing may register for 19 credits. Permission of the Academic Advising Office is required for loads in excess of 19 credits.

The minimum load for full-time or "in-residence" classification is 12 credits per semester. However, the Minnesota Grant Program requires 15 credits per semester to be considered full time.

Registration

Registration materials are distributed to eligible students during the preceding semester. In order to register for courses students must have settled their accounts with the college, comply with Minnesota immunization regulations, and have an approved academic advisor. Juniors, seniors and second-semester sophomores must also have been accepted to upper division by a department to be eligible to register.

During the registration period, each student plans a course program in conference with an academic advisor. The advisor's approval is required before the registration can be accepted by the registrar. Course registration for new students is completed by academic advisors who select appropriate schedules based on student interests and needs.

Detailed procedures and regulations governing a change of registration are described in the official class schedule.

2 Introduction

2.1 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

for Academic Affairs, who is assisted by the Associate Provost and the Dean of the Faculty. 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 3900 students from 38 states and 35 foreign countries and trust territories. Saint Benedict's enrolls 2000 women; Saint John's enrolls 1900 men. The combined faculties include approximately 275 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.

2.2 Coordinate Mission, Values and Vision

In 1995 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.

2.3 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)
- 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.

2.4 The College of Saint Benedict: An Overview

2.4.1 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. Together with its partner Saint John's University, the college fosters integrated learning, exceptional leadership for change and wisdom for a lifetime. Its aspirations on behalf of the mission are shaped by the following vision:

A Commitment to Women's Education. The College of Saint Benedict will be considered among the most prestigious women's colleges in the country as measured by its commitment to recruiting, developing, and retaining a superb and diverse faculty and professional staff.

A Commitment to Women's Development. The College of Saint Benedict will be recognized nationally for its leadership in programming for women, complementing a rigorous curriculum with enhanced opportunities for ethical, social and spiritual development, informed by the Catholic

intellectual tradition.

A Commitment to Accessibility and Excellence. The college will be known for its unique educational environment, accessible to a diverse community of women who are among the nation's academically elite but reflect a broad range of socio-economic backgrounds.

A Commitment to the Fine and Literary Arts. The heritage of Benedictine humanism will continue to shape the character of the College of Saint Benedict, distinguished as a prominent venue for Fine Arts programming and highly regarded for its Literary Arts Institute.

A Commitment to the Catholic Benedictine Tradition. The College of Saint Benedict will promote women's leadership within the Church by an expanded and broadened theological curriculum, by increased dialogue with local faith communities and through outreach activities for women, sponsored by the college and the Sisters of the Order of Saint Benedict.

2.4.2 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 80 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 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.

2.4.3 Buildings

Sacred Heart Chapel (1913)
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 center and gathering spaces.

Benedicta Arts Center (1964)

Fine arts classrooms and offices, Gorecki Family Theater, Colman Theater, Petters 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, Career Services, Counseling, Upward Bound, English as a Second Language, Internships, and Service Learning.

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 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.

Student Residences*Mary Hall***Aurora (1956)****Regina (1963)****Corona (1969)****Richarda (1961 and 1987)***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)

2.4.4 Accreditation

American Chemical Society

The American Dietetic Association

Council on Social Work Education

Minnesota Board of Nursing

Minnesota Board of Teaching

National Association of Schools of Music

National Council for Accreditation of Teacher Education

Commission for Collegiate Nursing Education

Accredited by the Higher Learning Commission and a Member of the North Central Association

2.4.5 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

Public Leadership Educational Network

Superior Studies Consortium

Women's College Coalition

Athletic

Minnesota Intercollegiate Athletic Conference

2.5 Saint John's University: An Overview

2.5.1 Mission

The mission of Saint John's University is to renew the fabric of community from one generation to the next, ever striving for excellence, ever grounded in Benedictine tradition.

Saint John's University provides education in the liberal arts and graduate theological disciplines in the Catholic university tradition.

Saint John's seeks to preserve the well-springs of human culture, to deepen understanding of human interdependence, and to prepare students for full, integrated lives of faith and reason, action and love.

Saint John's strives to relate teaching, learning, and scholarship to the residential life of the campus, community worship, the practice of the arts, and programs of service.

These activities are animated by the Benedictine practices of community life, prayer, hospitality and the search for wisdom, as well as by Saint John's own historic commitments to the well-being of diverse human communities, the formation of leaders in successive generations, and the ongoing renewal of the Church.

Saint John's pursues this mission on the undergraduate level, where it offers residential liberal arts education in coordination with the College of Saint Benedict, as well as through graduate theological education, long-standing programs of cultural preservation and transmission, and a variety of sponsored programs.

2.5.2 Vision for the Future

Commitment to Accessibility and Aspiration

Saint John's will excel in providing a unique and accessible educational environment for a diverse community of undergraduate men, as well as a graduate community of male and female students of theology, drawn from a broad range of socio-economic and cultural backgrounds and showing evidence of the capacity to pursue, respectively, liberal arts studies and graduate theological education with distinction.

Commitment to Educational Excellence

Saint John's will excel in providing undergraduate and graduate students with a superb education by recruiting, developing, and retaining a talented and diverse faculty and staff, with an exceptional commitment to teaching and service, scholarship and the mentoring of students.

Service to Church

Saint John's will excel in fostering exceptional scholarship, study and outreach in monastic studies, liturgical studies and lifelong learning for ministers, lay and ordained, women and men, leaders and committed members of faith communities within the Catholic tradition, the broader ecumenical Church and the multi-religious landscape of the contemporary world.

Witness to Benedictine Values

Saint John's will excel in fostering the understanding and cultivation of reflection and prayer, creativity and self-sacrifice, with a special emphasis on the intellectual, ethical, spiritual, physical and social development of men.

Stewardship of Knowledge and Culture

Saint John's will excel in the preservation and transmission of knowledge and culture, with special emphasis on unique and threatened religious cultural resources, the natural environment and artistic creativity.

2.5.3 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. The university's undergraduate and graduate programs continue under the

sponsorship of Saint John's Abbey.

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; and the Butler Family's Virgil Michel Ecumenical Chair in Rural Social Ministries. Approximately 20 percent of the faculty are members of Saint John's Abbey.

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 2,450-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 60 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. About 80 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.

2.5.4 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

2.5.5 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 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."

2.5.6 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.

2.5.7 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.

2.5.8 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.

2.5.9 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 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.

2.5.10 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, 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. Called by him Arca Artis, Ark of Art, the collection has evolved into a body of materials so comprehensive as to be renamed Arca Artium, Ark of the Arts. 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 3,000 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.

2.5.11 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.

Wimmer Hall* (1901)

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)

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.

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)

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)

2.5.12 Accreditation

American Chemical Society

The American Dietetic Association

Association of Theological Schools

Commission for Collegiate Nursing Education

Council on Social Work Education

Minnesota Board of Nursing

Minnesota Board of Teaching

National Association of Schools of Music

National Council for Accreditation of Teacher Education

Accredited by the Higher Learning Commission and a Member of the North Central Association

2.5.13 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

3 Academic Calendar

4 Academic Programs

4.1 Academic Programs and Regulations

4.1.1 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.

4.1.2 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; and the master of divinity degree.

4.1.3 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.

4.1.4 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)

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 gendered beings, and as such, gender both influences and is influenced by personal experience and human action. Today's liberally educated individual must not only be aware of their gendered identity but also taught the ways in which gender interacts with scholarly inquiry.

Courses fulfilling the Gender Requirement use gender as a primary focus both of student perspectives and 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.

Ethics Common Seminar (ES)

Junior or senior standing is a prerequisite for this course. The Ethics Common Seminar has the purpose of helping 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 students' ability to make responsible decisions.

Exploration of ethical concepts and modes of analysis along with other scholarly methods of analysis provide the frameworks to help students develop their moral reasoning and decision-making. 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.

4.1.5 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)
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 will expose students to a wide variety of artistic expression through attending Fine Arts presentations on the CSB/SJU campuses and reflection upon those experiences. Students will learn appropriate audience decorum for Fine Arts events and have opportunities to demonstrate this behavior. Students will better understand and appreciate the visual and performing arts as an expression of the human condition.

The requirement will be satisfied by attendance at eight approved Fine Arts Events over the course of their first two years at CSB/SJU (any combination of 2 visual arts and 6 performing arts events). Students are encouraged to finish this requirement during their first year, but must complete it by the end of their sophomore 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.

Courses that satisfy the Humanities requirement will be either upper or lower division four-credit courses with no more than one course from a single Humanities discipline.

Mathematics (MT)

The course will address the contemporary role of mathematics. It will also stress mathematics as a conceptual discipline and will demonstrate to students the aesthetics and value of mathematics. The course will be structured so that students are actively involved in doing mathematics and demonstrating their understanding of concepts appropriate to that course in various ways. The specific content, the questions, and the examples used in the class should begin with ideas familiar to the students.

The course will enable students to understand and use mathematical language and notation and to appreciate the need for that language and notation. It will also address the power and limitations of mathematical reasoning as a tool for solving problems from other disciplines and from everyday life. The course will focus on 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): Because of our Benedictine Catholic institutional commitment, the first theology course for all students will be an introduction to the Christian tradition, with special emphasis on the Biblical tradition. The first required course in theology is a common one-semester, four-credit course (THEO 111, The Biblical Tradition) in which all students enroll, optimally in their first or second year, and it will be taught solely within the Department of Theology.

Upper Division (TU): Theology 111 will be 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.

4.1.6 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 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.

4.2 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](#)

Undergraduate Minor Study Fields

[Accounting](#)
[Art](#)

[Biology](#)
[Biochemistry](#)
[Chemistry](#)
[Classics](#)
[Communication](#)
[Computer Science](#)
[Economics](#)
[Education \(Elementary\)](#)
[English](#)
[Environmental Studies](#)
[French Studies](#)
[Gender and Women's Studies](#)
[German](#)
[Hispanic Studies](#)
[History](#)
[Humanities](#)
[Liberal Studies](#)
[Management](#)
[Math/Computer Science](#)
[Mathematics](#)
[Music](#)
[Natural Science](#)
[Numerical Computation](#)
[Nursing](#)
[Nutrition](#)
[Peace Studies](#)
[Philosophy](#)
[Physics](#)
[Political Science](#)
[Psychology](#)
[Social Science](#)
[Social Work](#)
[Sociology](#)
[Spanish](#)
[Theater](#)
[Theology](#)

[Asian Studies](#)
[Biology](#)
[Chemistry](#)
[Communication](#)
[Computer Science](#)
[Economics](#)
[Education \(Secondary\)*](#)
[English](#)
[Environmental Studies](#)
[French](#)
[Gender and Women's Studies](#)
[German](#)
[Greek](#)
[History](#)
[Latin](#)
[Latino/Latin American Studies](#)
[Management](#)
[Mathematics](#)
[Music](#)
[Nutrition](#)
[Peace Studies](#)
[Philosophy](#)
[Physics](#)
[Political Science](#)
[Psychology](#)
[Sociology](#)
[Sports Medicine](#)
[Spanish](#)
[Theology](#)

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

4.3 Majors

4.3.1 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.

4.3.2 Individualizing a Traditional Major

Students may individualize one of the majors offered by the colleges if they wish to develop a cross-disciplinary concentration within their major or relate that major more closely to a specific career choice. Students are advised to discuss their proposal with the department chair at an early date. (If the reason for wanting to individualize a major is career-related, students will also want to check at Career Services to determine what special preparation might be relevant for that intended career.) Proposals to individualize a traditional major should be completed at the time students ordinarily apply for acceptance as a degree candidate (spring semester of the sophomore year). Forms and detailed procedures are available from the registrar. The academic dean of the student's college gives final approval to a proposal to individualize a traditional major. The basis of the individualized traditional major must be structured from one or more of the majors ([see listing](#)) offered at the colleges.

4.3.3 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

Physician's Assistant

Priesthood Studies

Veterinary Medicine

4.4 Special Academic Programs

4.4.1 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 enhanced version of the core curriculum. It also gives these

students opportunities for independent thinking, research and writing 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 sophomores by application. (For further and more detailed information see [Honors Program](#).)

4.4.2 International Education

The Center for International Education provides intercultural education experiences for undergraduate students through the following programs: Australia (Fremantle); Austria (Salzburg); Chile (Viña del Mar); China (Beibe); England (London); France (Cannes); Greco-Roman (Athens and Rome); Guatemala (Quetzaltenango); Ireland (Galway and Cork); Japan (Tokyo); South Africa (Port Elizabeth); and Spain (Segovia). Each study abroad program is limited to approximately 20-30 participants.

In keeping with the goals of a liberal education, the colleges' international programs allow students to explore diverse manifestations of the human condition and to examine fundamental, recurring questions about themselves and the world. The emphasis 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 a required pre-departure course that includes readings, lectures, discussions, writing assignments and audio-visual components. These on-campus classes, 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 curriculum.

4.4.3 Australia

Fremantle is home to the University of Notre Dame Australia (UNDA), which is Australia's first private, Catholic university. Students will be enrolled directly at the University of Notre Dame Australia and will be housed in self-catering accommodations in the foreign student residence on the university campus. The faculty for the program consists of a professor from CSB/SJU who will teach a Senior Seminar course and professors from the University of Notre Dame Australia.

4.4.4 Austria

One of the primary objectives of the Salzburg program lies in acquiring language skills and a deeper understanding of Austrian culture. Language instruction is an integral part of the program. One year of college German or equivalent proficiency is required; however, each student enrolls in a German course appropriate to his or her skill level. In addition to the language courses, the program offers courses in art history, political science, and philosophy as well as the Senior Seminar taught by the director.

4.4.5 Guatemala

The Guatemalan program in Central America 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. 165,000), 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 instruction. The program involves a service-learning experience (for a total of 8 credits in Spanish) and coursework from a range of subjects: Mayan "Cosmovision," and Central American history, politics, and/or culture. The Senior Seminar course and an activities and

excursions program span both phases. The program serves students of Spanish, Latin American Studies, Peace Studies, and a wide range of humanities and social sciences. Each student will live with a Guatemalan family. Courses will be taught by language academy teachers and faculty recruited from local universities. Prerequisite: completion of Spanish 211.

4.4.6 China

The Chinese program is located in Beibei, a city in southwest China, Chongqing municipality. The focus of the program is upon Chinese language, history, culture, literature, philosophy and art. All courses are taught in English at Southwest University, a comprehensive university with undergraduate and graduate programs in all major disciplines. Students live on the campus in the foreign student dormitory. The faculty consists of a professor who accompanies the group and distinguished professors from the host university. In order to expose students to China's diversity, the program provides approximately two weeks of travel to major Chinese cities and sites usually including Guilin, Beijing and Xian prior to the beginning of classes in Beibei. From Beibei the program includes numerous excursions in Sichuan province such as the Northern hot springs, the Yangtze River and beyond.

4.4.7 London

London provides the environment for examining British history, literature, theology and art. The faculty consists of a professor who accompanies the group, along with faculty from London universities and colleges. 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 field trips outside London. Each faculty member also provides a list of appropriate excursions for students to undertake on their own. Students are housed in London borough of Kensington and Chelsea, within walking distance of modern classroom facilities and a computer lab.

4.4.8 France

The international atmosphere of the Cote d'Azur provides the backdrop for the French language program located at the Collège International de Cannes. Students live in a secure campus setting where room and full board are provided. The college 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. Upon arrival, program participants have several days of orientation and testing to determine their language placement level. All students take French language classes at their appropriate level and can select from a variety of language courses at the beginning and intermediate level. Those with sufficient competence are allowed to enroll in advanced literature, political science and history courses. Others can select from a variety of language classes at the beginning and intermediate levels, as well as social science and fine arts classes taught in English. Classes are small and students receive personal attention from instructors.

4.4.9 Greece and Italy

The focus of the program is the study of classical and contemporary 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 and 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 professor who accompanies the group and distinguished professors from universities and colleges in Athens and Rome.

4.4.10 Ireland

The Irish studies 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 and are taught by faculty associated with University College Galway. The academic courses--focusing on history, culture, sociology, religion and literature--provide an integrated perspective on Irish society. 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.

University College Cork's direct enrollment program offers an alternative study abroad experience. The University arranges a month-long "early start" program for international students, prior to the beginning of its own semester program. Intensive courses are offered in Irish archeology, the Irish ecosystem, modern Irish history and Irish literature. When the semester begins, students select from the range of the University's regularly scheduled humanities and science courses. CSB/SJU students live with Irish students in residences located within walking distance of the campus.

4.4.11 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. It has a sunny, dry, temperate climate similar to that of southern California. Students will study in classrooms at the Nelson Mandela Metropolitan University sharing library, computer lab, recreation and sports facilities with South African students. Students are housed in apartments near the university. Faculty from the university teach courses in political science, literature, South African music, and marine biology. In addition, students may enroll in a limited number of courses with South African students at the university. There is also a service learning opportunity to work in a primary school in the township and with children at an AIDS hospice.

4.4.12 Spain

The architecture, history and warm hospitality of the ancient city of Segovia serves as the base of our academic program offering a study of Spanish culture, art, history, government and language. The Spanish program is primarily directed toward students seeking to major or minor in Hispanic Studies and to improve their proficiency in the Spanish language and culture. All courses are taught in Spanish. 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. The faculty consists of a director from CSB/SJU, who accompanies the group, and distinguished professors from SEK University, a prestigious European partner of Instituto de Empresa, business school.

4.4.13 Chile

Chile

Viña del Mar, also known as the "Garden City", is located 70 miles west of Chile's capital, Santiago, and has a population of about 350,000. Picturesque beaches, lakes and mountains surround Viña del Mar. Next to "Viña", as it is commonly known, is Valparaíso, the most important port in Chile and in the South American Pacific. Valparaíso and Viña are located in Central Chile, a region well known for its wines and agricultural products. Viña makes an excellent location for students wishing to perfect their Spanish language skills while, at the same time, integrate into the rich and diverse culture through experiential learning opportunities (internships and field work) and homestay experiences. Students

attend classes at the Universidad Adolfo Ibáñez, a private university beautifully located, with an extraordinary view of the bay, only 10 minutes from downtown.

4.4.14 Consortium Agreement for External Study Abroad Programs

Students who want to go abroad through another college's or university's program will be registered under a consortium agreement. This will maintain their status as CSB/SJU students for purposes of registration and certain federal and state financial aid. The fee for consortium 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 Consortium 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 Consortium.

4.4.15 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:

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

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 classes to complete the Certificate in Ministry.

The colleges offer a Certificate in Ministry, which assists persons to minister in religious educational programs in parishes. The coursework for this certificate consists of five required courses plus three elective courses. Both men and women may enroll in this certificate program. Students seeking CE enrollment toward the Certificate in Ministry must submit to the theology department high school and college transcripts of previously attended schools. Ministry certificate credits earned by students formally admitted to the college may be applicable to a subsequent baccalaureate degree in theology with the approval of the chair of the theology department.

(4) 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.

4.4.16 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.

4.4.17 The Liemandt Family Service-Learning Program

Coordinator: Marah Jacobson-Schulte

Service-learning is a teaching and learning strategy that integrates meaningful community or public

service with intentional reflection and critical thinking. The Liemandt Family 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. Service-learning experiences can include, but are not limited to, developing or enhancing new after-school programs for school age children, advocating for a homeless shelter or being a companion to the elderly. Before a course begins, the service-learning staff assists faculty in developing appropriate service experiences and identifying key community partners.

Throughout the semester, the service-learning staff provides continuing support to faculty and students by managing many of the logistical aspects of the projects, by maintaining open lines of communication between the faculty, students and community partners and by assisting students in reflecting upon their work within the community.

Students demonstrate what they have learned through research and essay papers, journals and class participation. Faculty 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 multi-culturalism and diversity, increased awareness of social issues, increased civic responsibility and increased development of critical thinking skills.

4.4.18 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.

4.4.19 Assessment

The joint instructional program of the College of Saint Benedict and Saint John's University supports a student outcomes assessment program that assesses student learning. Assessment is conducted primarily to improve teaching and learning and to demonstrate the high quality of the learning environment at CSB/SJU.

The assessment program focuses on measuring student learning in multiple ways using multiple methodologies. Students are asked to participate in the assessment process in the normal course of their academic activities including taking course examinations, conducting self-assessment and peer-assessment, and focus group interviews.

4.4.20 Japan

This program is hosted by Bunkyo Gakuin University, a collaborative partner of CSB/SJU for eighteen

years. Located in central Tokyo with a new subway station at its front entrance, Bunkyo Gakuin University is ideally suited for a study abroad program. All courses are taught in English and include studies in Japanese language (no prior competence is required), culture, history, arts, politics, and economics. The faculty consists of the CSB/SJU program director, who accompanies the group, and professors from Bunkyo Gakuin University. Students are housed in a new international student residence hall five minutes from campus. The program includes orientation to Tokyo and an intensive "survival Japanese" course prior to beginning of classes. Extensive excursions enhance the students' learning experience including trips to Kyoto, Hiroshima, Karuizawa and Nikko, as well as visits to important sites in the vicinity of Tokyo.

4.5 Courses

4.5.1 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. (See "Withdrawal from Courses," page 34.)

4.5.2 Course Numbers

100-299 - Lower-division undergraduate courses

300-399 - Upper-division undergraduate courses

400 and above - Graduate courses

4.5.3 Final Examinations

The academic calendar concludes each semester with a one-day study and four-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.

4.5.4 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.

4.5.5 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.

4.6 Grades

4.6.1 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.

4.6.2 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	

4.6.3 Grade Point Average

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.

4.6.4 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.

4.6.5 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:
 - a. The student can take the grade given with the incomplete.
 - b. The student can take an S/U option.

The student can Withdraw from the class.

- c.

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.

4.6.6 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.

4.6.7 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 six 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.

4.6.8 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.

4.6.9 Academic Standing

Students are classified as follows:

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

4.7 Graduation

4.7.1 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.

4.7.2 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 (a minimum of 12 credits per semester).

4.7.3 Core Curriculum

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

4.7.4 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.

4.7.5 Physical Education Activity

All CSB/SJU students are required to complete PHED 117 *Skills for Healthy Living* for one mod.

4.7.6 Application for Degree

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 completed upon this application. However, it is the student's responsibility to see that the courses which are needed for graduation are included in his or her program of study. It must be possible by normal registration for a student to gain the necessary credits by the date declared as the planned graduation date.

Only those seniors whose current registration will bring them within 8 credits of completion of all degree requirements may participate in commencement exercises.

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

4.7.7 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.

4.7.8 Transcripts

Transcripts are issued to current students without charge. Transcripts are issued to former students for a fee of \$3.

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

4.8 Credits Earned Elsewhere

4.8.1 Studies at Other Colleges

Students may complete out-of-residence courses and transfer them to Saint Benedict's and Saint John's. The college at which the coursework is completed must be accredited by the appropriate regional accrediting agency at the time of enrollment. Courses to be transferred must be similar to courses offered for credit at Saint Benedict's and Saint John's. Courses to be transferred must receive a minimum grade of C. Credits received for these courses are translated into semester credits according to the appropriate translation formula. Grades earned for transferred coursework are not calculated into the student's cumulative GPA. Before credit may be transferred, the Registrar's Office must receive an official transcript directly from the college at which the courses were completed. Consult the Registrar's Office for further information.

With advance approval, students may apply these courses towards core and/or major requirements. Work taken to complete core requirements requires prior consultation with and approval of the Registrar's Office or Academic Advising. Work taken to complete major requirements requires prior consultation and approval of the department chair. When the transfer of these courses has been completed, the student should contact the Registrar's Office or the chair with the "request for academic exemption/substitution."

Students who intend to transfer coursework from a foreign college or university must consult the director of international studies before beginning such study. Consult the Center for International Education for further information.

4.8.2 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.

4.8.3 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.

4.8.4 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.

4.8.5 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](#).

4.9 Probation and Dismissal

4.9.1 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.

4.9.2 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.

4.9.3 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.

4.9.4 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.

4.9.5 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.

4.9.6 Withdrawal from College

Any student who decides to discontinue either during the semester or between semesters must complete the proper withdrawal form with the head resident at Saint Benedict's or at the Campus Life Office at Saint John's.

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. (See page 58 for information on refunds.)

Students who have withdrawn from Saint Benedict's or Saint John's and intend to return to continue their studies may apply for readmission to the colleges. No application fee is required for readmission. (See "Readmission," page 57.) Consult the Admission Office for further information.

4.9.7 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. Students should first consult with their academic advisor, whose signature on the exemption/substitution form represents a recommendation that the request be considered favorably by the approving official. 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.

4.10 Rights and Responsibilities

4.10.1 Academic Honesty

Saint Benedict's and Saint John's are committed to upholding high standards of academic integrity. Acts of academic dishonesty undermine the values the learning community holds in common and directly violate the goals of a liberal arts education.

Any act of academic dishonesty is a serious offense. Such acts include but are not limited to plagiarism, cheating, intentionally damaging the work of others and assisting others in acts of dishonesty. Students discovered to have committed an act of academic dishonesty are subject to penalties initiated by the faculty member involved. Penalties can range from a reduced grade to a recommendation of expulsion from Saint John's or Saint Benedict's for especially serious or repeated offenses. The policy on plagiarism is cited in further detail below. The dean of the college at Saint Benedict's and the dean of the college at Saint John's are charged with the enforcement of this policy.

Students who believe that they have been otherwise graded unfairly have the right to appeal to the department chair if discussion with the faculty member proves unsatisfactory. Students who are dissatisfied with the decision of the department chair may take their complaint to the dean of the college or the dean's designee for appropriate action.

4.10.2 Plagiarism

Plagiarism is the act of appropriating and using the ideas, writings, or works of original expressions of another person as one's own without giving credit to the person who created the work. This may encompass portions of a work or an entire work. Works of original expression include but are not limited to papers, speeches, poetry, movies, videos, protected pieces of art, illustrations and musical compositions.

Plagiarism can result from either deliberate dishonesty or ignorance of citational procedures.

Deliberate plagiarism is especially serious and warrants more severe sanctions, but even plagiarism based on ignorance of procedures is a punishable offense, especially when it occurs more than once.

Any student who seeks clarification on what constitutes plagiarism should consult the pamphlet "Plagiarism Explained" which is available at the SJU and CSB Writing Centers.

Plagiarism is an act of dishonesty and violates the mission and spirit of the educational enterprise at the College of Saint Benedict and Saint John's University. It also violates the rights of other students.

I. General Procedure

- A. A professor proves that a student has plagiarized. The burden of proof rests with the professor; he or she must present compelling evidence of plagiarism. However, in contested cases it is the duty of the student to provide detailed information about the generative process of the work.
- B. The professor meets with the student and presents the evidence of plagiarism.
- C. If the student agrees that plagiarism has occurred, a punishment is determined and a written acknowledgment is signed by the professor, the student and a third party witness to guarantee that the student has been shown the agreement and read it. The evidence of plagiarism and the written acknowledgments are then placed in a closed file in the office of the respective academic dean.
- D. If in spite of the evidence presented by the professor the student maintains his or her innocence, the student may contact the academic dean and request that an appeals process be initiated. The evidence of plagiarism will be witnessed in writing by a third party before going into the closed file. The accused student will acknowledge in writing that he or she has viewed the evidence. Refusal on the part of the student to view the evidence, and/or to acknowledge having viewed it, will not prevent punishment nor prevent the case from going into the closed file. The punishment determined by the professor 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. A student accused of plagiarism who maintains his/her innocence has the right to remain enrolled in the course while the appeal process is pending.
- E. The closed file located in the dean's office will be destroyed two years after a student has graduated.
- F. The proof of guilt in a first offense does not imply any assumption of guilt when a student is accused in a future case.

II. Consequences

Penalties for plagiarism vary according to whether the case involves a first or a repeat offense, and according to the character of the offense itself (whether resulting from ignorance or deliberate deception). If the evidence of plagiarism comes to light only after course grades have been turned in, the professor may change the course grade retroactively.

First Offense

- A. The penalty for a first offense of plagiarism is failure of the course in which the plagiarism occurred. This penalty may be reduced if in the professor's judgment the plagiarism was not deliberately deceptive but resulted from ignorance of proper citation procedures. However, even in cases where the penalty is reduced the evidence will go into the closed file.
- B. The process of written acknowledgement and closed file described in section I will be implemented.

Second Offense

- A. The dean will inform the professor in which the most recent offense occurred that this is a second offense. This will occur after the professor has presented the evidence to a third party and the student has had the opportunity either to admit to plagiarism or initiate an appeal.
- B. The student is required to meet with the professor and the academic dean.
- C. The student will fail the course in which the plagiarism occurred.
- D. The student may be suspended or expelled from the college. This decision will be made by the dean in consultation with the professor from the more recent course in which the student was found to have plagiarized.

- E. The process of written acknowledgment and closed file described in section I will be implemented.
- F. If a student commits two acts of plagiarism nearly simultaneously, both of which are judged to have resulted from ignorance rather than dishonesty, at the dean's discretion the case may be classified as a first rather than second offense.

Third Offense

- A. The dean will inform the professor in which the most recent offense occurred that this is a third offense. This will occur after the professor has presented the evidence to a third party and the student has had the opportunity either to admit to plagiarism or initiate an appeal.
- B. The student will fail the class in which the plagiarism occurred.
- C. The student will be expelled from the college.
- D. The steps of written acknowledgement and closed file described in section I will be implemented.

4.10.3 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.

4.10.4 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.

4.10.5 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.

4.10.6 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, who will attempt to clarify the positions of both the faculty member and the student. If the student is still not satisfied, petition may be made to the dean of the student's college 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 relevant 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 unfair; and then petitioning the dean of the student's college or the dean's designee if still unsatisfied. The academic program of each college is subject to the appropriate dean and then to the provost for academic affairs.

4.10.7 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.

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. Saint Benedict's and Saint John's honor the request for one academic year only; therefore, the student must file the request on an annual basis. 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.

4.10.8 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.

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.

4.10.9 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.

5 Academic Departments

5.1 Departments

5.1.1 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)

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.

5.1.2 Accounting and Finance

Chair: Mary Jepperson

Faculty: Mark Asuzu, Warren Bostrom, Quentin Gerber, Mary Jepperson, Jean Ochu, Jim O'Meara, Paul Pladson, Tonya Schmidt

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

- This concentration prepares students who wish to either pursue careers in industry or government, or who plan to attend graduate school.

Finance

- This concentration, particularly with its strong accounting core, prepares students who wish to pursue careers in a variety of finance-related positions or who plan to attend graduate school.

Public accounting

- This concentration, which requires the completion of 150 credit hours, prepares students for careers in public accounting and for the CPA examination. Most 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 (56 to 76 credits, based on concentration)

Required Courses for each accounting concentration:

113, 114, 210, 325, 326, 335. Required supporting courses include MATH 122 (or 118 or 119), MATH 124, and ECON 111.

Required Additional Courses for Traditional Accounting Program:

331, 332, 338, 340, and 350; and two courses from 310, MGMT 201, or a 300-level ECON elective.

Required Additional Courses for Finance Concentration:

310, 315, 320, 333, ECON 314; and one course from 340, MGMT 201, ECON 320 or ECON 332.

Required Additional Courses for Public Accounting Concentration:

310, 330, 331, 332, 333, 338, 340, 353, 355, MGMT 201, MGMT 321, and a 300-level ECON elective.

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 Achievement Test 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 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 concept 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 organization. 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.

330 Governmental and Not-for-Profit Accounting. (2)

Principles of accounting and reporting for governmental units and 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.

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.

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 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. Fall and 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.

397 Internship. (1-8)

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.

5.1.3 Art

Department Chair: Elaine Rutherford

Faculty: Dennis Frandrup OSB, James Hendershot, Samuel Johnson, David Paul Lange OSB, Rachel Melis, Simon-Hoa Phan OSB, Elaine Rutherford, Andrea Shaker, Lisa Stanley

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 (43 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:

113, 114, 211, 248, 351, 355; three studios chosen from the 200 and 300 studio courses and art history 101, 4 credits of non-western art history and 300.

Special Requirements:

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

Concentration in Art Education (47-55 credits)

Required Courses:

113, 114, 211, 215, 218, 248, 351, 355, one course from 217, 224 and 225, and two courses from any 200- or 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. 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:

113, 114; 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

113 Introduction to 2D Arts. (4)

This course emphasizes perception, the organization of form, the dynamics of color and the expressive possibilities offered by diverse media and drawing. It addresses the relationships between drawing and other 2D arts.

114 Introduction to 3D Arts. (4)

This course introduces the 3D art forms, especially 3D design and sculpture, with emphasis on form perception and analysis, process and content.

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 113 (4) and ART 114 (4) ideally as first year students. Either course can be taken first.

Art Studio Courses 200 Level

211 Color-design. (4)

An investigation of color theories and design principles and their relationship to perceptual and expressive ideas. Fall and spring.

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 appropriate to the media of oil or acrylic. Fall and spring. Prerequisite: 214 or 113 is highly recommended.

216 Sculpture I. (4)

Technical and conceptual principles of sculpture; traditional media: wood, stone, clay, plaster, welding and bronze. Fall and spring.

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.

225 Printmaking I (Lithography). (4)

Technical and aesthetic problems in traditional stone lithography. Emphasis on crayon and tusche techniques. It also explores the process of creating monoprints and the art of making paper. Offered irregularly.

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

A series of special interest courses offered periodically on topics such as: watercolor painting, creative problem solving, processes of abstraction, 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. (2)

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 image and sound on the Macintosh computer, and distribution in formats of tape, DVD, video installation 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. Spring and fall.

Prerequisite: 215.

316 Sculpture II, III. (4)

Advance projects in traditional and experimental media. Fall and spring. 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. Fall and spring. Prerequisite: 219.

320 Jewelry II, III. (4)

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

Prerequisite: 220.

324 Printmaking II, III (Intaglio and Relief). (4)

The processes of relief and intaglio printmaking. 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.

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: 248.

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, and sound recording techniques. In addition to Final Cut Pro, other advanced software are introduced: After Effects, Pro Tools, DVD Studio Pro and Cleaner.

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. 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.

209 European Art Survey. (4)

An introductory survey of the most significant periods in European art history from the Ancient World to the present. A study of artworks in relation to religion, culture, philosophy and geography of the European cultures.

Fall.

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. Spring.

304 Baroque and Rococo Art History. (4)

A study of the developments in art and culture in Western Europe during the 17th and 18th Centuries. Concentrating on the changes in painting, sculpture and architecture and their social significance. Offered irregularly.

306 Art of the Classical World. (4)

A detailed examination of Hellenic and Roman cultures through archeology. Offered irregularly.

307 Medieval Art. (4)

Development of art forms and cultural developments from the late Roman Empire to the twelfth century. The course will include Byzantine art and the Iconoclastic Controversy in the Eastern Empire and the Romanesque and early Gothic in the West. Offered irregularly.

308 Renaissance Art in the North and in Italy. (4)

An examination of the developments in European art from the mid-14th to the mid-16th Centuries. The course will examine the Renaissance in Northern Europe and in Italy, noting the cultural and social differences in the two regions. Offered irregularly.

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.

5.1.4 Asian Studies

Interdisciplinary Program Director: P. Richard Bohr

The Asian Studies Program helps CSB/SJU students prepare for personal and professional involvement with Asia and Asian-America.

The Asian Studies Program provides an interdisciplinary spectrum of courses taught by experienced faculty in art, economics, history, language (Chinese and Japanese), literature, philosophy, religion and politics. Course work is complemented by semester long study abroad programs in Beibei, China and Tokyo, Japan; short term study abroad programs in Hong Kong/South China; campus activities such as the scholar-in-residence program, and the annual tour of the Minneapolis Institute of Arts as well as other Asia-related activities co-sponsored by the Asia Club and other campus organizations; outreach to Asian-American communities; and various teaching opportunities in Japan and China as well as other internship opportunities and career exploration links with area business, educational, civic, governmental, non-profit, and cultural institutions.

Major

The individualized Asian Studies major requires students to take HIST 200, HIST 395, and HIST 399 plus three additional History courses, two of which must be at the upper division level. In addition, four other courses chosen from any department, including History, must form a coherent whole addressing the student's interests, must be chosen in consultation with the student's academic advisor and the Director of Asian Studies and must be approved by the History Department chair. With the approval of the Director of Asian Studies, Chinese and Japanese language beyond 211 may count toward the minor or major.

Minor

The minor requires successful completion of 20 credits from among the following courses. At least 10 credits must be upper division.

Required Courses:

Either

HIST 114 East Asia Before 1800 (4 credits)

or

HIST 115 East Asia Since 1800 (4 credits)

or

HIST 116 South Asia Before 1500 (4 credits)

or

HIST 117 South Asia Since 1500 (4 credits)

and two of the following:

HIST 315 Islam in South Asia Confronting Modernity (4 credits)

HIST 316 China in Revolution, 1800-1949 (4 credits)

HIST 317 The People's Republic of China (4 credits)

HIST 318 The United States and China Since 1800 (4 credits)

HIST 319 Modern Japan, 1868-Present (4 credits)

Plus three other courses selected from among the following:

ART 208 Introduction to Asian Art (4 credits)

ART 240 Art of India, Art of China, and Art of Japan (4 credits)

ECON 316 Asian Economies (4 credits)

ENGL 385 Literature of the Indian Subcontinent (4 credits)

MCLT 315 Chinese Literature in Translation (4 credits)

MCLT 319 East Asian Literature in Translation (4 credits)

PHIL 272 Asian Philosophy (4 credits)

PHIL 339 Chinese Philosophy (4 credits)

POLS 346 Asian Politics (4 credits)

THEO 365/CORE 360 Islam and the Judeo-Christian Tradition (4 credits)

Most courses taken at Southwest University in Beibei, China and at Bunkyo Gakuin University in Tokyo, Japan also count toward the minor. Students preparing for graduate study or an Asia-related career are advised to fulfill the Core Curriculum language proficiency requirement by completing either the sequence of CHIN 111, 112 and 211 (or abroad CHIN 115, 116 and 215) or the sequence of JAPN 111, 112 and 211 (or abroad JAPN 115, 116 and 215).

In addition, the two credits earned in the May Term course in China (COLG 280), may also apply.

5.1.5 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)

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.

5.1.6 Biochemistry

Program Director: Anna McKenna

This interdisciplinary major entails the study of the structure, synthesis, properties and regulation of biomolecules in cells and organisms. 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.

Required Courses: (70 credits)

BIOL 121, 221, 311, 318, plus one additional 300 level BIOL course

CHEM 123, 234, 235, 236, 333 or 334, 335

BCHM 317, 321 and 320 (1 credit)

PHYS 191, 200 (or 105, 106)

MATH 119, 120

BCHM 398 (4 credits), 350 or 351 (1 credit)

Special Requirements:

Senior majors are required to give a seminar presentation on their laboratory or library research. The Chemistry Comprehensive Exam is also required.

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. Prerequisites: BIOL 121, 221 and CHEM 235 or instructor's consent. Fall.

320 Biochemistry Journal Club. (1)

Student presentations and discussions of modern biochemistry literature related to specific topics or themes. Emphasis will be on literature search strategies, critical analysis of the literature and biochemistry seminars, and oral/written presentation. The biochemistry topic/theme will be selected by instructors based on their interests and background and in coordination with learning goals of BCHM 321. Prerequisite: BCHEM 317. Corequisite: BCHM 321. (Note: class meets once per cycle.) Spring.

321 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 and the study of enzyme catalysis. Prerequisite: CHEM 236 and 335. Spring.

350 Library Research and Seminar. (1-4)

In-depth library research and reading primary sources on a single topic; emphasis of seminar is on comprehension and criticism. Permission of faculty mentor is required. Prerequisite/Corequisite: BCHM 320. Fall/Spring.

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.

5.1.7 Biology

Department Chair: Elizabeth Wurdak

Faculty: D. Gordon Brown, Manuel Campos, Philip Chu, Larry Davis, Ellen Jensen, Cheryl Knox, William Lamberts, Jeanne Marie Lust OSB, Barbara May, David Mitchell, James Poff, Michael Reagan, Charles Rodell, Stephen Saupe, Shawn Thomas, Marcus Webster, Elizabeth Wurdak

The biology department offers a balanced curriculum suited to the diverse needs of our students. Our curriculum embraces the breadth of the discipline, and values both classical and modern approaches of biological inquiry. We seek to furnish students with current knowledge and technical skills, and we strive to provide opportunities for intensive studies using this expertise. Students may choose between a major or minor preparatory to specific career programs. The major sequence prepares students for graduate studies in the biological sciences and science education, and for entry into professional schools including medicine, dentistry and veterinary medicine. The major and minor sequences both provide a suitable background for career areas such as business, industry, law and government service. Non-major courses are offered for students in the arts, humanities, social sciences and allied health professions.

Courses embody current biological principles and laboratory techniques. We occupy two state-of-the-art buildings furnished with extensive laboratory equipment including transmission and scanning electron microscopes, high-pressure liquid and gas-liquid chromatographs, liquid scintillation counter, 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. The rural setting of the two campuses is ideal for field studies providing easy access to a variety of natural habitats, including prairie, savanna, wetlands, coniferous and deciduous forest, ponds and several lakes. In addition, a greenhouse, weather station, herbarium, arboretum, natural history museum, and extensive collections of insects, birds and mammals provide excellent facilities for ecological and other field-related 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 the "Biology Major Field Test" 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. BIOL 121 students take a lab safety examination before they are permitted to work in the laboratory.
5. The department will also survey 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 five courses at the 300 level, 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 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 two courses from the following toward the major: 323, 325, 326.

Special Requirements:

The close interrelationship of biology to other disciplines requires that majors complete two courses in chemistry (CHEM 123 and 234) and one course in mathematics (MATH 119, 123 or 124).

Strongly recommended are courses in organic chemistry (CHEM 235 and 236) and physics (PHYS 105 and 106). Students intending to continue in graduate or professional school should design appropriate programs of study with the assistance of a biology department advisor.

Minor (24 credits)

Required Courses:

121, 221, 222 and three 4-credit upper-division electives.

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 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: A grade of C or better in BIOL 121. Spring.

214 Principles of Human Anatomy and Physiology. (4)

A lecture and laboratory course covering basic physiological principles as they apply in organ-body systems including physiology of excitable tissue in the nervous system, skeletal muscle, and heart. Homeostasis and cardiovascular, respiratory, and excretory function as examples of essential functions for organism survival. Prerequisite: A grade of C or better in BIOL 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 and, preferably, 221, or consent of the department chair.

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.

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. Prerequisites: 121 and 221. Spring.

306 Plant Diversity. (4)

An evolutionary survey of the organisms traditionally referred to as plants: algae, fungi, bryophytes and vascular plants. Special attention is given to their morphology, taxonomy, phylogeny, ecology and importance to humans. Laboratories entail the examination of microscopic living and preserved specimens. Prerequisites: 121 and 221. 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: 121, 221 and CHEM 235 or instructor's consent. Fall.

308 Plant Taxonomy. (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. Prerequisites: 121 and 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: BIOL 121, 221 and CHEM 234. 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. Prerequisites: 121 and 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. 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. Prerequisites: 121, 221, and CHEM 235 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, protein isolation and characterization, and analysis of nucleic acid and protein sequence. Prerequisites: 121, 221, and CHEM 235 or instructor's consent. Spring.

319 Basic 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 structure, immunological assays and cell-mediated immunity. Attention will be given to hypersensitivities, autoimmunity and tumor and transplant immunology. Prerequisites: 121, 221 and CHEM 235 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. Prerequisites: 121 and 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 permission of instructor. 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.

Prerequisites: 121, 221 and CHEM 123 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.

327 Plant Physiology. (4)

A study of how plants function and grow. 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. Prerequisites: 121 and 221. Spring.

329 Histology and Technique. (4)

Investigation of tissue characteristics, development, and interrelationships. Extensive laboratory experience in applicable microtechnique. Prerequisites: 121 and 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: 222. Fall.

331 Natural History of the Pacific Northwest. (4)

A month-long summer field course emphasizing the study of ecosystems of the Northern Rockies and Cascades, intermountain woodlands and shrublands, and coastal areas of Oregon and Washington.

Prerequisites: BIOL 121 and 221 or ENVR 175 and 275. Alternate summers.

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. 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 119, 123 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: 222. Spring.

337 Aquatic Ecology. (4)

An exploration of the ecology of lakes, streams, wetlands and other aquatic ecosystems. Topics include lake ontogeny, physical limnology, ecological interactions in lakes and streams and lake management. Laboratories take place on campus lakes, on shore and in the lab. Prerequisites: 222 or ENVR 175 and 275. Fall.

338 Plant-Animal Interactions. (4)

An exploration of the ecological and evolutionary aspects of the diverse interactions between plants and animals. Topics covered include coevolution, plant-herbivore relationships, pollination, seed dispersal, and plant-animal mutualisms. Discussion and critical evaluation of historical and current primary literature is emphasized. In the laboratory, students are expected to help design, implement, analyze, and present several class research projects. Prerequisites: 222, or ENVR 175 and 275. Spring.

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 consent of instructor. Spring.

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. Prerequisite: 222, or GEOL 212. Alternate fall semesters.

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 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 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

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.

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.

5.1.8 Chemistry

Department Chair: Anna McKenna

Faculty: Robert Fulton, Linda Gao, Kate Graham, David Huber, Henry Jakubowski, Brian Johnson, Nicholas Jones, Edward McIntee, Anna McKenna, Frank Rioux, Michael Ross, Chris Schaller, Carleen Schomer OSB, 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.

The 123-234 sequence is intended primarily for students majoring in chemistry or one of the other natural sciences and provides a thorough introduction to the fundamental principles of physical and

inorganic chemistry. The courses beyond 234 are intended for the students seeking a major or a minor degree in chemistry; they also serve as supporting courses for students majoring in related fields. Students majoring in allied health fields such as dietetics should take the class designated for dietetics majors. The 105 course does not meet the prerequisites for any other chemistry course.

Assessment

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 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 feel the department meets its stated goals and objectives. Every five 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.

Major

The Chemistry Department offers a chemistry concentration certified by the American Chemical Society (ACS) and a traditional concentration. In addition, an interdisciplinary biochemistry major is available (see Biochemistry major page).

ACS Concentration (63 credits)

This concentration is especially appropriate for those students intending to pursue graduate work in chemistry and related fields, and for those seeking immediate employment in chemical industry or government laboratories.

Required Courses:

CHEM 123, 234, 235, 236, 320, 333, 334, 335, 336, 341, and BCHM 321, plus two credits of laboratory research (351, 398); PHYS 191, 200; MATH 119, 120, and either 124 or 239. The Chemistry Comprehensive Exam is also required.

Traditional Concentration

(50 credits)

This concentration is intended for those who have a strong interest in chemistry, but are not necessarily planning to continue their study of chemistry at the graduate level. It 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.

Required Courses:

CHEM 123, 234, 235, 236, 320, 333 or 334, 335, one credit of research (350, 351, 398) and two additional courses selected from 333, 334, 336, 341, BCHM 321; MATH 119, 120; PHYS 191, 200 (preferred) or PHYS 105, 106. The Chemistry Comprehensive Exam is also required.

Special Requirements For All Concentrations:

Senior majors are required to give a seminar presentation on their laboratory or library research and to take a comprehensive exam in chemistry.

Minor (25 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:

CHEM 123, 234, 235, 236, 320, 335 and one of the following courses: 333, 334 or 336, or BCHEM 321.

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.

121 Skills in Chemistry. (2)

This course will help students develop the problem solving, quantitative reasoning and critical thinking and reading skills necessary for success in General Chemistry. 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 general chemistry. The course content will be coordinated closely with the first half of CHEM 123 and will be scheduled to run parallel to it. The course is intended for first-year students who have been identified as likely benefiting from this experience.

123 General Chemistry I. (4)

Topics include fundamentals of atomic structure, the periodic table, chemical bonding, reactions, thermochemistry, stoichiometry and kinetic molecular theory of matter. Laboratory emphasis is on

illustration of chemical principles, development of technique and gaining familiarity with chemical substances. Prerequisite: ACT score of 21 or higher or concurrent registration in CHEM 121. Fall.

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.

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.

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.

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 Chemical Literature. (1)

Introduction to searching and using chemical literature, including computer-based techniques.

Prerequisite: 236. Yearly.

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)

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.

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.

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.

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.

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.

350 Library Research and Seminar. (1-2)

In-depth library research and reading primary sources on a single topic; emphasis of seminar is on comprehension and criticism. Prerequisite: 320.

351 Laboratory Research and Seminar. (1-4)

Independent laboratory research experience with emphasis on modern techniques and equipment.

Seminar. Prerequisite: 320.

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 Chemistry." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

Chemistry Comprehensive Exam. (0)

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

5.1.9 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)

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.

220 World Perspectives on Health. (4)

This course studies selected world 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.

5.1.10 Communication

Department Chair: Richard Ice

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

The field of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline explores the human condition by studying how we communicate and how that communication constructs social reality, shapes human communities, influences relationships, and defines our physical environment. The field of communication promotes the effective and ethical practice of communication. Understanding communication entails understanding writing, speaking, and listening; as well as understanding the influence of medium, form, audience, culture, and source on the message. Courses in the department reflect the classical and the modern strands of the discipline by offering courses in three areas:

Rhetoric and Public Address (Area 1), Communication Theory (Area 2), and Media Studies (Area 3).

Communication courses are designed to provide students with the communication theory and skills that are necessary for college work and for personal and professional development after graduation.

These courses are especially recommended for students considering careers in teaching, management, government, health care, law, public relations, newspaper and magazine writing, broadcasting, and business; but a communication major can be an excellent foundation for any career.

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. At least two of the foundation courses (8 credits): 101, 103, 105. Note: The third foundation course may be taken to fulfill ONE of the area requirements described below in #2, #3 or #4.
2. At least one course (4 credits) from Area 1, Rhetoric and Public Address: 111, 225, 301, 302, 303, 304, 305, 306, 307, 308, 309, 333 or 381.
3. At least one course (4 credits) from Area 2, Communication Theory: 205, 250, 251, 265, 350, 351, 355, 356, 367 or 385.
4. At least one course (4 credits) from Area 3, Media Studies: 245, 286, 313, 335, 340, 341, 345, 346, 347, 348, 349, 383, or 386.
5. At least 16 credits of the major must be 300-level communication department courses. [Note: Internships (COMM 397) and Independent Learning Projects (ILPs - COMM 371) may not be applied to this requirement, although 4 credits of internship or ILP may be applied to the overall 40 credits required for the major.]
6. Two of the courses (8 credits) for the major may be from: ART 217, ART 218, ART 233 (Visual Narrative), ART 262, ART 317, ART 318, ART 362, ENGL 286, ENGL 311, ENGL 369, ENGL 386, ENGL 387, ENGL 388, PCST 346, PSYC 221, PSYC 235, PSYC 347, SOCI 201, SOCI 302, or THEA 117.
7. Plus additional courses within the department to complete the required 40 credits.

Minor (24 credits)

Twenty-four (24) credits -the equivalent of six (6) courses -distributed as follows:

1. At least one course (4 credits) from the following: 101, 103 or 105.
2. At least 20 additional credits:
 1. 8 credits of which must be 300-level communication courses. Internship and ILP credits may not be used to complete the minor.
 2. 4 credits of which may be from among the following: ART 217, ART 218, ART 233 (Visual Narrative), ART 262, ART 317, ART 318, ART 362, ENGL 286, ENGL 311, ENGL 369, ENGL 386, ENGL 388, PCST 346, PSYC 221, PSYC 235, PSYC 347, SOCI 201, SOCI 302, or THEA 117.

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

Courses (COMM)

Foundation Courses

101 Persuasion in Society. (4)

This course is an introduction to public persuasion, examining the mechanisms by which individuals, groups and institutions seek to reinforce or alter the beliefs, attitudes, values and behaviors of American audiences. The principal goal of this course is to make students more analytical and discriminating audiences for persuasive messages in society. Note: Although individual and/or group presentations may be assigned in this course, this is not a course in public speaking.

103 Mass Communication and Society. (4)

This course explores the relationship between mass media and society. Students will learn about the role of mediated communication in creating and dispersing knowledge and will become more aware of the relationship between media economics and media content. The course also introduces students to basic theoretical concepts needed to critically analyze mediated messages, helping students become more skilled and knowledgeable consumers of media content. Finally, the course will provide students

with the basic understanding of media needed for advanced media 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 intrapersonal, interpersonal, gender, group, organizational, and intercultural contexts.

Courses in Area One - Rhetoric and Public Address

111 Public Speaking. (4)

Provides the theory and practice to equip students to prepare and deliver effective speeches. Offers students opportunities to present original and researched ideas to an audience as well as to analyze the speeches of others. Addresses rhetorical issues such as credibility, audience analysis and logical reasoning. Develops skills in organization, outlining, critical thinking and speech criticism. A-F grading only.

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.

225 Argumentation and Advocacy. (4)

Provides the theory and practice necessary for students to analyze and construct effective arguments. By developing skills as critics of argument, students will be able to identify the strengths and weaknesses in claims. Examines how advocates use and misuse statistics to bolster arguments. Skills in research, organization, argument anticipation and refutation are developed. Prerequisite: 101 or 111 or permission of instructor.

301 Persuasion. (4)

This is an applied persuasion 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: 101 or permission of the instructor.

302 Public Address. (4)

A critical and historical study of public discourse in a variety of forms including artistic, public and private. The specific focus of the course may change from year to year. Prerequisite: 101 or permission of instructor.

303 Social Movements. (4)

Examines how social movements influence social change. Students employ social movements theory to critically analyze the persuasive appeals of movement agitation techniques and establishment control measures. A variety of historical and contemporary movements are studied. Prerequisite: 101.

304 Political Communication. (4)

Examines how political symbols mobilize society, stimulate social action and create national identity. Explores how political language reinforces, interprets, challenges and manipulates popular beliefs, attitudes and values. Topics may include presidential rhetoric, campaign discourse and legislative appeals. Prerequisite: COMM 101.

305 Women's Voices Before 1920. (4)

A critical and historical study of rhetorical discourse from a variety of women in North America prior to 1920. Women from diverse cultures (Native American, Mexican American, Asian American, European American and African American) as well as movements (abolition, women's rights, moral reform, progressivism, anarchism and labor) will be studied and their rhetorical efforts critically discussed. This course satisfies requirements for the GWST major/minor. Prerequisite: 101 or permission of instructor.

306 Contemporary Women's Voices. (4)

This course focuses on a range of issues confronting women from 1920 to the present including: sexuality, civil rights, reproductive rights and sexual violence. Students will analyze the rhetorical acts of women from diverse cultural backgrounds and study their involvement in a variety of movements such as Civil Rights, feminist, La Raza, Red Power and others. The course will examine existing rhetorical theories to uncover how and why women's voices have been silenced. This course satisfies requirements for the GWST major/minor. Prerequisite: 101 or permission of instructor.

307 Freedom of Speech. (4)

This course will explore the controversies surrounding freedom of speech. The course will survey the historical and legal development of free speech in the United States.

308 Rhetoric of Advertising. (4)

This course examines the rhetorical function of advertising in society—how images and arguments function to persuade audiences. Students learn how to use theory to render critical readings of advertisements as social, political, and cultural messages. This course includes a unit on minority

representation in advertising, with a special focus on Latinos. The primary objective of the course is to empower students to become critics of persuasive messages in advertising. Students learn the rhetorical strategies that companies use to appeal to mass audiences. Students use critical theory to render a deep reading of advertisements as social, cultural, and political messages. Evaluation will be through oral presentations, class discussion, examinations and a research paper. Prerequisite: COMM 101 or COMM 103.

309 Environmental Rhetoric. (4)

This course examines environmental communication focusing on how public participants (movement leaders, corporations, scientific experts, politicians, reporters, citizens and others) attempt to define and articulate environmental issues for mass audiences through speeches, news, advertising, film, and other discourse. This course has three specific objectives. 1) To enhance the ability of students to analyze and critically evaluate the persuasive content of a variety of environmental "texts" (including environmental policy speeches, advertising, news stories, etc.). 2) To increase student awareness of environmental issues and the way that groups define and present these issues to public audiences. 3) To empower students to take action on environmental issues, if they desire, by improving their writing, discussion, speaking, research and critical thinking skills. The course satisfies requirements for the Environmental Studies major.

333 Rhetorical Criticism. (4)

An examination of the criticism of rhetorical texts from a variety of perspectives including neo-Aristotelian, generic and feminist approaches. Questions of judgment based on ethical, aesthetic and effects criteria will be addressed. Critical methods will be studied and applied to contemporary and/or historical rhetorical texts. Prerequisite: 101.

381 Special Topics in Rhetoric and Public Address. (4)

An advanced course focusing on a specific topic in rhetorical theory, rhetorical criticism, or public address. Topics might include contemporary or classical rhetorical theory, civil rights rhetoric, etc. May be repeated as the topic changes. Prerequisites vary with the topic. See descriptions in the registration bulletin.

Courses in Area Two - Communication Theory

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.

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, 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.

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.

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.

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. Topics may include language, perception, nonverbal cues, communicative style, gender in intimate contexts, gender in public contexts and gender in the media.

This course satisfies requirements for the GWST major/minor.

355 Communication Theory. (4)

An in-depth examination of contemporary communication theories and research as well as research methods appropriate for the study of communication. This course is especially recommended for students interested in pursuing graduate studies in communication. Prerequisite: 105 or permission of the instructor.

356 Communication Research. (4)

Provides students with the conceptual and practical understanding of quantitative and qualitative research in the field of Communication. Students examine many methodologies available to researchers for doing empirical social research and learn to think more scientifically and interpretively about a variety of social phenomena involving communication. The course includes a collaborative hands-on empirical investigation of a particular communication phenomenon. Prerequisite: 105 or permission of instructor.

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. Prerequisite: 105. [Note: Some sections of this course may carry a Service Learning component. See registration booklet for details.]

385 Special Topics in Communication Theory. (4)

An advanced course focusing on a specific topic in communication theory. Examples: gender, language and culture; health communication, dysfunctional interpersonal relationships, family communication. May be repeated as the topic changes. Prerequisites vary according to the topic. See descriptions in the registration bulletin.

Courses in Area Three - Media Studies

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 and basic keyboard skills.

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.

335 Mass Media in Elections. (4)

An examination of how the mass media influences the behavior of candidates and voters, and vice versa, in political campaigns. Specific areas of study may include news reporting, press editorials, campaign advertising, polls, cartoons, talk shows, speeches, debates and press conferences. The impact of issues, image, race, gender and third parties may also be discussed. Students will research presidential or state elections and may engage in volunteer work for a political campaign.

340 Media Theories. (4)

This course examines the evolution of theories about the role of media in society. Prerequisite: 103 or permission of instructor.

341 Culture, Communication and the Construction of News. (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 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, and factors within the routines of production that help determine the content of news. Prerequisite: 103 or permission of instructor.

345 Advanced Media Writing. (4)

This course continues to develop writing and reporting 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.

346 Strategic Communication Campaigns. (4)

This course provides a framework for students to understand the components and appropriate use of

theory in designing strategic communication campaigns. By developing campaigns (Ex: public relations, advertising, integrated marketing communication, health or political communication), students will be able to build skills in issue and audience identification, research, goal and objective setting, campaign planning and execution, and evaluation of campaign outcomes. The course may use case studies, reading, discussion, exercises, and group projects to increase students' critical evaluation of campaigns and apply the lessons learned to development of their own campaigns. This class may involve a service learning component. Prerequisites: Junior or senior standing and COMM 103 or COMM 101.

347 Mass Media Effects. (4)

This course examines the use and effects of entertaining and informative mass media for individuals and societies, and attempts to answer such questions as: Who is affected by the mass media, What effects occur, How do these effects occur, To what degree, What type of media content is responsible for various effects, and What particular contexts and individual differences make media effects more or less likely? This class primarily focuses on adults and the effects of television, newspapers, magazines and film, because these are the most heavily researched areas. This class will employ a social scientific approach to exploring the question of media effects, with representative research being read and discussed. Prerequisite: 103.

348 Mass Media and Children. (4)

This course examines the role of mass media in children's, and adolescents' lives, acquainting students with issues, theories and research pertinent to youth and the mass media. We will assume a developmental perspective, looking at various aspects of child development (cognitive, social and moral). We will also assess a number of claims made by social scientists, pediatricians, scholars, political leaders, and members of the public, about how mass media affect children. Finally, we will discuss media literacy as an intervention strategy for maximizing positive, and minimizing negative, effects of media experiences. The class includes a required service learning component and should be of interest to anyone desiring to produce media content, become a parent, work with children, and/or concerned about issues relating to children. Prerequisite: 103.

383 Special Topics in Mass Media. (4)

A study of a special topic not ordinarily treated in standard courses. Examples: media history, criticism of a particular media genre, on-line communication, layout and design, and advanced journalism topics. May be repeated as the topic changes. Prerequisites vary according to the topic. See descriptions in the 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.

Service Courses, Independent Projects, Internships, Honors

200 Public Speaking Basics. (2)

This course is intended for education majors who need to fulfill the state requirements in oral communication. (Communication majors or minors should take COMM 111 - Introduction to Public Speaking, rather than this class.) 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.

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.

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.

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.

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. These credits may be used to satisfy the Teacher certification requirement for a communication/language arts "activity." It may not be applied toward completion of the communication major or minor.

397 Internship. (1-16)

Practical off-campus experience for juniors and seniors in the areas of broadcasting, journalism, public relations, public speaking, advertising, human resources management, etc. 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. Departmental moderator supervises and evaluates the experience. Prerequisite: Legal and Professional Issues Seminar. No student will be permitted to register for an internship without completing this seminar. Fall, spring and summer. Students should contact the Internship Director early in the semester prior to your internship. A maximum of 4 internship credits may be applied toward completion of the major. Internship credits may not be applied to fulfill the requirements of four 300-level courses in Communication for the major. Internship credits may not be applied toward completion of the minor. See department chair for a copy of specific department policies. Faculty in the department are limited to a maximum of three internship supervisions each term. This might mean that not all students who desire to complete an internship for credit will be accommodated.

398 Honors Thesis/Senior Thesis. (4)

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.

5.1.11 Computer Science

Department Chair: James Schnepf

Faculty: Michael Heroux, Noreen Herzfeld, J. Andrew Holey, John Miller, Imad Rahal, James Schnepf, 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, including the following:

- all senior computer science majors take the ETS Major Field Test in Computer Science, a nationally normed instrument
- a lab final in selected classes which uses standardized programming problems and a predetermined scoring rubric
- regular surveys of current students and alumni

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 (50 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 161, 162, 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.

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

Minor (28 credits)

Required Courses:

- MATH 118 or 119 or 120;
- CSCI 161, 162;
- CSCI 230 or 239;
- Twelve additional computer science credits of which CSCI 130 will count only if taken prior to CSCI 161.

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 321, 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 339 and at least one of 338, 340 or 341.

Criteria for admission to the major:

Students will be accepted into the Computer Science major if:

1. They have completed the required mathematics course, CSCI 161, 162 and 239, and at least one of 230, 239 or 310,
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 Computing: Science and Its Applications. (4)

An overview of computing and its applications from a scientific perspective, designed to equip students with the basic tools needed to understand computers and use them effectively. 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 scientific and business problems. Not intended for students majoring in the sciences. Prerequisite: Math proficiency.

161 Introduction to Problem-Solving and Programming. (4)

Introduces the fundamental concepts of problem-solving and programming from an object-oriented

perspective. Through the study of object-oriented design, this course also introduces the basics of human-computer interfaces, graphics, and the social implications of computing. Prerequisite: Math proficiency.

162 Problem Solving, Programming and Data Representation. (4)

Continues the introduction to object-oriented problem-solving begun in CSCI 161, with an emphasis on algorithms, data structures and the social context of computing, along with significant coverage of software engineering. Prerequisite: 161.

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 the use of large object-oriented libraries to create well-designed graphical user interfaces. Topics include event-driven programming, computer graphics, human-computer interaction and graphical user interfaces. Prerequisites: 162, MATH 118 or 119 or 120.

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: 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: 162, 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: 310.

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: 230 and either 239 or MATH 239.

330 Software Engineering. (4)

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 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: 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: 339.

341 Compiler Theory. (4)

Introduction to the design and construction techniques of modern language compilers, including both parsing and code generation. Prerequisite: 339.

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: 310.

369 Ethical Issues in Computing. (0-4)

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: 230 or 310 or 339.

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.

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

Required for graduation with "Distinction in Mathematics/Computer Science" or "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.

5.1.12 Economics

Department Chair: John Olson

Faculty: Miki Brunyer, Ernest Diedrich, Daniel Finn, Joseph Friedrich, Louis Johnston, Margaret Lewis, Sucharita Sinha Mukherjee, John Olson, Charles Rambeck, 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 within 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. Each of the Tier Three courses has 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).

A number of courses in the economics curriculum have been designed to meet requirements in programs outside economics. The department currently contributes to the curriculums in Accounting, Asian Studies, Environmental Studies, Gender and Women's Studies, Management, Public Policy, and Theology.

The economics major prepares students for employment in a variety of areas or 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, 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. This assessment activity 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.

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 try 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. An increasing number of economics majors are choosing to undertake graduate study in economic theory and analysis as preparation for their careers as professional economists in government, business and academic positions. Because mathematics and statistics are essential tools for graduate education and professional work in economics, the department recommends that students who are contemplating graduate study in economics prepare themselves in both subjects. Consequently, a mathematics minor is advised, 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 123 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.

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

314 Economics of Financial Institutions and Markets. (4)

Description and economic analysis of the financial sector. 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 Industrial Organization. (4)

Application of microeconomic theory to the study of markets, their operation and regulation. Examination of the basic conditions and structures underlying perfect competition, monopoly, oligopoly and monopolistic competition; the conduct and performance of firms in perfect and imperfect competition. 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 Race and Gender. (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 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. Prerequisite: 332. 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, MATH 124 or 345, and either one other 300-level

economics course or concurrent enrollment in ECON 333. 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. 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.

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 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.

5.1.13 Education

Department Chair: Ann Marie Biermaier OSB

Faculty: Tom Andert OSB, Michael Berndt, Ann Marie Biermaier OSB, Michael Borka, Sandra Bot-Miller, Delbert Brobst, Jeanne Cofell, Melisa Dick, James Forsting, Donald Hoodecheck, Jacob Knaus, Michael Leach, David Leitzman, Christine Manderfeld OSB, Lynn Moore, Mark Mortrude, Doug Mullin OSB, Edmund Sass, Arthur Spring, Lois Wedl OSB

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 a specialty in communication arts/literature, a world language (French, German, or Spanish), mathematics, science or social studies for grades 5-8, middle and secondary education 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 (BOT). 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.

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 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 Pre-Professional Skills Test (PPST-Praxis I) before they can enroll in any 300-level Education course. Registration booklets for the test are available in the Education Department. Passing scores on the PPST must be achieved before application for teacher licensure can be made in Minnesota. It is wise for students to take the PPST 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 must take the Education Department Writing Assessment (EDWA) and achieve competency at the basic level (or above). Education students must take this exam in their first year of college.
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 specialty.
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:
 1. proof of a formal high school speech course in grade 10 or above with a grade of B or higher;
 2. pass the Speech Adequacy Test given by the Education Department;
 3. successfully complete a college level speech course.

Additional requirements for acceptance and retention are specifically outlined in the Education

Department Handbook. 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 through the Bureau of Criminal Apprehension and the FBI. 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.

Praxis II Tests

All graduates seeking a Minnesota teaching license must pass the Praxis II tests in their area(s) of expertise. The Praxis II tests include content area exams as well as one Principles of Learning and Teaching exam appropriate for the licensure grade level.

Major in Elementary Education (K-6) with a 5-8 specialty

In addition to the major course requirements, all elementary education majors are required to complete an academic specialty in one of the following areas: Communication Arts/Literature, Mathematics, Science, Social Studies or a language (French, German or Spanish). This specialty prepares one to teach this subject in grades 5-8. See the [Education Department Homepage](#) for further information regarding the 5-8 areas of specialty.

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 speciality areas only), 358 (excluded for K-8 world language specialty), 359, 361, 390, MATH 121 and 180, COLG 111 and 112, 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 science licensure 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 who major in English, instrumental music, vocal music, science or social science 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.

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.

Modern and Classical Languages (French, German or Spanish) (K-12)

109, 111, 203, 213, 310, 341, 354, 359, 363, 390, and fulfillment of speech requirement. *MODERN 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, 336, 342, 346, 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 and a teacher shadow experience are required for this course.

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.

151 Principles of Art. (2)

Course participants gain an understanding of the cultural, economic and historical influences for creating art in diverse populations from ancient through modern history. In addition, they acquire the aesthetics literacy needed for critiquing and interacting intelligently and sensitively with such diverse art works. Slide sets, videos, computer programs and quality children's picture books, as well as field experiences to local/state art galleries, that would enhance a K-8 art curriculum are 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 classroom management and discipline and the effects of diverse factors such as learning styles, cultural influences, family configurations and developmental characteristics of children. 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.

310 Educational Psychology. (4)

Course focus is on classroom decision-making as it relates to the teaching and learning processes. The content includes several models of teaching and learning, motivation, classroom management, and assessment. A major course goal will be to assist the student in developing a philosophical/theoretical framework for employing multiple strategies and methodologies in order to accommodate the needs of diverse learners. 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)

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)

Course participants learn the central concepts and structures of the various disciplines constituting social studies. Consideration of cultural, community and human diversity as well as how to incorporate students' life experiences into instruction is also included. Participants develop and implement social studies lessons which include various pedagogical strategies and technologies in a K-6 classroom. Aspects of the Minnesota Academic Standards are also included. Prerequisite: Acceptance into the Education program.

325 Mathematics Pedagogy K-6. (4)

Course participants explore and 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.

336 Music Pedagogy K-4. (2 credits)

Through active involvement, music majors learn to teach K-4 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., with special emphasis on the methods of Orff, Kodaly and Dalcroze. They compose, arrange and improvise. They are exposed to non-western music through videos, recordings and class performance. Seven clinical observations and three teaching experiences are required. K-4 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.

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: 2008, 2010, 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 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.

342 Music Pedagogy 5-8. (2)

Music majors are actively involved in learning how to teach 5-8 general music and instrumental or choral performance groups. Arrangements of choral and/or instrumental compositions for 5-8 students are required. Non-western music reports are required. Participants are acquainted with the National Arts (music) Standards and MN Academic Standards. Clinical observations in all areas are required as well as one teaching experience in each area. Each student must pass a guitar proficiency test. The unique contribution of music toward meeting the special needs of children is frequently addressed. Prerequisite: Acceptance into the Education program. Spring semester only.

346 Music Pedagogy 9-12. (2)

Music majors are actively involved in learning how to teach 9-12 general music and instrumental and choral performance groups. Choral and/or instrumental music arrangements appropriate for this level are required. Participants become familiar with the National Arts (music) Standards and MN Academic Standards for this level. A minimum of six observations in all areas is required as well as one teaching experience in each area. 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.

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 readers to read and view narrative, expository and poetic works in the English language as well as teaching them to write, speak, and listen effectively. Participants create learning outcomes and goals for students' literacy and develop authentic assessment procedures. Participants demonstrate their understanding of literacy in a field-based performance which considers knowledge of subject matter, diversity in human learning, community, and curriculum goals. Prerequisite: Acceptance into the Education program.

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, Profile of Learning, 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)

Participants apply language learning principles to elementary school instruction. Course focus is on current second language learning and instructional theory, curriculum development, objectives and procedures. A field experience requires observations and teaching in a K-8 setting. Aspects of the Minnesota Standards are addressed. Prerequisites: World Language courses through 312 and acceptance into the Education program for Elementary majors. Fall semester only.

358 Mid Level Literacy and Pedagogy in Language Arts, Mathematics, Science or Social Studies. (4)

The participants in this course will gain an understanding of the importance of literary 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. 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. Prerequisite: Taken the semester immediately before 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 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.

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 Human Relations. (4)

Participants examine the areas of ethical analysis which include, but are not limited to oppression, racism, prejudice, discrimination, sexism, homophobia, exceptionality, ageism and conditions of poverty so as to appreciate diverse perspectives. Focus is on interpersonal values consciousness in relation to minorities and other oppressed groups in our changing society. This course fulfills Senior Seminar (CORE 390) requirement for Education majors/minors. 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.

5.1.14 English

Department Chair: Michael Opitz

Faculty: Matthew Callahan, Mara Faulkner OSB, Jessica Harkins, Matthew Harkins, Nancy Hynes OSB, Cynthia Malone, Luke Mancuso OSB, Ozzie Mayers, Madhu Mitra, Michael Opitz, Christina Shouse-Tourino, Hilary Thimmesh OSB, Steven Thomas

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:

4 credits from courses numbered 130-134

4 credits of ENGL 243: Literary Theory and Criticism

4 credits of ENGL 311: Writing Essays

4 credits of course work under each of the following clusters:

Literature and Literary History

Theory and Culture

Capstone

- At least 16 credits must be in upper-division courses.
- At least 16 credits must be in literature courses.
- At least 4 credits must be in a course in which a major subject of study is poetry.*
- At least 4 credits in the major must be in literature before 1800.*
- Students may apply only one course from 130-134 toward the major.
- Students must have sophomore standing to enroll in 300-level courses.

*See the English Department Course Description Booklet for courses which satisfy these requirements.

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 130-134 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 or 45 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:

4 credits ENGL 133: Reading Fiction and Poetry

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 342: British Literature after 1700

4 credits ENGL 346: American Literature to 1865

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: (24 credits)

Writing Minor:

ENGL 311: Writing Essays

12 credits of additional writing courses within the English major. Students may substitute COMM 245:

Introduction to Media Writing and COMM 345: Advanced Media Writing

8 elective credits in English, 4 of which must be in literature

The English department strongly recommends that students pursuing the writing minor take a linguistics course.

Literary Studies Minor:

ENGL 311: Writing Essays

4 credits from courses numbered 130-134

4 credits from each of the following clusters (8 credits total):

Literature and Literary History

Theory and Culture

8 elective credits in English, 4 of which must be in a 300-level course

- Students may apply only one course from 130-134 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 130-134 toward the major or minor.

130 Reading Fiction.

131 Reading Poetry.

132 Reading Drama.

133 Reading Fiction and Poetry.

134 Reading: Special Topics.

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.

Literature and Literary History

Consult the English Department Course Description Booklet for a description of each semester's offerings.

283 Western Literature in Translation: Ancient Greece to the Medieval Period. (4)

Writings from the past, with emphasis on classical and biblical works and literature of the medieval West.

284 Western Literature in Translation: Renaissance to the Present. (4)

Reading and analysis of Renaissance and/or modern literature in translation.

325 Studies in Drama. (4)

Study of a number of plays related to one another by theme, historic or national provenance, subgenre, or by some other significant connection. Prerequisite: fulfillment of HML literature.

341 Studies in British Literature to 1700. (4)

Course offerings under this title might be organized by theme, by historical period, by region or by genre. Prerequisite: fulfillment of HML literature.

342 Studies in British Literature after 1700. (4)

Course offerings under this title might be organized by theme, by historical period, by region or by genre. Prerequisite: fulfillment of HML literature.

346 United States Literature to 1865. (4)

Reading and analysis of prose and poetry from pre-Colonial times to the Civil War.

347 United States Literature after 1865. (4)

Reading and analysis of prose and poetry from the Civil War to about 1920. Prerequisite: fulfillment of HML literature.

351 Chaucer. (4)

The Canterbury Tales and other works in the literary and social context of the Medieval period.

Prerequisite: fulfillment of HML literature.

352 Shakespeare. (4)

Representative plays. Prerequisite: fulfillment of HML literature.

355 Studies in Individual Authors. (4)

Study of several works by one or two authors. Works in translation acceptable.

361 British Novel to 1900. (4)

Longer prose fiction from Defoe to Eliot and Hardy. Prerequisite: fulfillment of HML literature.

362 American Novel to 1920. (4)

A selection of American novels to 1920. Prerequisite: fulfillment of HML literature.

366 Studies in Modern Literature. (4)

A selection of fiction, poetry and/or other forms written in late 19th to mid-20th centuries.

Prerequisite: fulfillment of HML Literature.

367 Studies in Contemporary Literature. (4)

A selection of fiction, poetry and/or other forms written in the past 30-50 years. Prerequisite: fulfillment of HML Literature.

381 Literature by Women. (4)

Selection of works written by women. Prerequisite: fulfillment of HML literature.

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 HML literature.

383 Post-Colonial Literature. (4)

A study of literature, partly in translation, from African, Asian and the Caribbean countries. The course focuses on the specific historical and cultural contexts in which these literatures arise.

Prerequisite: fulfillment of HML literature.

385 Studies in Literature. (4)

See listing under Special Courses. Prerequisite: fulfillment of HML 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)

This course offers 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.

369 Studies in Critical Theory. (4)

Study of selected critical theories and application, using such approaches. Recommended for majors planning for graduate English studies.

386 Studies in Film. (4)

This course analyzes film through one or more theoretical aspects. Psychoanalytic, feminist, cultural studies, and reader-response theories are among possible approaches offered. A selection of films is viewed for illustrative and interpretive purposes. Prerequisite: fulfillment of HML literature.

387 Introduction to Linguistics. (4)

This course covers 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)

Explores the history and current state of literary studies. Students analyze and discuss significant literary texts; they examine debates that have shaped the discipline of literary studies; and they complete a substantial research project. Thematic focus of the course varies with instructor.

397 Internship. (4 credits in English)

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.

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.

Students may also fulfill the capstone requirement by submitting a petition to count a course in the major that serves as a culminating experience of the major. In special cases, the student may submit a petition to count a course outside the English department which is closely related to his or her work in the major and fulfills this capstone function.

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.
385 Studies in Literature. (4)

Study of a special topic. Intended for subjects that are not readily treated in standard courses. Consult the English Department Course Description Booklet for specific titles and descriptions.

5.1.15 Environmental Studies

Interdisciplinary Program Chair: Derek Larson

The environmental studies program takes an interdisciplinary approach to the study of the environment, integrating perspectives from the humanities, social sciences, natural sciences, and fine arts, and applies these perspectives to environmental issues ranging from global warming to the ethics of sport hunting to the environmental costs of our lifestyle choices. Because environmental problems and their potential solutions do not stop at disciplinary boundaries, the program 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 seventeen faculty from over a dozen different academic departments contribute courses to the program; students also have access to professional staff from the 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. 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, 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, landscape architecture, and environmental education. Complete information on the [environmental studies program](#) is available on-line.

Assessment

An extensive survey of environmental knowledge and attitudes is administered annually to students taking the program's entry and capstone courses, providing data by which to assess student academic development at the typical entry and exit points of the program. Majors are also required to maintain individual portfolios of representative work which are reviewed by the Environmental Studies Advisory Committee as part of the ongoing assessment of the program's learning goals. All majors/minors participate in the ENVR 395: Research Seminar, which produces a written report and other outreach materials that are formally assessed each year by the Advisory Committee and other program faculty as appropriate.

Major (53 credits)

Required major courses (41 credits):

Environmental Studies: ENVR 150, 395, 397 (1 cr.)

Science: MATH 124 or PSYC 221, ENVR 175, 275, BIOL 334

Social Science: ECON 111, 318

Humanities: HIST 360, PHIL 243

Major electives (12 credits):

Three courses total, drawn from at least two of the following groups; only one course below the 300 level may count toward this requirement.

- Environmental Studies: ENVR 200, 300 (with approval of program director)
- Science: BIOL 331, 332, 336, 337, 338, GEOL 211, 213, 350
- Social Science: PCST 215, 354, POLS 323, 334, 353, SOCI 338
- Humanities: COMM 381, THEO 343

Minor (24 Credits)

Required minor courses (16 credits):

ENVR 150, 175, 275, 395

Note: Students majoring in the natural sciences are exempted from ENVR 175 and instead must complete ENVR 275 and one additional approved natural science course from the following list: BIOL 109, 331, 334, 336, 337, CHEM 105, COLG 113/PCST 215, GEOL 211, 212, 213, PHYS 103, 105, 107; other courses (such as those taken overseas) may be approved for this requirement through consultation with the program director.

Minor electives (8 credits):

The two elective courses in the social sciences/humanities must be taken outside the student's major field of study and must include at least one course at the 300 level. The list of approved courses will be expanded as new courses are proposed and approved the environmental studies program director. The currently approved courses are COMM 381, ECON 318, ENVR 200/300, HIST 360, PCST 215, PCST 354, PHIL 243, SOCI 338, THEO 343.

Supporting courses (various departments; see descriptions elsewhere in catalog)

Required courses

BIOL 334 General Ecology (prerequisite: BIOL 121 and 221, or ENVR 275) (NS)

ECON 111 Intro to Economics (SSL)

ECON 318 Natural Resource and Environmental Economics (prerequisite: ECON 111)

ENVR 275 Integrated Environmental Science II (NS)

ENVR 175 Integrated Environmental Science I (NS)

HIST 360 US Environmental History (HMU)

MATH 124 Probability and Statistical Inference (MT)

OR PSYC 221 Applied Behavioral Statistics (4) (prerequisite: 111)

PHIL 243 Environmental Ethics (HML)

Electives

BIOL 332 Natural History of Terrestrial Vertebrates

BIOL 336 Behavioral Ecology

BIOL 337 Aquatic Ecology

BIOL 338 Plant-Animal Interactions

BIOL 331 Biology of the Pacific Northwest

COMM 309 Environmental Rhetoric (HMU)

GEOL 350 Petrology

GEOL 211 Physical Geology (NS)

GEOL 213 Environmental Geology (NS)

PCST 354 Global Environmental Politics (SSU)

PCST 215 Science, Environment, & Society (NS)

POLS 353 International Law

POLS 323 Constitutional Law Structure and Power (SSU)

POLS 334 Regulatory Law

SOCI 338 World Population (SSU)

THEO 343 Theology and the Environment (HMU)

Courses (ENVR)

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. Fall.

175 Integrated Environmental Science I. (4)

An interdisciplinary introduction to the science underlying environmental issues. This course will

focus on the principles of chemistry and geology and in their application to environmental problems. Laboratory experiences will involve exercises and experiments that engage students in the process of science, including design of experiments, analysis and presentation of quantitative data, and written and oral communication. Prerequisite: math proficiency. Spring.

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 and with consent of the program director.

215 Environmental Studies Learning Community. (2)

Colloquium focusing on current environmental issues, intended for students new to the major or minor. Must be taken concurrently with two other courses approved for the major. Includes service learning and field study components. Fall.

275 Integrated Environmental Science II. (4)

An interdisciplinary introduction to the science underlying environmental issues. This course will focus on the principles of biology and their integration with chemical and geological principles from ENVR 175 to analyze environmental problems. Laboratory experiences will involve exercises, experiments, and outdoor field study that engage students in the process of science, including design of experiments, analysis and presentation of quantitative data, and written and oral communication.

Prerequisite: math proficiency and ENVR 175 (or CHEM 123 or GEOL 211 or GEOL 213). Fall.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of program director required.

Consult department for applicability towards major requirements. Not available to first-year students.

300 Topics in Environmental Studies. (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 and with consent of the program director.

371 Individual Learning Project. (1-4)

Supervised reading or research at the upper-division level. Permission of program director 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. Spring.

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.

5.1.16 Geography

Director: Ann Marie Biermaier, OSB

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.

5.1.17 Geology

Program Director: Larry Davis

Faculty: Larry Davis

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.

5.1.18 Gender and Women's Studies

Interdisciplinary Program Director: Patricia Bolanos

The study of gender is an important element in the humanities, fine arts, social sciences and natural sciences. The Gender and Women's Studies program allows students and faculty to link the examination of gender across all academic disciplines. CSB/SJU's Gender and Women's Studies Program is unusual in studying gender's role in lives of both men and women and in examining the social construction of both masculinity and femininity.

The purpose of this program is to provide an inter- and multi-disciplinary framework within which to explore the social and biological construction of gender and sexuality. The program incorporates a variety of methodologies and theoretical approaches.

Students who complete the Gender and Women's 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. GWST 101, Introduction to Gender Studies (required)
2. GWST 380, Approaches to Gender Theory (required)
3. GWST 381, Sex and Gender in Global Perspectives (required)
4. GWST 385, Senior Capstone in Gender and Women's Studies (required)
5. Experiential Learning Component (0-4 credits)
6. 5-6 additional 4 credit courses (20-24 credits), chosen from approved courses (designated in each semester's GWST course list), of which at least two courses should be from Humanities/Fine Arts and

at least two courses from Social Sciences/Natural Sciences. Of these 20-24 credits, at least four courses (16 credits), should be at the 300-level. No more than three courses counting toward another major can be applied to the GWST major. Upon applying for a major, students should complete a Focus Statement and submit an application to the major along with a transcript.

Minor (24 Credits)

A total of at least 24 credits, including:

1. GWST 101, Introduction to Gender Studies (required);
2. At least 12 of the 24 credits must be from 300-level courses that have been approved for the minor (designated in each semester's course list);

GWST 380, Approaches to Gender Theory (required).

3. In order to ensure the multidisciplinary nature of the minor, no more than 8 credits should be taken from the same department.

Notes:

Courses currently approved for the Gender and Women's Studies minor include the following:

COMM 305 Women's Voices Before 1920

COMM 306 Contemporary Women's Voices

COMM 351 Gender and Communication

COMM 386 See ENGL 386

ECON 325 Political Economy of Race and Gender

ENGL 355 Studies in Individual Authors: Olsen and Fitzgerald

ENGL 381 Literature by Women

ENGL 382 Multicultural Literature of the United States

ENGL 385 Studies in Literature: Men's Lives in Literature and Film

ENGL 385 Studies in Literature: Ethnic American Lives

ENGL 385 Studies in Literature: Writing Out - Lesbian and Gay Narratives

ENGL 385 Studies in Literature: Ethnic American Novels

ENGL/COMM 386 Studies in Film: Gender and Sexuality in Film

ENGL/COMM 386 Studies in Film: An Epistemology of Romance

ENGL/COMM 386 Studies in Film: Performance Anxiety

ENGL/COMM 386 Studies in Film: Advanced Media Theory

ENGL 388 Studies in Popular Culture: Lavender Lives: Representations of Lesbians and Gay Men in Contemporary American Culture

ENVR 200 Topics: Gender and the Enlightenment

GWST 101 Introduction to Gender Studies

GWST 290 Men's Studies Research

GWST 380 Approaches to Gender Theory

GWST 381 Sex and Gender in Global Perspectives

GWST 385 Senior Capstone in Gender and Women's Studies

HIST 200 Witchcraft and Magic in Early Modern Europe

HIST 333 Gender and Society in Western Europe

HIST 361 American Women to 1920

HIST 362 American Women since 1920

HIST 364/CORE 365 American Popular Religion

MCLT 223 Literary Traditions: Gender, Narrative Structure, and the Fairy Tale

MCLT 368 Comparative Literature: Biblical Women

NUTR 300 Cultural and Social Aspects of Food

PCST 351 Women and Peace

PHIL 153 Philosophy and Gender

PHIL 361 Feminist Ethics

PHED 320 Gender and Sport

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

SWRK 347 American Social Policy

SWRK 380 Gender Identity and Sexual Orientation

SOCI 229 Intimate Relationships

SOCI 319 Sex and Gender

SOCI 329 Family and Gender

SOCI 337 Special Areas and Problems: Sociological Perspectives on Race, Class and Gender

THEO 309 Topics in Scripture: Bible, Church and Gender

THEO 311 Christian Lives: Biography and Autobiography in the History of Christianity

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

THEO 359 Themes in Scripture: Community, Ministry and Women

Please consult the program's website (<http://www.csbsju.edu/genderstudies/>) for up-to-date course and program information.

Courses (GWST)

101 Introduction to Gender Studies. (4)

This course 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 the Gender and Women's Studies program. 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.

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. This course can be repeated once for credit with the permission of the director. 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 and Women's Studies at the intermediate level. Topics will vary each year.

360 Topics in Gender and Women's 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 or research at the upper-division level. Permission of program director required.

Not available to first-year students.

380 Approaches to Gender Theory. (4)

This course is offered once per year in cooperation with, for example, the English, Philosophy, or Political Science departments. It builds on and further develops the understanding of gender studies introduced in GWST 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 to gender studies encountered in GWST courses and within the discipline of gender studies. As the theory course for the Gender and Women's Studies Program at CSB/SJU, this course includes aspects of feminist theory, gender theory, GLBT/queer theory, and men's studies.

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: GWST 101 for GWST majors.

385 Senior Capstone in Gender and Women's Studies. (4)

Examines the ethical implications of sex and gender in a specific context, such as contemporary social issues, historical movements, aesthetics, theoretical constructs, or sex and gender in the biological-physical world. Students will apply their GWST coursework and experiential learning to examine their personal and intellectual lives, their sense of vocation, and their roles as responsible citizens.

Prerequisites: GWST 101 and 380 or permission of instructor.

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 GWST program director. Prerequisites: fourth semester standing in GWST

Program; GWST 101 and at least one other 200- or 300-level GWST course. See program director for

further information.

5.1.19 Hispanic Studies

Department Chair: José Antonio Fábres

Faculty: Eleonora Bertranou, Patricia Bolaños, Bruce Campbell, Nelsy Echávez-Solano, Angela Erickson-Grussing, José Antonio Fábres, Tania Gómez, Alexis Howe, Christina Hennessy, Roy Ketchum, Sarah Schaaf, Marina Martín, Elena Sánchez Mora, 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 Spanish major 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.

The Department of Hispanic Studies also provides the Common Curriculum Global Language requirement in language proficiency 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: language placement and proficiency tests for incoming students, entrance and exit examinations for majors, regular review of skills in speaking, listening, reading, writing and cultural understanding according to proficiency guidelines, a senior project written in the target language and presented in a public forum or a Student Portfolio.

Basic Requirements for all Majors and Minors:

212 is a prerequisite for 300-level courses; it also fulfills a Common Curriculum Humanities requirement (HM).

Students planning to major or minor in a language are strongly encouraged to take advantage of the colleges' study abroad options.

In order to ensure a well-balanced program, no student may apply more than 12 credits toward a major or minor in any one semester, whether on campus or abroad. Exceptions will be granted only in unusual circumstances and must be arranged in advance in consultation with the department chair. 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 present a senior project or a Student Portfolio 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 (399 listing).

Courses (SPAN)

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 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.

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 Texts and Contexts in the Hispanic World. (4)

An introduction to textual analysis in the context of the cultural histories and social issues of the Spanish-speaking world. The student will study a variety of texts, including a range of literary genres and film, with a unifying theme to be determined by the instructor. The course also reviews language structures to enhance reading, writing, and speaking skills, serving as a bridge between 111-211 and the more advanced courses in language, literature and culture. The student will learn about internship opportunities and study abroad in Central America and Spain. This course fulfills a Common Curriculum Humanities (HM) requirement. Prerequisite: 211 or equivalent.

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)

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.

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 American Literature: Pre-Columbian to Independence. (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. (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 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 American Literature: Independence to Modernismo. (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 Spanish Literature: 18th-19th Century. (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 Latin American Literature: Modernismo to Present. (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 Spanish Literature: 20th Century to Present. (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: Two courses in the sequence 310, 311, 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 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.

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.

399 Senior Project. (1 credit)

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.

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)

SPAN 316 Spanish Conversation Abroad. (4)

SPAN 322 Topics of Conversation and Composition on Chilean and Latin American Issues. (4)

SPAN 325 Chilean Indigenous Communities. (4)

SPAN 326 Seminar on Chilean Literature. (4)

SPAN 328 History of Chile. (4)

SPAN 329 Seminar on Latin American Literature. (4) (HM)

SPAN 330 Latin American Cinema and Society. (4) (FA)

SPAN 355 Seminar: Topics in Hispanic Literature. (4) (HM)

SPAN 357 International Relations Between Latin America and the U.S. (4)

SA 398 Field Experience/Practicum. (1-4)

Quetzaltenango, Guatemala (Spring)

SPAN 216 Spanish Intermediate II. (4)

SPAN 315 Spanish Conversation Abroad. (4)

SPAN 316 Spanish Conversation Abroad. (4)

SPAN 321 Guatemalan Indigenous Communities. (4)
 SPAN 336 Latin American Culture. (4)
 SPAN 355 Seminar: Topics in Hispanic Literature. (4)
 SPAN 356 Seminar: Topics in Hispanic Culture or Linguistics. (4)
 SPAN 363 Advanced Spanish Abroad. (4) (Meets the linguistic requirement)
 Segovia, Spain (Spring)
 ART 345 Culture and Art History. (4) (FA)
 SPAN 324 Spanish Cinema and Society. (4) FA
 SPAN 350 Introduction to Hispanic Linguistics. (4)
 SPAN 355 Seminar: Topics in Hispanic Literature. (4)
 SPAN 356 Seminar: Topics in Hispanic Culture or Linguistics. (4)
 SPAN 359 Spain and the European Union. (4)
 SPAN 363 Advanced Spanish Abroad. (4) (Meets the linguistic requirement)
 SA 398 Field Experience/Practicum. (1-4)

Valladolid, Spain (Summer)
 SPAN 112 Beginning Spanish II. (4)
 SPAN 151 (111 + 112) Intensive Beginner's Spanish I. (8)
 SPAN 200 (112 + 211) Intensive Intermediate Spanish. (8)
 SPAN 211 Intermediate Spanish I. (4)
 SPAN 212 Texts and Contexts in the Hispanic World. (4)
 SPAN 311 Written and Oral Communication I. (4)
 SPAN 312 Written and Oral Communication II. (4)
 SPAN 355 Seminar: Topics in Hispanic Literature. (4)

5.1.20 History

Department Chair: David Bennetts

Faculty: Annette Atkins, David Bennetts, P. Richard Bohr, Cynthia Curran, Julie Davis, Nicholas Hayes, Kenneth Jones, Brian Larkin, Brendan LaRocque, Derek Larson, Gregory Schroeder, Martha Tomhave Blauvelt, Theresa Vann, Elisabeth Wengler

History is an encompassing discipline that examines the intersection of individual, social, political, economic, and cultural factors and how they influence human development over time. In both teaching and scholarship, the historical discipline has made major contributions to the liberal arts. It stresses an understanding of the continuities and discontinuities between the past and the present and places contemporary issues, ideas and relationships in historical perspective. History also teaches the complexity of remembering and reconstructing the past and how each generation reinterprets past events. In its sensitivity to different people, cultures and times, the historical discipline fosters a sense of human community. The study of history requires people to hone their skills in reading, listening, analyzing, imagining, questioning, wondering and writing. In preparing students for a more thoughtful and aware life, history supports the college mission to prepare leaders and cultivate the capacity for responsible human freedom. A major or minor provides training for any work that calls for critical reading, analysis of evidence, and ability to construct and critique an argument. Graduates have pursued careers in law, business, government service, journalism, archival or museum work and teaching.

The curriculum offered by the department of history is exceptionally broad, covering East Asia, Africa, 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), Topics in History (HIST 300) 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 Topics in History 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 the student exams, essays and oral presentations, and assisted by surveys, 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 for the section of History 395 intended for history majors); 28 credits at the 300 level, including 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.

117 South Asia After 1500. (4)

This class will trace the history of South Asia (the Indian subcontinent) from the decline of the Mughal Empire, through the rise and decline of the British Empire, and to the period of independent nation-states. Important themes include the development of international trading networks, the effects of colonial ideology in the British context, and the lives of every-day people in South Asia during this period. We will explore the ways in which concepts of religion, gender, nationhood, and identity evolved and changed during this time.

Latin American History: Lower Division

120 The Latin American Experience. (4)

Provides the historical background necessary to understanding the complex, contradictory nature of the Latin American Experience. Thorough coverage of over 500 years of Latin American history for more than 20 different countries is impossible, so the course focuses on special topics. 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.

140 The European Experience. (4)

A thematic survey of topics in European history since the Renaissance. Topics to be considered include the interaction of religion and society, the rise of nation-states, war and peace, political, social, intellectual and economic revolutions. Fall and spring.

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.

General History: Lower Division

165 History Reading Group. (1)

In this course students and various members of the history faculty will read and discuss current and classic writings in the discipline. Topics will vary from semester to semester. Every semester.

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.

African History: Upper Division

302 Sub-Saharan Africa. (4)

The history of Sub-Saharan Africa beginning with the era of the slave trade, continuing through the years of European colonization, and ending with the challenges of independence at the end of the 20th century. Explores patterns of historical change through economic, social and intellectual evidence.

Alternate years.

Asian History: Upper Division

315 History of Islam in South Asia: Confronting Modernity. (4)

This class explores the rich history of the expansion and growth of Islam in the Indian subcontinent. We will take account of the role of trade and conquest in the early centuries of Islamic expansion and study the development of specifically Indian forms of Islam. The nature and impact of the Indo-Islamic empires on Indian society will be examined, as will the interaction of Muslims with non-Muslim communities in the medieval and early modern eras. The period of British colonial rule, and an analysis of the specific historical contexts that gave rise to religious nationalist movements, and how these developed according to changing relationships to national liberation movements, secularism, state administrative systems, global economic shifts, and changing social demands. Over the course of the semester we will strive to view the history of Islam and Muslim societies in both highly specific contexts and broader historical milieus.

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.

318 U.S. and China: 1800-Present. (4)

This course compares and contrasts developments within the United States and China during the years 1800-present, seeing the impact on their relationship over the past 200 years. The emphasis is on cultural, political and economic factors and how and why they cause ups and downs in the relations between these two nations. Time-wise, most focus is on the past century, the 1890s through the 1900s—but looking to the future as well. 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 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 the 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. Yearly.

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.

332 The Roman Empire. (4)

An overview of the growth of the Roman Empire from the late republic to the death of Constantine I. Although encompassing the history of the whole Roman world, this study centers on the comparatively wealthier and more sophisticated Roman East with pertinent references to the more rustic West. Areas of concentration will address Roman culture, religion, mores and political accommodation. Every third year.

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)

A study of the formation of nation-states in Western Europe, emphasizing the period between 1000 and 1350. Themes include the development of institutions, such as the Church, the university, and the

formation of feudal monarchies. 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 will include nationalism, responses to political and social modernization, women’s history, and the impact of the world wars. Yearly.

346 Cold War Europe. (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 under study include postwar recovery, the end of European overseas empires, the Cold War division of Europe, cultural and intellectual dissent, 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.

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. Alternate years.

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)

Political, economic and social change at home from World War I through the Cold War. Topics include the impact of World War I, World War II and the Cold War on the civilian society, cultural conflict in the 1920s, economic changes and the Great Depression, evolving conceptions of the proper role of the Federal government and the role of race and gender. Alternate years.

358 United States Since 1960. (4)

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 the churches. 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 during the Depression, World War II and the 1950s, challenges to traditional views through the development of feminism, and the role of gender in recent public policy. Alternate years.

364 American Popular Religion. (4)

Not a history of churches but an 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 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.

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.

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.

372 Comparative History. (4)

In this course, students will gain insight into the historical processes that shape our lives by contrasting and comparing the sometimes parallel, sometimes divergent nature of the historical process in different regions of the world and at different times in history. The comparative perspective is an exciting and increasingly important approach to understanding historical process; this course provides students an opportunity to explore this new way of looking at history. This course will be team-taught by two or three faculty with expertise in different regions and time periods.

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.)

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.

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. 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.

399 Senior Thesis (4)

Intensive research of 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: 389. Every semester.

5.1.21 Honors Program

Interdisciplinary Program Coordinator: Richard White

The Honors Program gives students opportunities to enroll in honors versions of core courses and to engage in independent thinking, research and writing within their own major. Select and invitational, the Honors Program is open to entering first-year students upon the recommendation of the admission committee and the coordinator of Honors and Undergraduate Research. Well-qualified students may also enter the Honors Program at the sophomore level by submitting a completed application to the Honors Program in the spring semester of their first year.

Each semester honors courses are offered which fulfill a variety of core requirements which may include honors symposium, mathematics, lower-division fine arts, social science, natural science, theology and humanities as well as upper-division humanities, social science, Judeo-Christian heritage and senior seminar. These courses are specially designed to develop students' writing and discussion skills beyond the norm, as well as their ability to think critically and to use primary sources. In addition to regular honors courses, honors reading groups (under Honors 270 and 370) provide honors students with an opportunity to discuss great books of mutual interest with a professor and small group of classmates outside of the usual classroom.

Students in honors may also earn up to eight honors option credits by contracting with instructors of

core or departmental courses to supplement normal course work with an additional reading, research or writing project. Students interested in such an honors option should contact the program director. Students are encouraged to plan honors core courses and the senior project into their four-year plan of study carefully, especially if they intend to spend one or more semesters abroad.

To graduate with "All-College Honors" students must earn 32 credits or more in honors courses, including 8 credits in 300-level courses and achieve at least a 3.4 cumulative GPA. Two Honors Options may be used to fulfill 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. Two Honors Options may be used to fulfill 8 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 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.

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 on a space-available basis.

First year: 100 and 101.

Sophomore year: One or two 200-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 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 Symposium. (4, 4)

A two-semester course with an emphasis on developing the skills in interpretation, writing, discussion and research which characterize all honors courses. Themes may vary to accommodate faculty and student interests. Fulfills First-Year Symposium requirement and eight credits toward graduation with "All-College Honors."

210 Honors Natural Science. (4)

An introductory study of great scientists, scientific ideas, and/or the most influential of scientific developments and revolutions in our culture. Fulfills one course of the core natural science requirement.

220 Honors Social Science. (4)

An introductory study of the most significant ideas and developments in the history of the social sciences. Fulfills the lower-division core requirement for the social sciences.

230 Honors Fine Arts. (4)

An introductory study of great authors for the theater, artists and/or composers and their works. Fulfills one course of the core 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 core requirement for theology.

250 Honors Humanities. (4)

An introductory study of great literary writers, philosophers and/or historians. Emphasis of these courses (whether literature, philosophy, or history) will be determined by student and faculty interest. Fulfills one course of the lower-division humanities core requirement.

270 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 such groups.

271 Individual Learning Project. (1-4)

Supervised reading or research at the lower-division level. Permission of the coordinator 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 in the course. 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 upper-division core requirement for the social sciences.

340 Honors Judeo-Christian Heritage. (4)

An in-depth study of great writers, texts, developments and ideas of our Judeo-Christian culture and its traditions. Fulfills the upper-division core Judeo-Christian heritage requirement.

350 Honors Humanities. (4)

A study of great philosophers, literary authors and/or historians and their works. Emphasis of this course (whether history, literature, or philosophy) will be determined by student and faculty interest. Fulfills one course of the core upper-division 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 Senior 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 core senior 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)

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.

5.1.22 Humanities

Program Director: Annette Atkins

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)

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

5.1.23 Latino/Latin American Studies

Interdisciplinary Program Director: Bruce Campbell

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.

5.1.24 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.
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)

5.1.25 Management

Department Chair: Wendy Klepetar

Faculty: Virginia Arthur, Jean Didier, John Hasselberg, David Hunger, Jane Kathman, Wendy Klepetar, Lisa Lindgren, Changyue Luo, Paul Marsnik, Sanford Moskowitz, Margrette Newhouse, Rick Saucier

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 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.)

From management: (24 credits)

MGMT 201, 241, 243, 301, 321, 331; 381.

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 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.

311 Human Resource Management. (4)

Topics include modern 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 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 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.

5.1.26 Mathematics

Department Chair: Gary Brown

Faculty: Gary Brown, Philip Byrne, Robert Dumonceaux, Jennifer Galovich, Michael Gass, David Hartz, Robert Hesse, Cathy Isaac, James Johnson, Kristen Nairn, Thomas Sibley, Michael Tangredi

Math Skills Center Director: Marilyn Creed

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 the Math Skills Center.

Core Mathematics

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, as a part of the core curriculum, all students will be required to take and pass one course which satisfies the core requirement in mathematics.

While different courses cover different topics, all mathematics core courses stress mathematics as a conceptual discipline, and address issues in the history, philosophy and contemporary role of mathematics. Students enrolled in core 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 core 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 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. 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 credits)

Required Courses:

119, 120, 239, 241, 331, 343 plus 16 additional upper-division credits in mathematics.

Concentration in Mathematics/Secondary Education (40 credits)

Required Courses:

Same as concentration in mathematics, but include 333, 345.

Suggestions:

At least 1 credit in 105-108 or 300-303 (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:

119, 120, 239; plus either 12 additional upper-division credits in mathematics, or 241 plus 8 additional upper-division credits in mathematics.

Courses (MATH)

105, 106, 107, 108 History of Mathematics. (1 credit each)

Independent guided readings, discussion and written projects on the history of topics covered in mathematics courses in the curriculum. Prerequisite: instructor's consent.

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; satisfactory performance on the university administered Quantitative Skills Inventory Test.

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 and mathematics proficiency. Does not satisfy Mathematics Core 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.

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. MATH 118 may also satisfy the prerequisite with permission from the chair of the mathematics department.

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; satisfactory performance on the university administered Quantitative Skills Inventory Test.

122 Finite Mathematics. (4)

Mathematics for students in the life, social and management sciences. Topics chosen from symbolic 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; satisfactory performance on the university administered Quantitative Skills Inventory Test.

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; satisfactory performance on the university administered Quantitative Skills Inventory Test.

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)

Nature and construction of proofs. Matrices and matrix operations, vector spaces and subspaces, complex numbers, linear transformations and linear systems, determinants, eigenvalues and eigenvectors, applications. Prerequisites: 120 or 118 and consent of instructor.

240 Discrete Mathematics. (4)

Discrete mathematics is the study of mathematical objects and structures which occur in discrete states rather than continuously. All digital computation is based on discrete mathematics. Course topics include sets, functions, relation and partial order, logic, counting techniques, recurrence relations, asymptotic analysis, sequences and series, proof (including induction) and graphs. Prerequisites: 119 or 123, and 120 or 124.

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. Time permitting, additional topics from discrete structures and formal languages may be included. 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, 301, 302, 303 History of Mathematics. (1 credit each)

Advanced level independent guided readings, discussion and written projects on the history of mathematics. 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 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. 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 selected from the following: 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. Fall in odd years.

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 prerequisites possible depending on the topic. Spring in even years and every 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: 305 or permission of instructor. 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.

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.

5.1.27 Modern and Classical Languages

5.1.27.1 Chinese

Major (None)

Minor (None)

Courses (CHIN)

111, 112 Elementary Chinese. (4,4)

Introduction to the basic elements of the Chinese language. Practice in understanding, 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 understanding, speaking, reading, and writing. 211 and 212 emphasize Chinese culture and civilization. Satisfactory completion of Chinese 211 fulfills the core foreign language proficiency requirement.

Courses taught abroad

115 Elementary Chinese I Abroad.

116 Elementary Chinese II Abroad.

215 Intermediate Chinese I Abroad.

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.

5.1.27.2 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.

Major in Classics (32 credits)

This major emphasizes the study of languages and literature.

Required Courses:

211 and seven additional 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), 399. Of the seven additional 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 (16 credits)

The department offers minors in Latin and Greek.

Required Courses:

211 and three additional upper-division courses in either Latin or Greek.

Greek Courses (GREK)

111, 112 Beginning Greek. (4,4)

The structural elements of ancient Greek presented through the study of graded readings drawn from Homeric or later classical literature or from the Greek New Testament.

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 up to the 211 intermediate level. The last mod in the spring will concentrate on biblical Greek. Classes meet Monday-Friday, 2:40-3:35 p.m.

211 Intermediate Greek. (4)

Review and completion of the fundamentals of Greek, 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 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)

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 Greek." 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. (1)

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 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, 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 Latin." 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. (1)

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.

5.1.27.3 English as a Second Language

Major (None)

Minor (None)

Courses (ESL)

101 ESL (English as a Second Language) Listening Comprehension I. (0-1)

Practice in recognizing English speech patterns through dictation and note-taking. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. Fall, A mod.

102 ESL Speaking I. (0-1)

Conversation practice, with emphasis on producing correct sounds, stress, intonation, and appropriate responses to speaking situations. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. Fall, B mod.

103 ESL Reading I. (0-1)

Exercises in understanding vocabulary in context, skimming, scanning, remembering key words, and recognizing main ideas. Based on short readings. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. Fall, C mod.

104 ESL Composition I. (0-1)

Spelling and grammar exercises used in conjunction with a variety of writing tasks, including letters, forms, summaries, and essays. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. Fall, D mod.

105 ESL Listening Comprehension II. (0-1)

Listening practice through audio and video tapes, comprehension exercises, class discussions, and brief student presentations. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. 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. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. Spring, B mod.

107 ESL Reading II. (0-1)

Research of topics from students' major fields. Use of magazines and newspapers to build vocabulary and to stimulate reading for enjoyment. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. Spring, C mod.

108 ESL Composition II. (0-1)

Academic writing with emphasis on essays and research papers. Practice in organizing, outlining, proofreading, editing, and revision. Prerequisite for credit: score of 500 (old scale) or 173 (new scale) on TOEFL test. Spring, D mod.

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.

5.1.27.4 French

Major in French Studies (36 credits)

212, 311, 312; one literature course from 330, 331, or 332; one cultural studies course from 340 or 341; four additional courses numbered 320 and higher; 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 Core as well as major/minor requirements. No more than 4 credits of ILP coursework can be applied towards the French major.

Major in French/Secondary Education (36 credits)

Same requirements as for the major in French studies.

212, 311, 312; one literature course from 330, 331, or 332; one cultural studies course from 340 or 341; four additional courses numbered 320 and higher; 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 Core as well as major/minor requirements. No more than 4 credits of ILP coursework can be applied towards the French major.

Suggestion:

See the education department listing for minor requirements.

Minor in French (20 credits)

212, 311, 312; 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 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 (HML).

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 core HML 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 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.

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.

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.

340 A Social History of the French People. (4)

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.

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.

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: 312 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: 312.

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: 312.

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.

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.

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.

399 Senior Project. (1 credit)

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 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.

5.1.27.5 German

Major in German (36 credits)

Required Courses:

212; 311; 312; six additional upper-division courses, of which at least three must be in literature, 399.

Major in German/Secondary Education (36 credits)

Required Courses:

Same as concentration in German, but must include 344.

Suggestion:

See the education department listing for minor requirements.

Minor (20 credits)

Required Courses:

212, 311, 312; and two additional upper-division 4-credit courses.

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)

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 Literature. (4)

Study and analysis of literary texts in German to illustrate genre, periodization and poetic categories. This course is required for students who wish to earn a major or minor in German. 212 fulfills a core HML 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.

334 The Turn of the Century (1890-1918). (4)

The Fin de Siècle, Germany, and the Austrian-Habsburg era. Major works by Kafka, Schnitzler, Zweig, Hofmannsthal, Rilke, Mann. Offered every third year. Prerequisite: 212, 311 and 312, or concurrent enrollment in 311 or 312.

336 Literature of the Late 20th Century. (4)

Major texts of the second half of the 20th century. Selected works by authors such as Böll, Grass, Dürrenmatt, Frisch, Bachmann, Bernhard, Wolf among others. Offered every third year. Prerequisite: 212; 311 and 312, or concurrent enrollment in 311 or 312.

338 19th Century German Literature (1830-1890). (4)

Selections from such literary movements as Junges Deutschland (Heine, Büchner); Realism (Storm, Droste-Hülshoff, Fontane, Keller); and Naturalism (Hauptmann). Offered every third year.

Prerequisite: 212; 311 and 312, or concurrent enrollment in 311 or 312.

341 The Age of Goethe. (4)

The period between the Enlightenment and romanticism in Germany. Major works of Goethe, Schiller, Lessing, Hölderlin, and Kleist. Offered every third year. Prerequisite: 212; 311 and 312, or concurrent enrollment in 311 or 312.

343 German Poetry. (4)

Representative poets and poems, medieval to contemporary, with special emphasis on the classical and romantic periods. Offered every third year. Prerequisite: 212; 311 and 312, or concurrent enrollment in 311 or 312.

344 Topics in German History, Culture, and Civilization. (4)

Topics related to Germany, Austria and Switzerland, stressing the literature, culture, art, history and society. Offered alternate springs. Prerequisite: 212; 311 and 312, or concurrent enrollment in 311 or 312. Required for students majoring in German with an Education minor.

346 Medieval German Literature. (4)

Major works of the Middle Ages from the Nibelungenlied and Minnesang to the works of Martin Luther, in modern German translation. Utilization of HMML as a resource center. Offered every third year. Prerequisite: 212; 311 and 312, or concurrent enrollment in 311 or 312.

347 Studies in Language and Style. (4)

This course assists students to develop their German language skills with special attention on writing, vocabulary building, grammar, and formal and informal language. Students develop their sensitivity to writing styles and types of texts by reading a variety of short texts and performing various writing tasks, including some translation. Prerequisite: 312 or equivalent. Offered every third year.

348 Literature of the Weimar Period. (4)

Major achievements from the period of expressionism to the rise of fascism. Works of such authors as Brecht, Hesse, Horvath, Feuchtwanger, Th. Mann, Broch, Musil. Related developments in film, art and architecture. Offered every third year. Prerequisite: 212; 311 and 312, or concurrent enrollment in 311 or 312.

349 German Romanticism. (4)

An interdisciplinary approach. Study of the romantic movement as a literary phenomenon in Western Civilization with reference to film and music as well as political thought from Werther to Wagner. Offered every third year. Prerequisite: 212; 311 or 312, or concurrent enrollment in 311 or 312.

355 Seminar. (4)

A detailed study of a particular author or topic. The precise subject to be studied will be announced prior to registration. Offered alternate years. Prerequisite: 212; 311 or 312, or concurrent enrollment in 311 or 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.

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. (1 credit)

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.

216 Intermediate German II Abroad.

315 Conversation and Composition I Abroad.

316 Conversation and Composition II Abroad.

360 Advanced Grammar Abroad.

361 Selected Topics.

362 German Literature.

5.1.27.6 Japanese

Major (None)

Minor (None)

Courses (JAPN)

111, 112 Elementary Japanese. (4, 4)

Introduction to the basic elements of the Japanese language. Practice in understanding, reading, writing, and speaking, with a sufficient number of symbols. Introduction to Japanese culture.

211 Intermediate Japanese. (4)

Review and continued study of language skills. The course will emphasize Japanese culture and civilization. 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 understanding, speaking, 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.

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.

5.1.27.7 Modern and Classical Literature in Translation Courses (MCLT)

221 The Golden Age of Athens. (4)

Great works 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)

Study of selected translated Chinese literary texts. Students will examine the periods from the 15th-century Ming Dynasty to present-day China.

319 East Asian Literature in Translation. (4)

A study of Chinese and Japanese literary traditions.

327 Classical Mythology. (4)

The mythological view of the world as presented in tales of gods and heroes. Myth as an explanation of cosmic and natural forces and of human life. Its role in art and literature.

340 Topics: European Civilization. (4)

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.

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.

369 Latin American Literature in Translation. (4)

Significant Latin American literary works in modern English translation. Emphasis usually on the contemporary period. Prerequisites: a lower-division literature course, or 212, or Latin American history.

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.

5.1.27.8 Spanish

Department Chair: José Antonio Fábres

Faculty: Eleonora Bertranou, Patricia Bolaños, Bruce Campbell, Shirley Cardozo, Nelsy Echávez Solano, Angela Erickson-Grussing, José Antonio Fábres, Christina Hennessy, Roy Ketchum, Sarah Kraemer, Marina Martín, Norma Rosas Mayén, Elena Sánchez Mora, 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 Spanish major 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.

The Department of Hispanic Studies also provides the Common Curriculum Global Language requirement in language proficiency 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: language placement and proficiency tests for incoming students, entrance and exit examinations for majors, regular review of skills in speaking, listening, reading, writing and cultural understanding according to proficiency guidelines, a senior project written in the target language and presented in a public forum or a Student Portfolio.

Basic Requirements for all Majors and Minors:

212 is a prerequisite for 300-level courses; it also fulfills a Common Curriculum Humanities requirement (HM).

Students planning to major or minor in a language are strongly encouraged to take advantage of the colleges' study abroad options.

In order to ensure a well-balanced program, no student may apply more than 12 credits toward a major or minor in any one semester, whether on campus or abroad. Exceptions will be granted only in unusual circumstances and must be arranged in advance in consultation with the department chair. 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 present a senior project or a Student Portfolio 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 (399 listing).

Courses (SPAN)

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 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.

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 Texts and Contexts in the Hispanic World. (4)

An introduction to textual analysis in the context of the cultural histories and social issues of the Spanish-speaking world. The student will study a variety of texts, including a range of literary genres and film, with a unifying theme to be determined by the instructor. The course also reviews language structures to enhance reading, writing, and speaking skills, serving as a bridge between 111-211 and the more advanced courses in language, literature and culture. The student will learn about internship opportunities and study abroad in Central America and Spain. This course fulfills a Common Curriculum Humanities (HM) requirement. Prerequisite: 211 or equivalent.

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)

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.

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 American Literature: Pre-Columbian to Independence. (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. (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 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 American Literature: Independence to Modernismo. (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 Spanish Literature: 18th-19th Century. (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 Latin American Literature: Modernismo to Present. (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 Spanish Literature: 20th Century to Present. (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 novisimos, 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: Two courses in the sequence 310, 311, 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 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.

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.

399 Senior Project. (1 credit)

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.

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)

SPAN 316 Spanish Conversation Abroad. (4)

SPAN 322 Topics of Conversation and Composition on Chilean and Latin American Issues. (4)

SPAN 325 Chilean Indigenous Communities. (4)

SPAN 326 Seminar on Chilean Literature. (4)

SPAN 328 History of Chile. (4)

SPAN 329 Seminar on Latin American Literature. (4) (HM)

SPAN 330 Latin American Cinema and Society. (4) (FA)

SPAN 355 Seminar: Topics in Hispanic Literature. (4) (HM)

SPAN 357 International Relations Between Latin America and the U.S. (4)

SA 398 Field Experience/Practicum. (1-4)

Quetzaltenango, Guatemala (Spring)

SPAN 216 Spanish Intermediate II. (4)

SPAN 315 Spanish Conversation Abroad. (4)

SPAN 316 Spanish Conversation Abroad. (4)

SPAN 321 Guatemalan Indigenous Communities. (4)

SPAN 336 Latin American Culture. (4)

SPAN 355 Seminar: Topics in Hispanic Literature. (4)

SPAN 356 Seminar: Topics in Hispanic Culture or Linguistics. (4)

SPAN 363 Advanced Spanish Abroad. (4) (Meets the linguistic requirement)

Segovia, Spain (Spring)

ART 345 Culture and Art History. (4) (FA)

SPAN 324 Spanish Cinema and Society. (4) FA

SPAN 350 Introduction to Hispanic Linguistics. (4)

SPAN 355 Seminar: Topics in Hispanic Literature. (4)

SPAN 356 Seminar: Topics in Hispanic Culture or Linguistics. (4)

SPAN 359 Spain and the European Union. (4)

SPAN 363 Advanced Spanish Abroad. (4) (Meets the linguistic requirement)

SA 398 Field Experience/Practicum. (1-4)

Valladolid, Spain (Summer)

SPAN 112 Beginning Spanish II. (4)

SPAN 151 (111 + 112) Intensive Beginner's Spanish I. (8)
SPAN 200 (112 + 211) Intensive Intermediate Spanish. (8)
SPAN 211 Intermediate Spanish I. (4)
SPAN 212 Texts and Contexts in the Hispanic World. (4)
SPAN 311 Written and Oral Communication I. (4)
SPAN 312 Written and Oral Communication II. (4)
SPAN 355 Seminar: Topics in Hispanic Literature. (4)

5.1.28 Modern and Classical Languages

Department Chair: Lisa Ohm

Faculty: Margaret Cook, Nathaniel Dubin, Karen Erickson, Sophia Geng, Andreas Kiryakakis, Camilla Krone, Lisa Ohm, Sarah Pruett, Scott Richardson, Yuko Shibata, Wendy Sterba, Mark Thamert OSB, Chuck Villette

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 the classical languages - Greek and Latin - strive to gain an understanding of the ancient peoples whose hard thinking about the perplexities of the human condition, preserved in literature of astonishing richness and beauty, has provided the foundation of modern Western civilization. In these languages the emphasis falls primarily upon developing the students' reading ability.

Students of modern languages seek to understand an intricate contemporary culture and explore the literature and traditions that give it life. The major in French and German, accordingly, consists of a balanced program of languages, literature, and civilization, and should ideally include one or two semesters of foreign study. Study of Chinese and Japanese, integral to the Asian Studies minor, may include participation in the colleges' study abroad programs in China and Japan.

For students whose first language is not English, courses are available in English as a Second Language. The focus in these courses is on improving language proficiency in listening comprehension, speaking, reading and writing, with special emphasis on the language skills necessary for success in an advanced academic setting.

For information on the Spanish major, please see the Department of Hispanic Studies: <http://www.csbsju.edu/hispanicstudies/>

A language major 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.

The MCL department also provides the core curriculum requirement in language proficiency for all CSB/SJU students. In order to fulfill this goal, all students should:

1. Know the basic grammatical structures of the target language.
2. In the modern languages, achieve balanced development of speaking, listening, reading, and writing skills.
3. In the classical languages, develop reading and writing skills.
4. Understand the relationship between language and culture.
5. Acquire an inclusive perspective on the target culture(s), one which ranges from artistic accomplishments to details of everyday life.
6. Demonstrate awareness of the intellectual discussion provided by the learning of a foreign

language above and beyond the language's practical usefulness.

Assessment

The Department of Modern and Classical Languages and Literatures conducts regular assessment of student learning in linguistic skills as well as in the literary and cultural components of the major. Methods of assessment include: language placement test for incoming students, regular review of skills in speaking, listening, reading, writing and cultural understanding according to proficiency guidelines, a senior project written in the target language and presented in a public forum.

Modern Languages Basic Requirements for all Majors and Minors:

212 is a prerequisite for 300-level courses; it also fulfills a core humanities requirement (HML literature).

Students planning to major or minor in a language are strongly encouraged to take advantage of the colleges' study abroad options.

In order to ensure a well-balanced program, no student may apply more than 10 credits toward a major or minor in any one semester, whether on campus or abroad. Exceptions will be granted only in unusual circumstances and must be arranged in advance.

Up to 4 credits in a supporting field taught in French and German at a foreign institution may, with the approval of the chair, be counted toward a major or minor in that language.

Courses in literature in translation may not be counted toward a major or minor.

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 (399 listing).

5.1.29 Military Science

Department Chair: James Fischer

Faculty: Keith Arnold, Alberto DeJesus, Joey Errington, James Fischer, Derik Fussell, Harlan Grams, Robb Mattila, Joseph Peterson, Molly Weimann, John Zeitler

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.

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 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)

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.

5.1.30 Music

Music

Department Chair: Edward Turley

Faculty: J. David Arnott, Brian Campbell, Patti Cudd, James Dennihan, Richard Dirlam, Andrea Fedele, Carolyn Finley, Marcie Hagen, Willem Ibes, Kim Kasling, Patricia Kent, Robert Koopmann OSB, Lucia Magney, Marianne Meidl, Maureen Putnam, Daniel Rassier, O. Nicholas Raths, Axel Theimer, Bruce Thornton, Edward Turley, Gregory Walker, Philip Welter, Dale White

Convinced that society's highest aspirations must include musical creativity, the music department seeks to broaden the cultural horizons of the students of Saint Benedict's and Saint John's. Performance is at the heart of the music program. Band, orchestra, ensembles, and a variety of choirs present formal opportunities for students to develop their own musical abilities and to take delight in the creativity of others. One-on-one private studio lessons and a number of core fine arts courses invite all students to explore the discipline of music and its contribution to world cultures.

Students majoring in music develop knowledge and skill in the basic elements of music. They undertake an integrated study of the historical evolution of these basic elements and, in their own right, learn to use this knowledge verbally, aurally and in performance. The major combines intensive personal study of a major instrument with strong collaboration with faculty members and student peers

in studio performance classes and weekly recitals.

Assessment

Assessment and review of student performance in music is compiled every semester and reviewed by the faculty, with student input. Students complete a self-assessment for each performance jury examination and senior students complete a nationally recognized Major Field Test indicating their level of mastery in music history and theory. Curricular review of all classroom activity is gathered by the faculty on a rotating schedule, by division.

Major

The music department offers a program leading to a bachelor of arts degree with concentrations in liturgical music, music composition, music education (instrumental and/or choral 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.

Concentration in Liturgical

Music (46-53 additional credits)

Required Courses:

323, 324, 327, seven semesters in applied music of which at least five are in one of the following: organ, voice or guitar (227, 337); supporting courses: EDUC 390; THEO 180, 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 Vocal 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 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)

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. 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 training in ear-training, sight-singing and keyboard harmony skills. Concurrent registration in 111 expected.

122 Musicianship Skills II. (1)

Focused training in ear-training, sight-singing and keyboard harmony skills. 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.

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)

Continued development of musicianship, harmony and form, including early music, Baroque and Classical forms. Concurrent registration in 221 expected. Prerequisite: 112.

212 Comprehensive Musicianship IV. (3)

Continued development of musicianship, harmony and form, including Romantic and modern idioms. Concurrent registration in 222 expected. Prerequisite: 211.

221 Musicianship Skills III. (1)

Focused training in ear-training, solfege, sight-singing and keyboard harmony skills as they relate to MUSC 211. Concurrent registration in 211 expected.

222 Musicianship Skills IV. (1)

Focused training in advanced ear-training, solfege, sight-singing and keyboard harmony skills. 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.

- 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 Campus Singers. (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.
- 239 All-College Choir. (0-1)
Large choral ensemble for men and women. 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.
- 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. Spring, 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. Fall, 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.

323, 324 Choral Techniques I, II. (4,4)

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.

326 Advanced Instrumental Conducting and Jazz Methods. (3)

Advanced study and development of instrumental conducting skills combined with instrumental ensemble pedagogy and jazz methods.

327 Music for the Liturgy. (4)

A practical survey of music appropriate for use in liturgical celebrations. Fall, 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 scoring and arranging for large ensembles. Students will work with scoring for both the standard orchestra and wind ensemble. Prerequisite: 212. Spring, alternate years.

346 Tonal Counterpoint. (2)

Study of the analysis and writing of tonal counterpoint, especially that of J.S. Bach. Prerequisite: 212. Spring, 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.

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.

5.1.31 Natural Science

Divisional Head: Frank Rioux

The natural science major is designed to accommodate the student's broader interest in the areas of science. This major is 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 (64 credits*)

Required Courses:

Two courses (8 credits) from each of four of the following areas:

ASTR 211, 212;

BIOL 121, 221, 222;

CHEM 123, 234;
CSCI 161, 162;
GEOL 211, 212; or 213, 214;
MATH 119 or 123 (not both), 120, 124;
PHYS 105, 106 or 191, 200.

Eight additional 4-credit courses, or the equivalent from biology, chemistry, computer science, geology, mathematics or physics; five of the eight courses must be upper division. NUTR 125, 330, 331 and ENVR 175, 275 may be selected to fulfill up to three of the eight courses.

The only 100-level science courses that may be used to fulfill a requirement for this concentration are listed above. It is not possible to major in both natural science and another science.

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, chemistry, physics and one course in mathematics plus CHEM 235, 236; 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 123, 234. If inclined toward a physics concentration, students should begin with PHYS 191, 200 and MATH 119, 120.

General Science 5-8, 5-12 or 9-12 Science Licensures (All Science Licensures are under review, subject to change based on MN Board of Teaching review)

These programs are designed for students interested in teaching science at the secondary (grades 5-12) level. These course sequences must be combined with a minor in secondary education and a subject area major. Students should contact the education department early in their college career for advice on licensing requirements.

Students are advised that a science program fulfilling Minnesota licensure academic requirements may require a ninth semester, course overloads and/or summer school. Consult Frank Rioux (natural science) or the Education Department Chair for the approved program.

Science Requirements for 5-8 Licensure (40 credits)

BIOL 121, 221 and 222 (12)

CHEM 123 and 234 (8)

ASTR 211 and 212 (8)

GEOL 211 (4)

PHYS 105 and 106 (8)

Suggested mathematics courses: MATH 119 or 123 or 124

Education Requirements for 5-8 Licensure

EDUC 109, 111, 203, 213, 310, 358, 359, 362, 390, and fulfillment of speech requirement.

Biology 9-12 Licensure

(Total: 52 credits)

BIOL 121, 122, and 222 (12)

BIOL 305 Invertebrate Zoology (4) or BIOL 306 Plant Diversity (4) or BIOL 307 Biology of Microorganisms (4)

BIOL 316 Genetics (4)

BIOL 339 Evolution (4)

BIOL 334 General Ecology (4) or BIOL 336 Behavioral Ecology (4) or BIOL 337 Aquatic Ecology (4)

BIOL 323 Animal Physiology (4) or BIOL 327 Plant Physiology (4)

Chemistry 9-12 Licensure

(Total: 29 credits)

CHEM 123 and 234 (8)

CHEM 235 Organic Chemistry I (4)

CHEM 236 Organic Chemistry II (4)

CHEM 320 Chemical Literature (1)

CHEM 335 Analytical Chemistry (4)

8 additional credits in chemistry

Physics 9-12 Licensure

(Total: 34 credits)

PHYS 191 and PHYS 200 (8)

PHYS 211 Foundations of Physics III (4)

PHYS 320 Modern Physics (4)

PHYS 332 Intermediate Physics Laboratory (0-1) (2 semesters)

MATH 119 Calculus I (4)

MATH 120 Calculus II (4)

MATH 239 Linear Algebra (4)

MATH 337 Differential Equations (4)

Education Requirements for 9-12 Licensure Areas

EDUC 109, 111, 203, 213, 310, 355, 359, 362, 390, and fulfillment of speech requirement.

Minor (None)

5.1.32 Numerical Computation

Program Director: James Schnepf

The numerical computation major is an interdisciplinary major, jointly administered by the Computer Science and Mathematics Departments; it was formerly called the mathematics/computer science major.

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 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.

Common Requirements: (28 credits):

- CSCI 161, 162, and 230
- 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; 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; MATH 241, 315, 318, 322, 331, 332, 338, 341, 343, 344, 345, 346

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 CSCI 161 and 162 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.

5.1.33 Nursing

Department Chair: Kathleen Twohy

Faculty: Carie Braun, Matthew Byrne, Ellen Ellickson, Gary Gillitzer, Sigrid Hedman-Dennis, Ron Hemmesch, Carrie Hoover, Kathleen Lehn, Denise Meijer, Mary Neisen, Janet Neuwirth, Kathleen Ohman, Rachelle Parsons, LuAnn Reif, Laura Rodgers, Julie Strelow, 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 who can function as professional nurses in a variety of roles and health care settings and to prepare students for graduate study in nursing. Graduates, upon application and payment of fees, become 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 to be licensed 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.

The international honor society of nursing, Sigma Theta Tau, has a chapter at the College of Saint Benedict/Saint John's University. Students from the College of Saint Benedict and Saint John's University are eligible for membership. 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 participation by students in assessment activities. Periodically nursing majors' academic achievement will be assessed using nationally standardized and teacher-made exams, scoring rubrics and performance demonstrations. It is expected that students exercise their best effort in completing these activities. 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 (55 credits)

Required Courses

Prerequisites: BIOL 121, 212, 214; PSYC 111, 360; Statistics; NRSNG 110, 112, 207, 340.

Nursing Courses: NRSNG 106/206/306 (3 credits, at least 2 credits at 200/300 level), 112, 212, 218, 321, 322, 323, 324, 325, 326, 327, 367, 379.

Supporting Courses: COLG 140, COLG 305, NUTR 335.

Application to the major:

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 early December of the sophomore year.

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. A minimum of 40 semester credits.
3. Prerequisite-course grade point average of at least 2.75.
4. Completion of Application for Admission to the Major.
5. An essay on professional goals.
6. Current physical examination including up to date immunizations and tuberculin testing.
7. Three references, at least one of which must be written by a college faculty member.

Applicants are considered primarily on the basis of academic achievement as evidenced by prerequisite-course GPA through fall term of the year they apply. 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, Every Woman's Guide/J-Book 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 behavioral characteristics needed to assume the role of the professional nurse.

Special Requirements:

- All students admitted to the major are required to have personal liability insurance and provide their own transportation for clinical experiences. In most cases this means that the student must have individual access to a vehicle.
- The Nursing Department requires current American Heart Association BLS Healthcare Provider CPR certification. A photocopy of both sides of the signed certification card must be submitted with the application to the major. Recertification must occur prior to the fall of the academic year in which it expires. A photocopy of both sides of the signed recertification card must be submitted to the nursing office before the student begins fall classes.
- Students are required to be in good health as demonstrated by a physical examination, 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)

106 Cultural Selective Topics. (1)

Provides students with the opportunity to study or explore a variety of nursing topics at the lower- and upper-division levels. A minimum of three selectives is required; only one may be taken at the 100-level. Courses are designed to allow students to choose selectives based on their personal interest. All courses contain a cultural component. A-F grading only.

110 Introduction to Professional Nursing. (2)

Students are introduced to the profession of nursing. Professional values, standards, socialization, critical thinking, culture, research, health care delivery systems and roles of nurses are explored at a beginning level. A-F grading only.

112 Medical Terminology. (0)

This introductory independent study course is designed to provide a foundation for using medical terminology. Students will become familiar with the structure of the medical language in order to learn medical terms and abbreviations.

206 Cultural Selective Topics. (1)

Provides students with the opportunity to study or explore a variety of nursing topics at the lower- and upper-division levels. A minimum of three selectives is required; only one may be taken at the 100-level. Courses are designed to allow students to choose selectives based on their personal interest. All courses contain a cultural component. Prerequisite: admission to the nursing major. Specific section topics may have additional prerequisites. A-F grading only.

207 Pathophysiology. (4)

This course builds upon the knowledge of human anatomy and physiology and focuses on functional alterations in human health using a conceptual approach. The approach emphasizes select disease processes through the use of clinical models with the ultimate goal of critical thinking and application of pathophysiologic concepts. Students will gain an understanding of the relationship between the mechanism of disease and clinical manifestations along with the exploration of human diversity as it relates to pathophysiology. Fall.

212 Professional Nursing Values and Standards. (4)

This course focuses on the legal issues and professional values related to nursing practice. Laws and standards that guide professional nursing practice in the current health care delivery system are emphasized. Topics covered include professional values, nursing standards, nurse practice act, research process, and ethical and legal aspects of nursing care. Students are introduced to the knowledge and skills necessary to understand the influence of culture on health. Learners will explore ways to incorporate research findings into professional nursing practice thereby becoming consumers of nursing research. Prerequisites: Admission to the major. A-F grading only. Spring.

218 Professional Nursing Core Competencies. (8)

This course focuses on the introduction, development, and application of essential core competencies of professional nursing: critical thinking, communication, assessment, and technical skills in the context of liberal education. Critical thinking, which underlies independent and interdependent decision-making, is framed within the nursing standards of care and emphasizes quality nursing assessments and best-practice interventions to achieve optimal health outcomes with regard to gender, age, and racial/ethnic variations. This course also stresses the application of therapeutic and professional/interpersonal communication skills and evidence-based beginning technical skills in laboratory and clinical/community settings. Prerequisites: BIOL 212, 214, NRSG 110, 112, 207, 340. A-F grading only. 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.

306 Cultural Selective Topics. (1)

Provides students with the opportunity to study or explore a variety of nursing topics at the lower- and upper-division levels. A minimum of three selectives is required; only one may be taken at the 100-level. Courses are designed to allow students to choose selectives based on their personal interest. All courses contain a cultural component. Prerequisite: admission to the nursing major. Specific section topics may have additional prerequisites. A-F grading only.

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.

321 Health Promotion in the Care of Older Adults and Their Families. (4)

This course provides a conceptual overview of the care of older adults and their families and caregivers. Within a contemporary framework, this course will focus on essential theoretic and practical information about basic and complex concepts of older-adult care based on gerontologic nursing principles and practices. Students will be provided with information necessary to make sound clinical judgments when providing high quality nursing care to older adults, their families, and caregivers in a variety of clinical/community settings including the home. Prerequisites: 110, 112, 212, 218, NUTR 335. A-F grading only. Fall.

322 Nursing Care of the Ill Adult. (8)

This course focuses on the provision of high quality nursing care in health promotion, risk reduction, disease prevention, and illness and disease management of the ill adult. The opportunity for application of standards of care and practice, evidenced-based nursing interventions and clinical judgment will be provided in a variety of clinical, laboratory and community settings. Prerequisites: 321, 323, 325. A-F grading only.

323 Advanced Professional Nursing Core Competencies. (4)

This course promotes the identification, application, and evaluation of evidence-based nursing interventions in health promotion, illness, and disease management with the adult perioperative population. Prerequisites: 110, 112, 212, 218, 340, NUTR 335. A-F grading only. Fall.

324 Psychiatric and Mental Health Nursing. (4)

This course develops the role of the nurse in the promotion of mental health, and prevention, treatment and management of mental illness and substance dependence for populations of all ages. The origins of mental illness and substance abuse/dependence are examined from a biological and socio-cultural perspective with emphasis on the role of gender, race and class. Attention will be given to global and social justice issues in the past and present treatment of individuals with mental illness. Prerequisites: 321, 323, 325. Co-requisites: 326, 327. A-F grading only.

325 Health Promotion with Parents, Children and Families. (5)

This course offers learners opportunities to integrate knowledge from the natural and social sciences with nursing values, standards and knowledge for the improvement of the health of the childbearing and/or childrearing family. Adjustment of parents to family expansion and health and/or illness challenges is included. Care situations involve parents, children, and adolescents in various health and illness states and in community-based and population-focused settings. Prerequisites: 110, 112, 212, 218, NUTR 335. A-F grading only. Fall.

326 Promoting Health in a Global Society. (3)

This course focuses on the study of nursing and the public health sciences for the provision of population-focused care. Inherent in this study are the core public health functions of assessment, policy development and assurance of plan implementation. Special focus is placed on providing care to at-risk families and vulnerable populations. Prerequisites: 321, 323, 325. Co-requisites: 324, 327. A-F grading only.

327 Community and Mental Health Clinical. (3)

Based on the concepts in NRS 324 and NRS 326, this course focuses on delivery of nursing care to vulnerable individuals, families and populations in mental health and community settings. The emphasis is on health promotion, health maintenance and restoration, and health protection for clients and families from various age groups and cultures. Students will have 120 hours of clinical divided equally between mental health and public health. Prerequisites: 321, 323, 325. Co-requisites: 324, 326. A-F grading only.

340 Pharmacotherapeutics. (4)

This course provides a basic theoretical framework for pharmacodynamics and pharmacokinetics and their application to nursing. The content focuses on nursing implications relevant to pharmacology, including application across diverse populations, elements of clinical decision making, safe nursing practice, and establishing and monitoring client outcomes. Prerequisites: 110, 112. Co-requisite: NRS 207. A-F grading only. Fall.

367 Nursing Management and Leadership. (3)

Within the context of a liberal learning environment, Catholic and Benedictine traditions and values, the learner will develop knowledge and skill to effectively integrate designer, manager and coordinator of care roles in community based and population-focused nursing practice. Gender and cultural diversity will be significant factors in the analysis of leadership and management issues. Learners will be expected to articulate their leadership role as a college graduate and entry level professional nurse. Co-requisite: NRS 379. A-F grading only. Spring.

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.

379 Synthesis of Professional Nursing Practice. (6)

This course provides students with the opportunity to synthesize and apply nursing knowledge through an intense site-based clinical experience. Emphasis is on implementation of the full baccalaureate professional nurse role as provider and coordinator of care and member of a profession. Pre/Co-requisites: COLG 305/NRSG 367. A-F grading only. Spring.

397 Internship. (1-4)

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 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.

Courses of the College (COLG)

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

305 Concepts Basic to Health Care Policy, Economics and Management. (3)

Within the context of a liberal learning environment and Catholic and Benedictine values, learners will develop the basic knowledge and skills to function effectively as a member of an inter-professional health care team. Concepts and context (e.g. social values, politics, economics) that are foundational to effective management, cost-containment and policy development/reform will be applied to the analysis of contemporary health care issues. Learners will be actively involved in influencing policies that shape health and/or health care. Prerequisites: Senior standing in the nursing major or permission of instructor. Fall.

5.1.34 Nutrition

Department Chair: Jayne Byrne

Faculty: Jayne Byrne, Bernadette Elhard, Mark Glen, Erin Kronenberg, Amy Olson, Linda Shepherd, Diane Veale Jones

The study and practice of nutrition plays a vital role in the maintenance of health and fitness, athletic performance, prevention and treatment of disease, public health policy development, foodservice management, food and product development, and consumer health education. Rapid advances in medical and genetics research, health care reform, and consumer demand have made this discipline increasingly 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 in nutrition and the integration of basic nutrition concepts across many discipline areas. The required introductory sequence of courses in the nutrition major provide a broad overview of basic concepts in the study of foods and nutrition. 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: sports medicine, psychology, communication, environmental studies, economics, management, and art. Students with a specific interest of goal may select one of three distinct concentrations within the 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 core provided by the College of Saint Benedict and Saint John's University serves our dietetics and nutrition science students 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, professional practice experiences, 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 outcomes and curricular programs. 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 Commission on

Accreditation for Dietetics Education of The American Dietetics Association (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, and 323 plus a designated capstone course (2-4 credits). Additional supporting work (16 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.

Basic requirements for the Nutrition Major (42-44 credits)

NUTR 125, 225 and 323 plus a designated capstone course (2-4 credits), and a minimum of 12 additional credits in nutrition (NUTR) courses. In addition, students must complete a minimum of 16 credits of prerequisite courses from supporting disciplines. The supporting required coursework is designated within the areas of concentration, or selected in close consultation with an academic advisor in nutrition.

Dietetics Concentration [DPD] (46 credits)

The DPD provides the academic preparation for a career in dietetics. To earn the credential of Registered Dietician (RD), students must: 1) successfully complete an accredited academic program in dietetics, 2) apply and be accepted to an accredited dietetic internship program, and 3) pass the national registration examination for dietitians. Students in the DPD can 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 health care careers, jobs in food industry, or preparation for graduate study.

Required Courses for the Didactic Program in Dietetics:

Prerequisites: CHEM 105; BIOL 121, 214; MATH 124.

Nutrition Courses: 125, 220, 225, 230, 305, 323, 330, 331, 333, 337, 341, 342, 343, and 345.

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, and/or food marketing.

Required Courses for the Concentration in Food Studies:

Prerequisites and supporting courses: ACCT 113, 114; ART 211; ECON 111, 320; MATH 122; MGMT 201, 321

Nutrition courses: 125, 225, 230, 323, 341, 343, 345 and a designated capstone course (2-4)

Nutrition Science Concentration (26-28 credits)

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 imperative 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 123, 234; BIOL 121, 221.

Supporting Courses: CHEM 235, 236; MATH 123, 124; PHYS 105, 106.

Nutrition Courses: 125, 225, 230, 323, 330, 331, 380, 381, 390.

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 a 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)

120 Medical Terminology. (2)

This class is a study of basic medical terminology, including abbreviations and symbols, used in medical writing and documentation. A programmed learning approach will be used to emphasize learning word parts for constructing or analyzing terms. Emphasis is placed on spelling, definition, proper use and pronunciation. Classroom experiences will include case studies, simulations and practical writing exercises to demonstrate and practice application. Fall or spring.

125 Concepts of Nutrition Science. (4)

Basic concepts of nutrition are introduced emphasizing the role of nutrition in health. Topics include: proteins, carbohydrates, fats, vitamins, and minerals; energy balance and weight control, Eating disorders; sports nutrition and fitness; and food safety. Students are provided the opportunity to assess their own nutritional status through computerized diet analysis, cholesterol screening, study of body

composition, and 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, ACCT 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.

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 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 Cultural Foods. (2)

The meaning and significance of food within cultures will be identified by exploring how climate, ethnicity, gender, socioeconomic status and religion influence food choices and preferences. Special emphasis will be placed on how food impacts health and nutritional status of various populations. The experience of tasting foods and practicing food preparation techniques from a variety of traditions will be part of the class. 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, complimentary 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.

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 Leadership in Dietetics. (2)

This supervised practice course focuses on the application of the knowledge and skills needed to promote delivery of effective nutrition services to the public. Experiences include participating in community nutrition programs, implementing health promotion and disease prevention projects, providing nutrition education, engaging in legislative activities, and exploring the health care delivery system. Leadership and team skills are emphasized. Prerequisites: 125, and 323, 333 and 343. Intended for Dietetics majors only. Fall.

323 Public Health Nutrition: Infancy Through Aging. (4)

Study of nutrition and human growth and development including pregnancy, lactation, infancy, childhood and adolescence. 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 and Assessment (Macronutrients). (4)

The physiological functions and biochemical roles of carbohydrates, lipids and protein, and nutrient metabolism are addressed. 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 105 or concurrently with CHEM 235. Fall.

331 Exercise Nutrition and Supplements. (4)

The specific nutritional needs of the athlete and the biochemical roles of ergogenic aids, vitamins, and minerals and herbal products are discussed. 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 105 or CHEM 235. Spring.

333 Nutrition Therapy - Chronic Disease. (4)

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 why diet is altered in response to certain pathologies. Topics: nutrition screening and assessment, nutrient/drug interactions, cardiovascular diseases, weight management and eating disorders, 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, background in physiology and/or permission of instructor. Fall.

335 Clinical Applications of Nutrition. (4)

This course introduces the basic concepts of nutrition for students pursuing a non-dietetic or non-nutrition health care profession. The first half primarily provides an overview of the function of the major macro-nutrients and micro-nutrients, including the principles of how nutrients are absorbed, digested and metabolized. The second half of the course emphasizes the role of diet in the management and treatment of a variety of common clinical conditions. The aim is to provide the learner with an understanding of the principles of some of the common dietary interventions. Prerequisites: BIOL 214 and NRS 207. Spring.

337 Nutrition Therapy - Critical Care. (4)

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: renal diseases, nutrition and immunity, cancer, HIV/AIDS, critical care nutrition, nutrition support, gastrointestinal diseases, pulmonary disease, ethical issues related to nutritional care. Prerequisites: 125, 323, 330, background in physiology and/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 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. The laboratory provides experiences through case studies and simulations to develop skills in interviewing and counseling in a variety of settings. Prerequisites: 125, 323. Fall and spring.

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.

345 Entrepreneurship and Management in Food Industry. (4)

The course will provide a forum for studying the process of management, which provides the 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 (4 or more). 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: choose 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, and complete IRB forms if appropriate. Prerequisite: 330. 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 obtain 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 of their research. Prerequisites: 330 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.

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

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.

5.1.35 Peace Studies

Department Chair: Ronald Pagnucco

Faculty: Jeffrey Anderson, Kelly Kraemer, Rene McGraw OSB, Daniel McKanan, 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)

PCST 111, 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 seven 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)

PCST 353 (or a substitute approved by the student's advisor), plus 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)

Seven 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, 346, 397, 399; one of the following: PCST 333 or PCST 343; two additional 300-level PCST courses.

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)

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.

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.

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 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 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.

5.1.36 Philosophy

Department Chair: Anthony Cunningham

Faculty: Dennis Beach OSB, Anthony Cunningham, Joseph DesJardins, Emily Esch, Eugene Garver, Jean Keller, Erica Lucast Stonestreet, Rene McGraw OSB, Timothy Robinson, 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? 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 (123-180) 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 (210-272) are also introductory, but they focus on more specific topics and areas. 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. The fourth set of courses (353-368) examine 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, minors as well as students taking philosophy to meet core requirements. Our assessment activities evaluate how well the department's curriculum improves students' comprehension of fundamental philosophical concepts as well as their ability to construct well reasoned discussions of these ideas. We also evaluate

the following: the extent to which the study of these concepts enables students to perceive greater complexity in the human and natural worlds; whether the study of philosophy improves students' critical thinking abilities as well as their disposition to engage in critical thinking; and whether the study of philosophy may affect students' academic engagement and commitment to lifelong learning. The Philosophy Department regards a major in philosophy as preparation for a reflective, thoughtful and deliberate life. For that reason we seek to maintain contact with majors after graduation to learn how well they are doing and how well they think the department prepared them for the life path they have chosen.

Major (40 credits)

Required Courses:

4 credits at the 100 or 200 level

Logic (210)

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 (353), Metaphysics (354), Topics in Philosophy of Science (357).

One course from the following: Moral Philosophy (359), Political Philosophy (360), Feminist Ethics (361).

12 additional credits with no more than 4 additional credits at the 100 or 200 level.

Minor (20 credits)

Required Courses:

Five courses, three of which must be at the 300 level.

Courses (PHIL)

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.

130 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.

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.

180 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.

210 Logic. (4)

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.

243 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.

245 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.

246 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.

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 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 *Upanisads*, the *Bhagavad Gita*, and early sutras from the Theravada Buddhist tradition. The Chinese traditions of Confucianism and Taoism will be approached through study of the *Lao Tzu* (a.k.a. the *Tao Te Ching*) and the *Analects* of Confucius.

318 Readings in Philosophy. (0-1)

Reading and discussion of philosophic works, moderated by a member of the Philosophy Department. Interested faculty and staff 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.

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. Fall and/or 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 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 Critiques of Immanuel Kant. This course will seek to highlight 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 Philosophers. (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 Philosophers. (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 and mathematician Edmund Husserl. People such as Martin Heidegger, Hannah Arendt, Jean Paul Sartre, Emmanuel Levinas, Paul Ricoeur and Michael Foucault have applied the method of Husserl to very different problems. This course will choose from these and other contemporary continental thinkers. This course can be repeated for credit, with the approval of

the department chair, when content varies. Alternate years.

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 Aesthetics of Violence and Nonviolence. (4)

Art in all of its manifestations of literature and painting and sculpture and music 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. Fall.

353 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.

354 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. Spring.

357 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.

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. Fall.

359 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 determinism. Natural law, utilitarianism and other systematic theories of morally right behavior. Fall and/or spring.

360 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.

361 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.

362 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. Spring, 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. 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 Philosophy." Prerequisite: HONR 396 and approval of the department chair and director of the Honors Thesis program. For further information see HONR 398.

5.1.37 Physical Education

Department Chair: Don Fischer

Faculty: Scott Bierscheid, Michelle Blaeser, Julie Deyak, Donald Fischer, John Gagliardi, John Harrington, Jerry Haugen, Dennis Johnson, Janna LaFountaine, Kate McNeil, Tim Miles

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 Physical Education Department is to prepare liberally educated men and women to function professionally in the fields of exercise and coaching, and to prepare students for graduate study in exercise related fields. 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 age and gender related issues, and provide leadership and service opportunities for students.

The Physical Education Department carries out its mission through two curricular programs: the Coaching Certification Program and the Minor in Sports Medicine. The department also offers a course, Gender and Sport, which is cross-listed with the Gender and Women's Studies major.

Assessment

The Physical Education Department is committed to the process of formative assessment in order to improve student learning. The assessment process employs a variety of assessment measures including (but not limited to):

1. Embedded assessment of student learning within Physical Education Department courses
2. Student achievement on standardized professional exams
3. Survey of senior students and graduates
4. Survey of Internship or Practicum site supervisors regarding student performance relative to curricular learning goals

Major (None)

Coaching Certification CSB/SJU

(10 credits and a zero credit practicum)

The coaching certification curriculum utilizes the American Sport Education Program (ASEP) model and meets the National Standards for Athletic Coaches.

Requirements:

201, 202, 203, 204, 205, 208, 209, and 351. Plus one (1) theory course (259-270). In addition, PHED XXX(B) must be satisfactorily completed. Students must have completed the Coaching Certification courses or be enrolled in the remaining required courses at the time they register for PHED XXX(B), with the exception of PHED 351 which can be completed after completing PHED XXX(B). You will need to hold current certification for First Aid/Adult CPR at the time of your employment.

Sports Medicine Minor

(24 credits with 20 credits from the required courses and 4 credits from the list of electives)

The minor curriculum in Sports Medicine is recognized by the National Strength and Conditioning Association for meeting its high standards in the area of strength and conditioning education. The curriculum draws upon and integrates concepts from a variety of disciplines including Biology, Chemistry, Nutrition, Physics and Psychology. Students apply these concepts and develop communication and critical thinking skills through a variety of "hands on" practical exercise experiences. Graduates will be prepared for national certification in personal training and strength and conditioning. In addition, the academic and practical experiences provided by the Sports Medicine curriculum will assist the student in preparing for graduate study in areas such as exercise physiology, physical therapy, and public health. It is recommended that students work closely with a faculty advisor in choosing courses to best achieve their academic goals.

Requirements:

150, 207, 210, 257, 258, 275, 276, 277, 306, 308, 314, 357, and four additional credits from 204, 217, 307, 397, COLG 130, MATH 124, NUTR 125, PSYC 221, PSYC 311, PSYC 343, PSYC 360.

Special Requirements:

In order to graduate with a minor in Sports Medicine, the student must complete all required Sports Medicine courses with a grade of "C" or better.

Courses (PHED)

150 Introduction to Sports Medicine. (1)

This course is designed to introduce students to a broad range of careers in sports medicine—including, but not limited to athletic training, physical therapy, exercise science, personal trainer, and industry and corporate health. Students will have the opportunity to explore the various needs for the careers. This course serves as a foundation for further courses in the sports medicine minor. Open to minors and non-minors. Fall and spring.

201 Introduction to Coaching. (1)

This course provides an overview of coaching with emphasis on coaching philosophy, style, leadership and ethics. It is highly recommended that this course be taken early in the curriculum. Fall and spring.

202 Sport Psychology. (1)

This course will assist future coaches in becoming skillful communicators, motivators, and managers of athlete behavior. Fall and spring.

203 Sport Skills. (1)

Students will discuss and apply fundamental concepts necessary for effective teaching of technical and tactical skills. Fall and Spring.

204 Sport Nutrition and Drugs. (1)

In this course, students will discuss and apply the role of various nutrients in sport performance and in determining body composition. Issues related to drug and supplement use and the coach's role in recognizing and addressing these issues will also be discussed. Spring.

205 Sport Administration. (1)

This course will explore coaching issues related to risk and team management. Fall and Spring.

207 Sport Injuries. (2)

Students will gain a basic understanding of anatomy, while learning concepts and techniques involved in the prevention, care, treatment, evaluation and rehabilitation of athletic injuries. This course will include both practical labs and lectures. Meets the requirement for sports medicine minor. Fee of \$20. Fall and spring.

208 Sports Physiology. (2)

This course will explore principles related to safe and effective exercise training. Students will apply these principles to the various stages of the training cycle in order to optimize the effects of training. Fall.

209 Prevention and Care of Athletic Injuries. (2)

This course will examine the role of the coach in planning for, preventing and responding to sport related injuries. This course is designed for students pursuing a Coaching Certificate. Fall and spring.

210 Sports Emergency Care. (1)

This course explores the exercise professional's role and responsibilities in preparing for, preventing, and responding to emergency situations in sport and exercise. Contains both lecture and hands-on learning components. Fall and spring.

217 Personal Health. (2)

This course will explore common health concerns of male and female college students. Students will evaluate their health behaviors and learn about healthy lifestyle choices. Spring.

257 Principles of Resistance Training. (2)

Learn the principles of resistance training program design in order to promote desired acute and chronic physiological adaptations. This is primarily a lecture and discussion based course and includes some lab components. Fall.

258 Human Anatomy and Physiology for Sports Medicine. (2)

This course is primarily a lecture course covering basic human anatomy and physiology with emphasis placed on the muscular, skeletal, cardiovascular, and respiratory systems. This course is designed to provide the student a foundational understanding of anatomical and physiological terminology and concepts. 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.

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.

261 Theory of Coaching Basketball. (1)

Advanced skills, strategy and theories of team play of basketball. Practice planning and drill work, game preparation, as well as game rules. Fall, alternate years.

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.

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.

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. Fall, alternate years.

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.

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.

275 Techniques in Sports Medicine. (1)

In this course students will develop a greater understanding of and apply concepts presented in PHED 207 and PHED 210. Skills such as taping and wrapping of common athletic injuries, assessing vital signs and assessing body composition will be developed. Students will demonstrate minimal professional competency in specified techniques. Prerequisites: 207, 210. S/U grading only. Spring.

276 Exercise Techniques I. (1)

Students will develop knowledge of, and competency in, aerobic exercise and muscle stretching technique instruction. This is primarily a laboratory based course with students actively participating in the exercise techniques. Prerequisite: 258. S/U grading only. Spring.

277 Exercise Techniques II. (1)

Students will develop knowledge of, and competency in, resistance training and plyometric exercise technique instruction. This is primarily a laboratory based course with students actively participating in the exercise techniques. Prerequisites: 257 and 258. S/U grading only. Fall.

306 Kinesiology. (2)

In this course the student will integrate and apply fundamental anatomical and biomechanical concepts that influence human movement. A qualitative approach to studying human movement will be emphasized. Prerequisite: 258. Fall.

307 Advanced Injury Assessment. (2)

Learning, practicing and applying advanced injury assessment techniques and skills related to trauma that can occur to the human body while participating in various sport activities. Emphasis will be placed on the hands-on assessment, evaluation and prevention of upper and lower body extremity injuries. Prerequisite: 207. Fall, alternate years.

308 Exercise Physiology. (2)

Study of body processes and exercise; efficiency of muscle work, fatigue and exercise, age, sex and body types as related to exercise; nervous control of muscle activity and the effect of exercise on the circulatory system. Prerequisite: 258. Fall.

314 Human Performance. (2)

Students will describe and evaluate human performance from an anatomical, biomechanical, and physiological perspective. Students will integrate this information through a research paper evaluating a given sport activity. Fee of \$25. Prerequisites: 258, 306, 308. Spring, alternate years.

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. Spring.

351 Coaching Practicum. (0)

This course is designed to provide the student with experience of coaching a sport at a high school level for an entire season. Prerequisite: completion of at least 7 credits in the Coaching Certification curriculum, including PHED 209 (or by approval of the Coaching Certification Program Supervisor). Practicum must be planned with the Coaching Certification Program Supervisor. Fall and Spring.

357 Integrative Approach to Resistance Training. (2)

In this course the student will build upon his or her knowledge of effective exercise program design by integrating fundamental concepts of sport psychology, injury prevention and rehabilitation, energy system training, age and gender related issues, and "functional" exercise techniques. Prerequisites: 207, 257, 258, and 308. Spring.

397 Sports Medicine 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 for Sports Medicine Minor. (0)

This course is designed to assess student learning within the Sports Medicine minor and to assist in the assessment of the overall program. This assessment will include, but is not limited to, a comprehensive examination. This course is to be completed in the student's final semester prior to graduation. S/U grading only.

XXX(B) Assessment of Student Learning for Coaching Certification. (0)

This course is designed to assess student learning within the Coaching Certification program and to assist in the assessment of the overall program. This assessment will include, but is not limited to, a comprehensive examination. This course is to be completed in the student's final semester prior to graduation. S/U grading only.

5.1.38 Physics

Chair: Dean Langley

Faculty: James Crumley, Clayton Gearhart, 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.

Assessment

The Physics Department takes several steps to ensure that we are doing a good job of preparing our students; juniors take the Major Field Test in physics, for example, and seniors 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 junior 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 junior year.

Suggestions:

COMM 111 and ENGL 211 are recommended.

Minor (44 credits)

Required Courses:

191, 200, 211, 320, 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. Prerequisite: MATH 115 or equivalent high school mathematics. Fall.

106 Physics for the Life Sciences II. (4)

An 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, 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 Schrodinger 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 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, Schroedinger'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.

360 Topics in Applied Physics. (2)

Topics covered will vary from 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)

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 junior year, and may retake the exam in the senior year.

5.1.39 Political Science

Department Chair: Gary Prevost

Faculty: Neal Allen, Claire Haeg, Scott Johnson, Philip Kronebusch, Matthew Lindstrom, Manju Parikh, Gary Prevost, James Read, 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 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 and a Senior Research Seminar.

An internship for 4 or more credits may satisfy no more than one 300-level course requirement.

Programs of study are developed in consultation with a faculty advisor.

Additional Requirements:

Comprehensive exam, senior year.

Minor (24 credits)

Required Courses: (total of six courses)

111, 121, 211.

One or more of the following: 221, 222, 223, 224.

Any two or more 300-level courses.

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. Every semester.

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. Alternate years, fall semester.

113 Election Outcomes and Policy Consequences. (1)

Examination of election outcomes from preceding fall semester and the policy outcomes likely to emerge as a result. Alternate year, spring semester.

114 Public Policy Analysis and Recommendation. (1)

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. Alternate years.

121 International Relations. (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. Every semester.

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. Fall and spring.

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.

Prerequisites: sophomore standing, 111 and 121, one of which may be taken the same semester as 221. Fall and spring.

222 Analysis of 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 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. Not available to first-year students. Every year.

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 of 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. Prerequisite: 221, equivalent, or consent of instructor. Alternate years.

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 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.

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. (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.

330 Environmental Politics and Policy. (4)

This course is an examination of the political discourse concerning environmental issues and institutional policy responses. It concentrates on the various stages of environmentalism as well as local to international public policies. Alternate years.

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. (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. Prerequisite: 111, or instructor's consent. Alternate years.

336 Subnational Politics. (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. Prerequisite: 111, or instructor's permission. Alternate years.

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. Every year.

338 Public Sector. (4)

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 Public Policy. (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 value and likelihood of such policy approaches. Alternate years.

340 Topics in Public Policy. (4)

In different semesters this course will address various aspects of public policy. Topics that may be covered include the relationship between political philosophy and public policy, issues of race and inequality, health care and education. 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. (4)

Analysis of revolutions as a political, economic and sociological phenomenon. Focuses on writing by both political actors and social scientists. Case studies include Iran, Nicaragua, South Africa, Ireland and the Black Power Movement in the United States. Alternate years.

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. Alternate years.

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. (4)

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.

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 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.

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 also 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. Offered in the Spain international education program.

360 Civil/Military Relations in Guatemala. (4)

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. Prerequisite: SPAN 312. Offered in the Guatemalan international education program.

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. Seniors only. Every year.

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 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.

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. Projects are understood to be part of a student's concentration area work. Not available to first-year students.

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.

5.1.40 Pre-Professional Programs

5.1.40.1 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 and 4 credits of mathematics. 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.

5.1.40.2 Engineering

Advisors: James Crumley (general), Richard White (chemical), James Schnepf (computer science)

Saint John's and Saint Benedict's offer students the preparation for entrance into the various fields of engineering. The following options are available:

1. 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 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 core curriculum credits and complete three full years in their major (as determined by each department) before transferring to the engineering school. When appropriate credits are transferred back from the engineering school, a degree will be granted. 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 and Washington University in St. Louis, Missouri. It also works well at other universities.)
2. Students may stay at Saint Benedict's or Saint John's for two years, earning liberal arts credits and science and math credits appropriate to 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.

Students may attend Saint Benedict's or Saint John's for four years and earn a bachelor's degree in one of the sciences or mathematics and then go to an engineering school (graduate or undergraduate) to earn an engineering degree.

3. It is also possible to transfer to an engineering school after one year at Saint Benedict's or Saint John's, but the colleges' liberal arts curriculum is not arranged to encourage this option.

5.1.40.3 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.

5.1.40.4 Law

Law Advisors: Ken Jones, John Hasselberg, Virginia Arthur, Gary Prevost, Jean Didier, and Neal Allen.

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.

Pre-law advisors are available on both campuses to assist students in choosing courses and in making application to law school.

5.1.40.5 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.

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.

5.1.40.6 Pharmacy

Advisor: Edward McIntee

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 course work requirements differ slightly, but the following list of courses is recommended based on the requirements of the College of Pharmacy, University of Minnesota: BIOL 121, 221, 307 or 212, 320 or 325 and 326; CHEM 123, 234, 235, 236. COMM 111; ECON 111; MATH 119; PHYS 105, 106, or 191, 200 and 211; PSYC 111 and SOCI 111. Note: MATH 120 and 239 are prerequisites for PHYS 200 and 211.

5.1.40.7 Physical Therapy

Advisor: Don Fischer

Saint Benedict's and Saint John's offer a pre-professional program in physical therapy. Students complete prerequisite course work outlined by the various approved schools of physical therapy. Upon completion of the pre-professional course work, the student is eligible to apply to colleges and universities offering a post graduate degree in physical therapy. Majors that students might pursue along with the pre-physical therapy requirements are: biology, natural science, liberal studies, psychology, nutrition science.

The following courses are identified by the University of Minnesota, Mayo School of Health Related Sciences, the College of St. Scholastica and the College of St. Catherine as part of their required prerequisites: BIOL 121, 221, 325 and 326; CHEM 123 and 234; MATH 124 or PSYC 221; PHYS 105, 106; PSYC 111. Additional courses are required and summer sessions maybe necessary to complete coursework in a four year plan.

Due to the specific prerequisite courses that each physical therapy school requires, students are advised to work closely with the faculty advisor to plan their pre-professional program. Students should meet with the campus advisor early in the fall semester of their first year.

5.1.40.8 Medicine

Advisors: Manuel Campos, David Huber, David Mitchell

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 321. 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.

5.1.40.9 Priesthood Studies

Chaplain/Director of Campus Ministry: Fr. Jerome Tupa, 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

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.

5.1.40.10 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 123, 234, 235; 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.

5.1.41 Psychology

Department Chair: Rodger Narloch

Faculty: Pamela Bacon, Laura Helfritz, Jan Holtz, Aubrey Immelman, Robert Kachelski, Michael Livingston, Rodger Narloch, Rebecca Pohlig, Stephen Stelzner, Linda Tennison, Richard Wielkiewicz
Psychology is a discipline defined by the scientific study of behavior. 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 men and women in our department by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research, teaching practica, 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/or 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.

Minor (20 credits)

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. 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. Permission of department chair required.

Consult department for applicability towards major requirements. 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 Learning Project. (1-4)

Supervised study including an empirical data-based research project. Permission of department chair and completion and/or concurrent registration of 12 credits within the department required. Consult department for applicability towards major requirements.

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.

304 Theories of Organizational Behavior. (4)

Study of work place behavior in a wide variety of organizations (e.g., industrial/profit making, governmental, human service, non-profit, etc.), using psychology and other social science disciplines to attempt to answer two major questions: 1) Why do people behave the way they do within organizations? and 2) How can we use this information to improve the effectiveness of the organization and lives of its members? Topics include: organizational culture, employee motivation, human resource policy, leadership, communication, decision making, worker 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)

This course will cover the broadest areas of academic and applied psychology viewed through the lens of gender. All topics will be explored with gender as the salient variable of analysis. The course will begin with the development of psychology as a science with inherent scientific gender biases. Major psychological principles and theories will be analyzed by gender in the areas of human development, physiological processes, social relationships, applied psychology in the workplace, mental health and illness issues, and psychotherapy. Prerequisite: 111. 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 Sports 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. Offered every year.

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, music and speech perception. Prerequisite: 111. Offered every year.

331 Cognitive Processes. (4)

The study of the higher mental processes. Special emphasis is given to perception, memory, attention, imagery, problem solving, decision making, and language. Prerequisite: 111. Offered every year.

340 Physiological Psychology. (4)

A survey of topics of psychology of the individual from the perspective of biopsychology. Topics will include behavior genetics, neuroanatomy, sensation and perception, learning and memory, drives, emotion, language and abnormal behavior. Prerequisite: 235. Offered every year.

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)

The study of how people think about, are influenced by, and behave in relation to others. The course considers theories and methods in social psychology, person perception, social influence, interpersonal attraction, personal relationships, behavior in groups, gender, helping behavior, aggression, and social psychological applications in areas such as health and the law. Prerequisite: 111. Offered every year.

360 Developmental Psychology. (4)

The study of age-related changes 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. Offered every year, typically each 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. 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 and second-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.

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 signature of chair.

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

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.

5.1.42 Social Science

Program Director: Ann Marie Biermaier OSB

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 or 366, 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.

5.1.43 Social Work

Social Work Program Director: Janelle Hinchley

Social Work Faculty: Janelle Hinchley, Kerby Plante, Rene Sespene-Hinz, Felicia Washington, John Yoakam

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.

Coursework upon acceptance to the major:

There are four sequences in the major. Students must complete all four.

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

During their first two years, pre-social work students enroll in core courses and prerequisite courses necessary for admission to the major. Students apply for admission to the social work major in the spring semester of their sophomore year. Interested students should contact the social work department or refer to the Social Work Student Handbook (available in social work faculty offices or on the social work web page) for admission materials.

Requirements for Admission to the Major:

1. Completion of all prerequisite coursework with a cumulative GPA of at least 2.75 prior to final acceptance into the social work program.
2. A two-page essay outlining life experiences which suggest understanding of and empathy for

one or more populations served by social workers. This should include two relevant volunteer or job-related experiences.

3. Completion of the program application form (available in the Social Work Student Handbook) and Application for Acceptance to a Major form (available from the registrar).
4. A recent transcript.

While completion of the above requirements allows students to apply to the social work program, it does not assure admission.

Satisfactory Progress:

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 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.

380 Gender Identity and Sexual Orientation. (4)

This course is a study of sexual orientation and 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.

5.1.44 Sociology

Sociology Department Chair: Jeffrey Kamakahi

Sociology Faculty: Richard Albares, Janet Hope, Jeffrey Kamakahi, James Makepeace, Sheila Nelson
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.

Sociologists work professionally as researchers, policy consultants, professors, technicians in private and governmental agencies and in personnel or industrial counseling. Individual courses in sociology help prepare students to work in a variety of fields such as public policy, social service, law, education, health, 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, 367, 396 and 16 additional credits in sociology.

Major in Sociology with a Concentration in Family Studies (48 credits)

Required Courses:

1. 111, 201, 204, 302, 329, 367, 396
2. Choose 3: 229, 250, 330, 351, 355
3. Choose 1: PSYC 360 or HIST 362
4. 1 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 significance of human physical evolution in relation to social behavior. The rise of culture and the development of specific cultural systems. The elements and dynamics of culture and cultural change. Normally taught Fall semester.

201 Social Statistics. (4)

Conceptualization, measurement and analysis of social scientific variables such as social class, alienation, self-concept. Descriptive statistics, hypothesis testing, normal distribution, bivariate correlation and regression, two group testing, ANOVA, MANOVA, nonparametrics, computerized analysis.

204 Contemporary Sociological Theory. (4)

Major 20th century American and European 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. Some of the classical and contemporary social problems/issues to be considered include: suicide, alienation and anomie, family violence, slavery and caste, terrorism, treatment of animals, globalization, world population, environmental degradation, and immigrant adjustment.

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 historical and cultural exploration of the socialization patterns, roles and social expectations, organizational, institutional, and aging experiences of women and men in American 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 of Western medicine, medical education, nursing and paramedical personnel, problems of medical practice, hospital organization, doctor-patient relationship, death and dying, and cross-cultural comparisons of illness and disease. Alternate years.

334 Deviant Behavior. (4)

Definition, causes and theories of deviant behavior in the framework of social norms and institutions. 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 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."

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 interaction, exchange 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. Alternate years.

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 the social order. Prerequisite: 111. Alternate years.

367 Advanced Topics in Sociology. (4)

Advanced seminar restricted to upper-division Sociology majors. 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: 111, 201, 204 plus 8 additional SOCI

credits, 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. In addition, the capstone prepares them for the transition to graduate school and/or explores the applicability of sociology in the workplace. Students will be expected to demonstrate mastery of core concepts, theoretical perspectives, and methods of the discipline. Emphasis placed on critical reading of scholarly journals and on student participation in sociological discourse. Topics determined by expertise of the faculty. Prerequisites: Senior standing, 111, 201, 204, 302.

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.

5.1.45 Saint John's School of Theology - Seminary

Dean: William Cahoy

Rector: Abbot John Klassen OSB

Director of Priesthood Students: William Skudlarek OSB

Associate Dean: Susan Wood SCL

Faculty: Charles Bobertz, Allan Bouley OSB, Kathleen Cahalan, William Cahoy, Martin Connell, Miguel Diaz, Luke Dysinger, Bernard Evans, Carolyn Finley, Daniel Finn, Mary Forman OSB, Kim Kasling, Patricia Kent, Dale Launderville OSB, Daniel McKanan, Irene Nowell OSB, Michael Patella OSB, Helen Rolfson OSF, Anthony Ruff OSB, Don Saliers, Kevin Seasoltz OSB, William Skudlarek OSB, Columba Stewart OSB, Axel Theimer, Susan Wood SCL

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, 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 tradition, educates men and women for ordained and lay ministry in the Church. 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 (3)

THY 406 History and Geography of the Early Christian World (3)
THY 580 Thesis (6)
THY 599 Comprehensive Examination (0)

Old Testament

SSOT 400 Reading the Old Testament (3)
SSOT 401 Biblical Hebrew (3)
SSOT 404 History of Israel (2)
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 (3)
SSNT 404 Biblical Theology (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 Ordained and Lay 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 Special Topics in Moral Theology (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)
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: Theory and Practice (1)
LMUS 411 Gregorian Chant II: Advanced Interpretation Seminar (1)
LMUS 420 History of Catholic Church Music (1)
LMUS 421 Psalmody/Hymnody (3)
LMUS 425 Liturgical Music Composition (1-3)
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)
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 415 Celibacy and Sexuality (3)
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 Ordained Ministry (3)
 PTHM 415 Celibacy and Sexuality (3)
 PTHM 416 Specialized Counseling Skills (1-3)
 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 430 Liturgical Fundamentals and Voice (1-3)
 PTHM 441 Liturgy and the Arts (3)
 PTHM 442 Workshops in Liturgical Celebration (1-3)
 PTHM 443 Workshops in Liturgy (1-3)
 PTHM 444 Workshops in Evangelization and Catechesis (1-3)
 PTHM 445 Workshops in Spiritual Direction (1-3)
 PTHM 450 Church Leadership and Administration (3)
 PTHM 455 Congregational Ministry (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 469 Topics in Canon Law (1-3)
 PTHM 470 Independent Study (1-3)

Course Descriptions

Interdisciplinary and General Areas

THY 402 Introduction to the Christian Tradition. (3)

An introductory survey of theology employing representative texts from major theological figures (e.g. Augustine, Luther) that address major theological questions (e.g. nature and grace, faith and works). Figures and issues selected from various historical periods.

THY 406 History and Geography of 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 as well as other early Christian and monastic sites. Exploration of how one historical age influences another and the importance that art and archaeology play in theology and religion.

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 Hebrew. (3)

The elements of Biblical Hebrew: alphabet, number and construct, state of nouns, conjugation of verbs, syntax. Reading comprehension of selected biblical texts.

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.

SSOT 412 Prophetic Tradition. (3)

Phenomenon of prophecy, introductory problems relating to the composition and literary genre of selected Old Testament prophetic books. Exegetical treatment of significant units.

SSOT 414 Wisdom Tradition. (3)

Introduction to the wisdom material of the Old Testament (especially Proverbs, Job, Qoheleth, Sirach and Wisdom) with special attention given to exegesis of representative and difficult passages.

SSOT 416 Psalms. (1-3)

Literary genres, cultic use and theological content of the Psalms. Exegesis of selected Psalms. May be repeated when specific content varies.

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. (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 404 Biblical Theology. (3)

A study of the content and basic theologies of the Gospels and Letters with a sustained emphasis upon the Old Testament background for these New Testament writings.

SSNT 417 Gospel of Matthew. (3)

An exegetical study of the first Gospel, using the methods of form and redaction criticism to determine the controlling interests and perspectives of this literary version of the Jesus-tradition.

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)

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. In dealing with hermeneutical questions and text formation, demonstrates how the different emphases inherent in these four books interrelate to form 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 Gospel of John 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)

An investigation of the historical development and the systematic import of the doctrine of the Trinity. Faith and revelation examined from the viewpoint of the Christian confession of God as Father, Son and Holy Spirit.

DOCT 408 Ecclesiology. (3)

Nature and structure of the Roman Catholic Church, apostolic origins, Church as communion and sacrament, magisterium and authority, local and universal Church, evangelization, ecumenism, ministry and mission.

DOCT 411 Christian Anthropology. (3)

An investigation of the Christian doctrine of the person: creation and fall, sin and grace, justification and sanctification, eschatological fulfillment.

DOCT 413 Ordained and Lay Ministry. (3)

A study of 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)

Study of the foundations of the Christian moral life, including freedom and moral agency, moral norms and moral reasoning, the place of scripture, tradition and authority in 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 Special Topics in Moral Theology. (3)

Examination of the application of fundamental moral theology to particular issues of Christian morality: life/death, sexuality, biomedical issues, truth telling, Church/state issues.

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)

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 creating 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 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)

This section of the History of Spirituality treats of the Middle Ages, especially from the end of the seventh century through the end of the fourteenth century. 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.

HHTH 428 History of Christian Spirituality III. (3)

The development of Christian spirituality from the Protestant and Catholic Reformations to the present. 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 Christian liturgical history with regard to both Eastern and Western rites, from antiquity to the present. Fundamental liturgical sources. Basic introduction to the methodology and auxiliary sciences of liturgy.

LTGY 404 Rites of Christian Initiation. (3)

Historical development and theology in the East and West of the catechumenate and the rites of baptism, confirmation, 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 in both the East and West. Doctrinal perspectives. An evaluation of contemporary reformed rites, particularly the new Roman Missal. Current ecumenical dialogue and 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)

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 dynamics of time, story and history in the liturgical shaping of time. Theology of Sunday, festivals and seasons reflected in the evolution of the liturgical year and in the liturgical books and calendars of the churches today. Liturgical time and the rhythms of modern life.

LTGY 423 Liturgy of the Hours. (2-3)

The cathedral and monastic traditions of the Liturgy of the Hours historically and theologically considered. An analysis of their respective origins and evolution in the patristic and medieval periods. Study of the reformed Roman Liturgy of the Hours and of daily prayer in other churches.

LTGY 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 DOCT 424.

LTGY 467 Topics in Jewish Worship. (1-3)

LTGY 468 Topics in Liturgical Studies. (1-3)

LTGY 470 Independent Study. (1-3)

For practica and workshops, as well as other courses closely related to Liturgical Studies please see Liturgical Music offerings and:

MONS 421 Monastic Liturgy. (3)

PTHM 425 Pastoral Liturgy I. (3)

PTHM 427 Pastoral Liturgy II. (3)
PTHM 430 Liturgical Fundamentals and Voice. (3)
PTHM 441 Liturgy and the Arts. (3)
PTHM 442 Workshops in Liturgical Celebration. (1)
PTHM 443 Workshops in Liturgy. (1)
PTHM 457 Sacramental Catechesis. (1)

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 will be stressed. 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: Theory and Practice. (1)

Introduction to Gregorian chant: historical development, notation, rhythm, modality, Latin pronunciation, editions and resources, use in the modern liturgy. Ability to read 5-line notation and some knowledge of the basics of music theory is expected.

LMUS 411 Gregorian Chant II: Advanced Interpretation Seminar. (1)

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 420 History of Catholic Church Music. (1)

Historical development of musical forms and practices and changing understandings of the role of music in ritual from the early Church to the present, including the impact of the modern liturgical movement and official reforms upon musical practice.

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 425 Liturgical Music Composition. (1-3)

Group lecture/discussion in master class format, along with regular individual lessons with the instructor; performance of original works.

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 corporate accompaniment (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 liturgies under supervision of the advisor and other faculty 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

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 origins of the Liturgy of the Hours and its development in the monastic tradition. Contemporary forms of the monastic office. The Liturgical Codes of The Rules of the Master and Benedict. Eucharistic and communion rites in monastic settings. History and theology of liturgies of profession, consecration of virgins, abbatial succession, reconciliation, illness, death and burial, and other selected community rituals.

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 Christian monastic tradition from the perspective of monastic classics. Cross-listed with SPIR 434.

MONS 435 Christian Asceticism. (3)

Christian asceticism is centered upon a discernment of motivations, influences, and goals conducted within a relationship of spiritual accompaniment by an experienced guide. The psychological and spiritual insights of many early Christian writers, especially monastic ones, are a valuable but rarely used resource for spiritual directors, pastors, counselors, and persons seeking spiritual guidance. This course will be a study of Classical, early Christian and relevant later texts which bear on issues of spiritual growth and pastoral guidance. 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 415 Celibacy and Sexuality. (3)

An examination of the understanding of sexuality and celibacy in the Christian tradition and in literature and art and of the spiritual dimensions of sexuality and celibacy through prayer and spiritual and personal development. Cross-listed with PTHM 415.

SPIR 424 History of Christian Spirituality I. (3)

An exploration of the 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)

This section of the History of Spirituality treats of the Middle Ages, especially from the end of the seventh century through the end of the fourteenth century. 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. 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)

A discussion 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 studied, 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.

SPIR 434 Monastic Spiritual Theology. (3)

The Christian monastic tradition from the perspective of monastic classics. Cross-listed with MONS 434.

SPIR 435 Christian Asceticism. (3)

Christian asceticism is centered upon a discernment of motivations, influences, and goals conducted within a relationship of spiritual accompaniment by an experienced guide. The psychological and spiritual insights of many early Christian writers, especially monastic ones, are a valuable but rarely used resource for spiritual directors, pastors, counselors, and persons seeking spiritual guidance. This course will be a study of Classical, early Christian and relevant later texts which bear on issues of spiritual growth and pastoral guidance. 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)

Pastoral Theology and Ministry

PTHM 401 Evangelization and Catechesis. (3)

Contemporary theology and the principles of evangelization and catechesis; understandings of human and faith development; various models and methods of parish catechesis.

PTHM 402 Youth Ministry. (3)

The vision and practice of youth ministry and assessing the implications of youth culture and developmental theory on ministry with adolescents. A variety of youth ministry curricular models and methods will be explored.

PTHM 405 Introduction to Pastoral Ministry (3)

Fundamental concepts in the theology of ministry, including historical and contemporary theologies of ordained and lay ministry. Students will explore basic methods in the practice and study of ministry in relationship to the five areas of ministry: teaching, preaching, pastoral care, administration, and worship.

PTHM 408 Introduction to Pastoral Care. (3)

Basic theological approaches to the "care of souls," theories of pastoral care that incorporate the social sciences, and the theologies of suffering, grief, loss and death. The course will help students develop skills in interpersonal dynamics of listening, empathy, systems assessment, professional judgment, and prayer and liturgical response in relationship to pastoral care of persons and communities.

PTHM 411 Leadership in the Christian Community. (3)

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)

Clinical pastoral education at an accredited center. Theology of pastoral care that includes Christian understanding of sin, suffering, loss, and death as well as developing skills of pastoral care, appropriate sacramental ministry, and spiritual guidance for persons, families, and communities.

PTHM 413 Ordained and Lay Ministry. (3)

A study of the biblical foundations, historical development, systematic theology, spirituality, and canonical structures of ordained and lay ministry in the Church. Cross-listed with DOCT 413.

PTHM 415 Celibacy and Sexuality. (2)

An examination of the understanding of sexuality and celibacy in the Christian tradition and in literature and art and of the spiritual dimensions of sexuality and celibacy through prayer and spiritual and personal development. Cross-listed with SPIR 415.

PTHM 416 Specialized Counseling Skills. (1-3)

Courses designed to help pastoral ministers further develop basic counseling skills in specialized contexts. Prerequisite: PTHM 408.

A—Marriage and Family Counseling.

B—Counseling the Chemically Dependent.

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)

Development of skills in guiding others to recognize, identify, and articulate their relationship with God through the primary dimensions of a spiritual direction relationship: the life of faith, religious experience, spirituality, discernment, and prayer. Various models of spiritual direction and the purpose and dynamics of peer and individual supervision.

PTHM 419 Advanced Spiritual Direction. (1-3)

PTHM 420 Introduction to Ecclesiastical Law. (3)

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)

Specialize training in modern tribunal and administrative determinations of civilly dissolved marriages. Examination of modern annulment grounds and in-service training with the Tribunal of the Diocese of Saint Cloud.

PTHM 425 Pastoral Liturgy I. (3)

History, theology and pastoral use of the liturgical year and calendar. The Order of Mass and parish Sunday worship without a priest. The development and theology of Christian Initiation and the modern Rite of Christian Initiation of Adults and the Rite for the Baptism of infants and the Rite of Confirmation. Practica with videotaping for the development of ministerial skills, especially liturgical presidency.

PTHM 427 Pastoral Liturgy II. (3)

History, theology and pastoral celebration of the rites of Christian Marriage, Reconciliation (communal and individual), Anointing of the Sick and Christian funerals. The Liturgy of the Hours in parishes. Practica as in Pastoral Liturgy I.

PTHM 430 Liturgical Fundamentals and Voice. (1-3)

The introductory documents and arrangement of the Roman liturgical year, calendar, lectionary, missal and the Liturgy of the Hours. Other basic liturgical documents. Skills for the liturgical reading of scripture and introduction to public speaking. Basic techniques of singing, breathing and diction.

PTHM 441 Liturgy and the Arts. (3)

The arts in relation to the present Roman liturgy. Theological dimensions. Ecclesiastical directives on the liturgical use of the arts.

PTHM 442 Workshops in Liturgical Celebration. (1-3)

PTHM 443 Workshops in Liturgy. (1-3)

PTHM 444 Workshops in Evangelization and Catechesis. (1-3)

PTHM 445 Workshops in Spiritual Direction. (1-3)

PTHM 450 Church Leadership and Administration. (3)

Parish Governance structures, human resources, financial systems, facility management, office services, technology management, and conflict management. Contemporary theories of leadership as applied to church ministry.

PTHM 455 Congregational Ministry. (3)

The history of the development of the Catholic parish in the U.S. and theologies of the local church and parish. Skill development in theological and social interpretation of congregations as well as identifying and assessing resources of parish ministry.

PTHM 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 MORL 456.

PTHM 457 Sacramental Catechesis. (1)

Methods in catechesis for baptism, eucharist, reconciliation, marriage and the RCIA. Curriculum planning and assessment skills for sacramental catechesis programs in parish settings.

PTHM 458 Social Ministry. (3)

How ministers and local parishes implement and support social outreach programs, which include direct service ministries such as homeless shelters, prison ministry, food pantries, as well as social justice initiatives that address systemic change in social, political and economic areas like housing, poverty, employment, public education and health care. Students will understand how the Catholic social teaching traditions supports and informs 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 supervised experience requires the students to integrate theological knowledge with ministerial practice and to develop professional skills by participating in theological reflection sessions. May earn up to 6 credits.

PTHM 461 Social Ministry Placement. (3)

Experience the interaction between church and society and become familiar with ways in which local parishes and dioceses might engage in social ministries. This placement will help students appreciate the need for social ministry, as well as its nature, function, and scope within the Church's larger ministry.

PTHM 462 Internship. (1-6)

A supervised ministry experience in an appropriate setting.

PTHM 465 Synthesis Seminar. (3)

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. Students will develop goals for ongoing theological education and spiritual formation.

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)

5.1.46 Theater

Department Chair: Willene Mangham

Faculty: Leigh Dillard, Mark Hennigs, Adam Houghton, Kaarin Johnston, Willene Mangham

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 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 and 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 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 is 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: alumni/ae surveys at five year intervals, interviews of sophomores upon application to the major with follow-up interviews in their senior year, producing portfolios of student work in the department, student focus groups, and adjudication of departmental theatrical productions by external consultants.

Major (40 credits)

Required courses:

All theater majors take a common sequence of 36 credits to include 8 credits in technical theater, 113 and 213; 8 credits in acting, 117, 217; 8 credits in costume chosen from 253 and any other 4-credit costume course (321 or 353); 4 credits in theater history, 337 or 338; and 8 credits in dramatic literature, 327 and 368. Additional credits to complete the theater major will be selected with a department advisor.

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 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 Technical Production I. (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 I. (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.

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.

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 Symposium.

213 Technical Production II. (4)

A continuation of 113 pursuing an understanding of the standard practice in stage lighting and sound, culminating in the study of lighting and sound design. Spring. Prerequisite: THEA 113.

217 Acting II. (4)

Continuation of 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: 117.

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.

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.

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.

321 Costume History. (4)

A study of historic costumes from the primitive through the present through the use of great works of art from each period. Alternate years. Prerequisite: 253 or instructor's consent.

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: 113, 117, 217 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. Prerequisite: 253 or instructor's consent. 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. Prerequisite: THEA 113. Alternate years.

337 History of Theater to 18th Century. (4)

Survey of theatrical activity in the West: 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. Fall.

338 History of Theater 18th Century to the Present. (4)

A continuation of 337 from 18th century to the present. Prerequisite: Junior/Senior status. Alternate years. Spring.

353 Theater Materials and Techniques. (4)

Advanced work in costume and set materials which are useful to the theater practitioner. Materials such as plastics, fiber glass, foams and fabrics will be investigated. Prerequisites: 113, 213, 253.

Alternate years.

368 Modern Drama Seminar. (4)

Analysis and interpretation of English, Continental and American drama from Ibsen to the present.

Prerequisite: Junior/Senior status. 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.

385 Topics in Theater (4)

Study of a major theater topic in design and technology, aspects of performance, dramatic literature or theory. Prerequisites: Vary according to the particular offering. Upper-class standing. Offered irregularly.

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, 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 (240-340)

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 technical theater 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.

5.1.47 Theology

Department Chair: Dale Launderville OSB

Department Faculty: Jon Armajani, Charles Bobertz, Martin Connell, Kathryn Lilla Cox, Barry Cytron, Kari-Shane Davis Zimmerman, Marian Diaz, Miguel Diaz, Bernard Evans, Daniel Finn, Mary Forman OSB, Juliann Heller, Noreen Herzfeld, Ephrem Hollermann OSB, Jeffrey Kaster, Patricia Kennedy OSB, Dale Launderville OSB, Anna Mercedes, John Merkle, Christian Morris OSB, Michael Patella OSB, Mary Reuter OSB, Helen Rolfson OSF, 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. 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 (40 credits)

- Philosophy for Theology (200)
- Thinking Theologically (201)
- Engaging Scripture (202)
- Moral Theology (390)

Twelve credits (three sections) of Advanced Seminar in Theology (395)

- (with permission, students may substitute THEO 380, THEO 381, or a course at the School of Theology for one of the seminars)
- One course from the following: Ancient Philosophy (PHIL 331), Medieval Philosophy (PHIL 333), Modern Philosophy (PHIL 334), Metaphysics (PHIL 354)
- Eight credits of upper division theology electives

Major with a Concentration in Pastoral Ministry (54-64 credits)

- Philosophy for Theology (200)
- Thinking Theologically (201)
- Engaging Scripture (202)
- Pastoral Ministry (380)

- Diversity in Christian Community (346)
- Moral Theology (390)
- Eight credits (two sections) of Advanced Seminar in Theology (395)
- One course from the following: Ancient Philosophy (PHIL 331), Medieval Philosophy (PHIL 333), Modern Philosophy (PHIL 334), Metaphysics (PHIL 354)
- One course from the following: Group Dynamics (PSYC 390) or Group Communication (COMM 265)
- Four credits of pastoral ministry electives (THEO 381, 382, 383, 384, 385, 389)
- 10-16 credits of Internship (397)

Major with a Minor in Secondary Education (76 credits)

- Philosophy for Theology (200)
- Thinking Theologically (201)
- Engaging Scripture (202)
- Moral Theology (390)
- Eight credits (two sections) of Advanced Seminar in Theology (395)
- One course from the following: Ancient Philosophy (PHIL 331), Medieval Philosophy (PHIL 333), Modern Philosophy (PHIL 334), Metaphysics (PHIL 354)
- Four credits of upper division theology electives
- Education courses required for secondary education minor (44 credits)

Minor (20 credits)

- Thinking Theologically (201)
- Engaging Scripture (202)
- One course from the following: Moral Theology (390) or Advanced Seminar in Theology (395)
- Eight credits of upper division theology electives

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)

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 include 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 course 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 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.

315 American Catholic History and Thought. (4)

This course is a historical-theological survey of American Catholicism from pre-colonial times to the

present, with attention to the origins, personalities, struggles, and possibilities of the American Catholic Experience. The analytical thrust of the course focuses on the Catholic community's ability to engage the great religious/theological questions of the last three centuries, as well as its potential to address the critical issues of a new century and a new millennium.

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)

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.

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.

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.

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 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.

6 General Information

6.1 Campus Services

6.1.1 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, 1,100 active paper periodical subscriptions, over 20,000 electronic periodical titles, 15,000 electronic books, and 120,052 microforms. The libraries' online catalog, MnPALS allows students to search the collections of both facilities, as well as 125 other libraries in Minnesota and many libraries in both North and South Dakota. In addition, through the MnLINK Gateway patrons have access to the University of Minnesota, its coordinate campuses, and most public library systems in the state.

Twelve librarians, twenty 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. Interlibrary loan provides physical access to collections of the University of Minnesota, other Minnesota libraries (MINITEX), as well as libraries in the Upper Midwest. 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 on campus whether in their dorm room, office or one of the well-equipped public access computing areas on both campuses. Wireless network access is available at both libraries.

Clemens Library at the College of Saint Benedict provides study spaces for 500 students, as well as a computer lab with 59 computers available plus an 18-workstation computer classroom and 6 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 nursing, education, juvenile books, 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 500. The library also includes a rare book room, two audio-visual auditoriums with seating capacities of 148 and 62, a small group study room with Internet access and controlled access to the Hill Museum & Manuscript Library which is included in the library building. In addition to its core collection, Alcuin Library includes many specialized and scholarly works, especially in the areas of theology and history. Alcuin Library is also a partial Federal Depository Library for Government Documents and a Defense Mapping Agency Depository Library.

6.1.2 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, printing, support, 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 hall lounges.

Students are not required to own a computer. There are over 500 workstations dedicated for student use, many are available 24-hours-a-day. Laser printers are available in every access area and residence hall cluster.

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.

6.1.3 Academic Advising

Academic advising is a developmental process of decision-making through which a student explores and seeks information from professionals in the campus community. This process enables students to discern personal and career goals and to make appropriate decisions about participation in academic programs and the fulfillment of degree requirements.

The advising program is directed through the Academic Advising Offices on each campus. These offices coordinate advising activities and provide direction and assistance to both faculty and students who have advising concerns. They oversee academic probation and monitor the performance of the general student body and specific groups of students identified to be at risk academically. The advising offices also oversee and coordinate assistance for students with disabilities and other students who may require special academic accommodations.

Though a student may at times need to consult with a variety of individuals, each student is required to have one primary advisor--who is a member of the faculty. The function of this association is to support and challenge the student in career and educational decisions. During the registration for each semester, students are required to consult with their faculty advisor and to obtain their Personal ID Number (PIN) before entering online registration requests.

The First-Year Seminar or Honors professor is the official academic advisor for first-year students. Toward the end of this first year, each student is expected to select a new advisor. This advisor is most often a faculty member in the student's chosen academic major. However, if at this time the student has not yet decided on a major, the student may select any faculty member who agrees to accept the advising role. In the spring semester of the sophomore year, a student must apply to a department for acceptance into a major. From this time on, the student's advisor should be a member of that department. Students should contact the Academic Advising Office on their campus whenever they wish to select a new advisor.

Valuable advising is also available to students living on campus through the assistance of the residential staff, specifically residence directors at Saint Benedict's and faculty residents at Saint

John's.

6.1.4 Counseling Services

The counseling staffs at CSB Counseling and Health Education and SJU Personal and Professional Development Center 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.

6.1.5 Peer Resource Program at Saint John's

The Peer Resource Program (PRP), a direct extension of the Saint John's University Personal and Professional Development Center, operates as a resource for students at both SJU and CSB. PRPs possess a knowledge of resources both on campus and in the surrounding community; design, facilitate and evaluate student development programs; operate as a liaison between the professional staff and student body; and refer individuals to appropriate sites for assistance. As members of the program, PRPs receive continuous training in facilitation, listening, leadership, communication and group dynamics.

By integrating elements such as risk-taking, trust, awareness, wellness and self-growth into both formal and non-traditional settings, the Peer Resource Program helps new student groups, challenges and aids in the development of existing groups and encourages individual growth. Examples of programs include retreats, urban plunges, small targeted on-campus programs, backpacking trips, cultural plunges and rock climbing. In addition, the PRPs are trained to facilitate the SJU Leadership Challenge Course which provides groups with an opportunity to examine themselves in terms of leadership, teamwork, problem solving and communication.

6.1.6 Advocates for Sexual Consent

Advocates for Sexual Consent is a student-facilitated organization committed to preventing sexual violence through promoting clear communication in sexual relationships. ASC programs focus on raising awareness of sexual violence, facilitating discussions of sexual violence, facilitating discussion of sexual communication and gender issues, and challenging societal attitudes that make sexual assault more likely. ASC conducts information campaigns, facilitates classroom workshops, and promotes campus-wide events. ASC is supervised by Counseling Services staff.

6.1.7 Health Advocate Program at the College of Saint Benedict

The Health Advocate Program is a peer-education group which promotes holistic health and wellness. Health Advocates are students who have made the commitment to be involved with programs that can identify the needs of students, as well as those that promote health and wellness. These paraprofessionals assist in distribution of current health information, delivery of health presentations, coordination of the Campus Wellness Fest, and sponsorship of LollaNoBooza. The Health Advocates' expertise is utilized frequently for residence hall and classroom health presentations. The HA's are advised by CSB Counseling and Health Education staff.

6.1.8 Health Initiative at Saint John's University

The Saint John's Health Initiative is a multi-strategy, proactive, peer-based health promotion effort directed toward issues that affect the health and well-being of college-aged men presently and behaviors that could influence their health in the future. These paraprofessionals focus on men's health concerns, and work to empower men to care for themselves and others. The HI's are advised by SJU Personal and Professional Development Staff.

6.1.9 Career Services

As liberal arts colleges, Saint Benedict's and Saint John's emphasize developing flexible, well-rounded individuals with a broad range of skills. Our graduates gain employment in a wide range of organizations, attend graduate school, and volunteer full-time. The mission of Career Services is to assist students in translating their liberal arts education into future opportunities for work, graduate school, and service, as well as acquiring skills necessary to make life-long career decisions.

Our career development model emphasizes intentional and active engagement by students throughout their college careers. The model consists of: 1) Exploring Self – examining one's values, strengths, interests, and abilities; 2) Exploring Majors and Careers – learning about major and career possibilities that fit one's values, strengths, interests, and abilities; 3) Gaining Experience – integrating an honest awareness of self with career possibilities and then testing through a range of experiences (e.g., internships, jobs, undergraduate research, volunteer work, clinicals, practicums); 4) Planning for After Graduation – striving for graduate school, engaging in service opportunities or pursuing employment.

The career staff helps students in their movement toward academic and career planning beginning their first year. Individual appointments with a career counselor are available to discuss major and career issues and goals, career tools (e.g., resumes, interviewing skills), and strategies and resources. These sessions may also include the use of self-assessment inventories focused on personal interests, skills, and values.

Career programs and workshops, covering all facets of our career development model (e.g., Choosing a Major, Fall Initiative) introduce new students to the career staff and resources. Applying to Graduate School, Finding an Internship, Interviewing, are offered throughout the academic year. The Career Resource Centers and career website (www.csbsju.edu/career/) contain information about majors and careers, graduate school, volunteerism, organizations seeking interns, summer workers, and full-time employees, and the development of career tools (e.g., resumes, letters, interviewing skills, networking, portfolios). The Career Designs newsletter and Planning Guide (academic and career) are just two publications that describe our career development process and list opportunities related to major and career-decision making.

The career offices work extensively with our alumnae/alumni. The Career Exploration Series brings alums to campus to discuss their career experiences and fields. Other programs (e.g., Mentor for a Day, Major Mixer) connect students to alums either on or off campus. The Career Networking (CANE) files and e-mentoring program connect students to alumnae/i who have volunteered to help students with their career-related questions.

Programs are offered through Career Services and the Internship Office to assist students in gaining experience. The Summer Internship Program (includes on-campus interviewing for interns), Minnesota Private College Internship Fair, and Summer Jobs and Internship Fair are just a few examples of programs to help students test-out their academic experience.

A full range of services are provided by the career offices to assist students as they intentionally prepare for the transition from college. Opportunities include: 1) Individual appointments with a career counselor to discuss career goals and searches; 2) Career seminars focused on seeking employment, applying to graduate school, and volunteer opportunities; 3) On-Campus Interviewing; 4) Job Fairs including Minnesota's Private Colleges Job Fair, the Minnesota Education Job Fair, and The Tri-

College Job Fair; 5)graduate school fairs; 6)Volunteer (after graduation) Fair; and 7)E-link, our on-line career tool.

6.1.10 The Writing Centers

The Writing Centers (www.csbsju.edu/writingcenters) 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, faculty, students with learning disabilities, students for whom English is a second language, first-year writers, writers in any major, and graduate students. 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), (3) managing conventions of standard written English (correcting sentence structures, grammatical forms).

In addition to the one-to-one tutoring service, the Writing Centers also offer group instruction on particular writing topics, small group workshops for writers working on the same assignment, and a quick question-and-answer email hotline. Writers can make an appointment online (on the Writing Centers' homepage) or telephone; walk-in appointments are welcome if a tutor is available.

6.1.11 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 attain the level necessary to pass the exam and be eligible to enroll in a mathematics course.

6.1.12 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.

6.1.13 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.

6.1.14 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.

6.1.15 Health Services

Health Education at Saint Benedict's

The Health Education program, part of the CSB Counseling and Health Education department, emphasizes health promotion and wellness. Health education and promotion professional staff and the Health Advocates peer staff assist students in becoming knowledgeable about health issues. The philosophy of Health Education is that as students increase their knowledge regarding their health they are empowered to make informed choices. Health Education staff provide individual and group consultations regarding health concerns, and provide health education programs and presentations in a variety of settings. The staff often collaborate with health care professionals regarding health concerns, and provide referrals for health care when this is needed.

Health Promotion at Saint John's University

The Health Promotion program is part of the SJU Personal and Professional Development Center. The goals of this program are to increase students' and employees' levels of understanding of men's health issues, and to create a campus that promotes and encourages healthy behaviors and a balanced life. Health promotion staff provide a wide range of health promotion programs in a variety of settings.

Saint John's Health Center

Saint John's Abbey conducts a fee for service Health Center that includes a family physician, physician assistant, two registered nurses, physical therapist, and pharmacist. The Health Center is located in the south wing of the Quadrangle in St. Raphael Hall. Health Center hours are 9 a.m. to 5 p.m. Monday through Friday except for holidays. Appointments with the physician, physician assistant, and physical therapist should be made in advance whenever possible. Referrals are made to psychologists when appropriate. Calling 911 on campus activates a first response team for after hours and weekend emergencies.

New students are required to have immunizations for measles, mumps, rubella, tetanus and diphtheria. Students who are not graduates of a Minnesota high school will need to show proof of immunizations. International students and American expatriates will be required to have a TB test within one month of enrollment. The Health Center is a CDC designated yellow fever immunization site and travel clinic. Health Center services at SJU are also extended to the CSB community.

New students are required to complete a health history and have a current (within one year) physician exam filed with the university prior to beginning their studies. If a student is not covered under his personal or family insurance, he may wish to enroll in the group insurance offered to students. For further information and enrollment, contact the Health Center. A fee schedule for Health Center services is available on request.

6.2 Student Life

6.2.1 Residential Programs

As liberal arts colleges, Saint Benedict's 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 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. Residence 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 Residence Agreement and the Saint Benedict's Every Woman's Guide or Saint John's J-Book.

6.2.2 International Student Resources

Students from countries throughout the world are welcomed at Saint Benedict's and Saint John's.

Currently there are about 130 students enrolled from about 35 countries. Efforts are made to integrate 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, student academic mentors, international student consultants, and the International Student Program office. The International Student Program office advises students on F-1 immigration issues and also does personal and cultural student advising.

6.2.3 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.

6.2.4 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

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.

Students can fulfill the academic requirements for a Minnesota coaching certificate through the physical education department.

6.2.5 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.

6.2.6 Student Activities and Leadership Development

Clubs and organizations

There are abundant opportunities for student involvement 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.

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.

6.3 Admission

6.3.1 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.

6.3.2 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.

6.3.3 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 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

1. 319-337-1270

For SAT:

College Board SAT Program

PO Box 6200

Princeton, NJ 08541-6200

2. 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.

6.3.4 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.

6.3.5 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.

6.3.6 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).

6.3.7 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, Collegetown, 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 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.

6.3.8 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.

6.3.9 International Application and Financial Aid Deadlines

Preferred Application Deadlines

Fall semester (August-December): April 1

Spring semester (January-May): November 15

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).

6.3.10 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. A transfer student evaluation 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

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

6.3.11 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. 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.

6.3.12 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

6.4 Financial Information

6.4.1 Financial Information

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 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 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 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.

6.4.2 Saint Benedict's Policies

Returning Students

All returning Saint Benedict's students are required to make an advance payment prior to pre-registration for the fall semester. All returning students who require college housing must make an additional deposit for housing. The registration deposit is non-refundable after the due date and the prepaid housing deposit will be refundable according to the guidelines listed in the Resident Agreement.

Room Rentals

As a residential college, all first and second year students are 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 in the order in which the advance enrollment deposits. 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.

Specific rental information 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 school year. Additional information is available through the Student Accounts Office.

6.4.3 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 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.

6.5 Financial Aid

6.5.1 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.

6.5.2 College of Saint Benedict/Saint John's University Scholarships

Regents'/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 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. Regents'/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 3.60-4.0 and ACT composite scores of 24-29. 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 3.30-3.60 and ACT composite scores of 21-24. 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.

Diversity Leadership Scholarships

These scholarships are awarded to first-year and transfer students who demonstrate leadership and service in the area of cultural diversity. Eligible applicants must submit an essay describing their leadership and service in the area of cultural diversity. Awards are renewed for a maximum of three additional years with satisfactory academic progress.

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 requirement.

Intercultural Leadership, Education and Development Fellowship

The Fellowship is awarded to first-year, first-generation students from diverse urban high schools who 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 a portion of the room and board expense.

6.5.3 Saint John's University Programs

Regents' 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 of 30 on the ACT exam or 1320 on the SAT. Scholarships are awarded based on demonstrated academic, leadership and service achievements and a faculty interview. Regents' 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 have the ability to become academic leaders at SJU. Eligible applicants must have a minimum high school or college grade point average of 3.60. 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 have the ability to become academic leaders at SJU. Eligible applicants must have a minimum high school or college grade point average of 3.35. 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](#).

Diversity Leadership Scholarships

These scholarships are awarded to first-year and transfer students who demonstrate leadership and service in the area of cultural diversity. Eligible applicants must submit an essay describing their leadership and service in the area of cultural diversity. Awards are renewed for a maximum of three additional years with satisfactory academic progress.

Eagle Scout Awards

This scholarship is offered to young men who have earned the Eagle Scout Award. The scholarship is for one year only.

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.

Siehl Scholarships

This scholarship is available to Saint John's students after successful completion of their first year. The top students in the class are invited by the dean of the college to apply for the Siehl Scholarship.

Morton Katz Scholarships

These scholarships are awarded to American students of color who would not be able to attend Saint John's without financial assistance. The amount of the scholarship is based on the student's need for financial assistance, demonstrated academic, leadership and service achievements. Scholarships are renewable for a maximum of three additional years provided the student maintains satisfactory academic progress.

Merrill Lynch Scholarships

These awards are available to Saint John's first-year students who have demonstrated leadership skills; scores on the ACT, SAT or PSAT are also considered. Scholarships are renewable for a maximum of three additional years with satisfactory academic progress.

6.5.4 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 there is continued financial need (as demonstrated by an annual application) and satisfactory academic progress is maintained. (Academic progress is defined under "[Academic Probation](#)".)

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.

6.5.5 Types of Financial Aid

CSB and SJU Grants

Each college offers grants to qualified students. Eligibility for these funds is based on documented financial need.

Minnesota Grant Program

This program is available to all Minnesota residents with eligibility based on financial need as defined by the state. The state requires students to enroll for 15 credits per semester to be considered full time.

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 provided to U.S. citizens and certain categories of noncitizens with exceptional financial need who show academic promise.

Federal ACG Grant (Academic Competitiveness Grant)

This federal grant is available to Pell Grant recipients who have completed a rigorous course of study (defined by the federal government) during high school. First year students who meet these criteria are eligible for the grant; second year students are eligible provided they have a 3.0 college GPA after completion of their first year.

Federal SMART Grant (Science and Mathematics Access to Retain Talent Grant)

This federal grant is available to Pell Grant recipients in their third and fourth years of study who are majoring in specific government defined areas of math or science. Majors covered under this program at CSB and SJU include: computer science, pre-engineering, biology, biochemistry, mathematics, chemistry, physics, applied physics and natural science. Students must maintain a 3.0 GPA to retain this grant.

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; that is, documented financial need and satisfactory academic standing. Students normally work five to 10 hours per week and generally earn from \$1,250 to \$2,600 a year.

Wages for student employment are paid from federal work-study, institutional or state of Minnesota funds. Students may use their earnings to pay for tuition, room and board costs or for personal expenses.

6.5.6 Loans

Federal Perkins Loan

Long-term, low-interest loans are made available through this jointly sponsored program of the federal government and each college. Within the limits of documented financial need, students may borrow up to \$4,000 for each year of college study to a total of \$20,000. The loan is interest-free as long as the borrower remains a student. Simple interest at the rate of 5 percent begins nine months after a student is no longer in college.

Federal Stafford Loans

Eligibility for the subsidized Federal Stafford Loan is based on documented financial need. The maximum that full-time undergraduates may borrow is \$3,500 for the first year, \$4,500 for the second year and \$5,500 for each of the third and fourth years. The federal government will subsidize the interest for students enrolled full-time. Repayment of the principal begins six months after a student is no longer in college. The interest rate is 6.8 percent.

An unsubsidized version not based on financial need is also available through the Federal Stafford Loan program. Loan limits and interest rates are the same as the subsidized Federal Stafford Loan; however, the student must pay interest on the loan while in school.

Federal Parent Loan for Undergraduate Students (PLUS)

The purpose of this loan is to assist parents by providing a source of loan funds for the college education of their dependent children. Parents may borrow up to the full cost of education less any other financial aid the student receives. Repayment of the loan begins within 60 days of disbursement. The interest rate is fixed at 8.5%.

Student Educational Loan Fund (SELF)

Minnesota has a loan program that permits a student attending a Minnesota college to borrow up to \$7,500 per year. Eligibility for this loan is not based on financial need; however, students must have a credit-worthy cosigner. Money is borrowed directly from the state of Minnesota at a variable interest rate. Interest must be paid on a quarterly basis while a student is in school. Interest payments start within 90 days of the disbursement of the loan. Payment of principal and interest begins the 13th month after graduation.

6.5.7 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 by the financial aid committee 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.

6.5.8 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.

6.5.9 Securing Forms

The FAFSA is available from the Financial Aid Offices and high school guidance counselors or online at <http://www.fafsa.ed.gov>. The CSB/SJU Financial Aid Application is mailed home to students in January and is also available at <http://www.csbsju.edu/financialaid>.

Applicants are encouraged to complete the application process as soon as possible after January 1. Announcements of financial aid awards for new students are made beginning in March and for returning students beginning in May.

6.5.10 Renewal of Aid

All financial aid awards are made for a given academic year and will be renewable as long as a student maintains satisfactory academic progress, continues to demonstrate financial need and applies by the annual deadline (printed on the CSB/SJU Financial Aid Application). Exception: Students who have completed four years of post-secondary education may not be eligible for college scholarships or grants.

7 Appendices

7.1 Administration

7.1.1 College of Saint Benedict Board of Trustees

John J. Albert

Attorney

Ingrid Anderson, OSB

Director, Art and Heritage Center

Saint Benedict's Monastery

Cheryl Appeldorn

Attorney

Virginia Arthur (ex officio)

Chair, Faculty Assembly

College of Saint Benedict/Saint John's University

Karen Bachman

Volunteer

Dana Badgerow

Commissioner

State of Minnesota

Department of Administration

MaryAnn Baenninger

President

College of Saint Benedict

Mary Bednarowski

Professor Emerita of Religious Studies

United Theological Seminary of the Twin Cities

Marilyn Broussard

CFP, Senior Financial Advisor

Waddell and Reed

Kathleen M. Cooney, Chair

Executive Vice President, Chief Financial Officer and Chief Admin. Officer

HealthPartners

Beth Dinndorf

Senior Vice President

U.S. Bank

Anne B. Donaghy

Volunteer

Gregory J. Duppler

Senior Vice President Merchandising

Target Stores

Mark G. Fleischhacker

President/Chief Operating Officer
Lake Region Manufacturing Company

Lawrence P. Haeg

Executive Vice President, Corporate Communications
Wells Fargo and Company

Loran T. Hall

President
Mathew Hall Lumber Company

Annette M. Hendrick

Volunteer

Kara Hennes, OSB

Director of Finance, Treasurer
Sisters of the Order of Saint Benedict

John E Houlihan

Managing Director
U.S. Trust Company

Harvey C. Jewett

Attorney-at-Law

Gloria Perez Jordan

Executive Director
The Jeremiah Program

Jean Juenemann, OSB

Retired Chief Executive Officer
Queen of Peace Hospital

Leon E. Kline

Chief Executive Officer
Shared Resource Management

Edward J. Kocourek

Retired Executive Vice President
The Egan Companies

Michelle Bauerly Kopel

Managing Partner
Venture Allies, LLC

Laura Kelly Lovdahl (ex officio)

President
Alumnae Council

George Marin

President
Data Tech Solutions, LLC

Delthia McKinney (ex officio)

Student Trustee
College of Saint Benedict

Barbara J. Melsen

Volunteer

Lynn M. Newman

Operations Manager
Evergreen Community Church

Willard Oberton

President and Chief Executive Officer
Fastenal Company

Sheridan Reilly

Retired

Emmanuel Renner, OSB

Professor of History (retired)

College of Saint Benedict

Laurie Rivard

Principal

Lowry Hill - Private Wealth Management

James P. Roers

President

Roers' Construction and Development

Shari Lamecker Rogalski

Partner

Accenture

Joseph H. Ryan

President

Oppidan Investment Company

Thomas L. Schlough

President

Park Industries

Judith L. Sitarz

President and Chief Executive Officer

Painting Perfection, Ltd.

Joyce A. Statz

Independent Consultant

LeAnne Matthews Stewart

Volunteer

Theresa A. Wurst

Volunteer

7.1.2 College of Saint Benedict Administrators

*Note: * identifies coordinate positions*

MaryAnn Baenninger

President

***Joseph DesJardins**

Associate Provost and Dean of the Faculty

Jim Schumann

Chief Physical Plant and Facilities Manager

Mary Geller

Vice President and Dean of Student Development

***Rita Knuesel**

Provost

Stuart Lang

Vice President for College Institutional Advancement

***Jon McGee**

Vice President for Institutional Planning, Research and Communication

Susan Palmer

Chief Financial and Administrative Officer

7.1.3 College of Saint Benedict Presidents Emeriti

Linnea Welter, OSB

Professor Emerita of English, 1944-; President, 1961-63; B.A., College of Saint Benedict, 1932; M.A., University of Minnesota, 1937.

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.

7.1.4 College of Saint Benedict Staff

***Anthony Amelse**

Associate Director of Admission

***Theresa Anderson**

Academic Advisor

Robin Balder-Lanoue

Head Track and Field Coach and Head Cross Country Coach

Timothy Bang

Upward Bound Curriculum Coordinator

***Shawn Beckers**

System Administrator

***Judy Bednar**

Interim Human Resources Director

***Matthew Beirne**

Director of Admission

***Paul Beniek**

LAN Client Administrator

Michelle Blaeser

Head Volleyball Coach

Gary Bradford

Culinary Services Director

Jill Brunner

Director of Annual Giving

Karen Buerman

Director of Advancement Services

Elizabeth Buhl

Psychologist

Diane Calabria

Associate Director of Corporate and Foundation Relations

Kenna Caughey

Annual Giving Associate

Patricia Cespedes-Schueller

Director of Campus Ministry

Adeline Chobot-Spitzer

International Student Program Director

Larry Christen
Director of Facilities

***Alan Christenson**
Senior Assistant Director of Admission

***Julie Christle**
Internship Program Coordinator

Mark Conway
Executive Director of Literary Arts Institute

***Marilyn Creed**
Director of Mathematics Skills Center

Kelly Crue
Interim Director of Residential Life

Kristin Darnall
Director of Alumnae Relations

Mary Darnall
Director of Operations, Fine Arts Programming

John Dempsey
Production Manager

***Marian Diaz**
Director of Companions on a Journey and Corad

Michael Durbin
Head Basketball Coach

***Marlene Ergen**
Human Resources Coordinator

Heidi Everett
Director of Advancement Communications

***Barbara Fahnhorst**
Director of Student Employment

Bethany Feine
Assistant Director of Career Services

Mary Fogle
Director of Prospect Management

***Donald Forbes**
Director of the CSB/SJU Bookstores

Sharon Toogood Froehle
Director of Gift Planning

Bruce Fuller
Catering Manager

***Lisa Galler**
Academic Advisor, International Students

Doris Gangl
Purchasing Coordinator

***Sarah Gewirtz**
Reference and Government Documents Librarian

Louise Geyer
Associate Director of Financial Aid

Sonja Gidlow
Chief of Staff and Executive Assistant to the President

Nicole Gram
Director of Fundraising and Marketing

Barbara Grelson
Business Manager for Culinary Services

***Randy Hammond**
Web Programmer and LAN Client Support

***Jacqueline Hampton**
Academic Advisor, Liberal Studies

Leslie Hanlon
Associate Director for Fundraising and Marketing

Mary Harlander Locke
Associate Director of Career Services

***Jane Haugen**

Executive Director of Financial Aid

***Barbara Hein**

Director of Electronic Communications

Michelle Hemmesch

Financial Aid Counselor and Loan Coordinator

Marcia Hilbert

Director of Intramurals

Carol Howe Veenstra

Athletic Director

Karen Hoffbeck

Director of Publications

Angela Hummel

Associate Campus Minister

***Marah Jacobson-Schulte**

Liemandt Family Service Learning Program Coordinator

***Patrick Jacobson-Schulte**

Academic Budget Analyst

***Carol Jansky**

Biology Lab and Stockroom Coordinator

Dennis Johnson

Head Softball Coach and Assistant Basketball Coach

***Nicole Joos**

LAN Server Administrator

Michael Juntunen

Director of Transportation and Grounds

Stephanie Jussila

Senior Development Officer

***Bonnie Kalla**

Circulation Manager

***Theresa Kasling**

Associate Director for Technical Services

Kolleen Kellom

Associate Vice President for Institutional Advancement

Michael Killeen

Assistant Media Relations Director

***Karen Knutson**

Associate Director of Institutional Research

***James Koenig**

Director of Information Technology Services

***Kristi Kremers**

Asian Studies Coordinator

Daniel Laudensch

Coordinator of Energy

***Colleen Lommel**

Director of Telecommunications

Terrance Loso

Director of Power Plant and Water

Katherine McNeil

Head Soccer Coach

Sarah Meiser

Residence Director

Patrick Michaud

Head Hockey and Golf Coach

Jennifer Miller

Psychologist

***John Miller**

Computer Science Lab Coordinator

Sarah Miller

Associate Director for Alumnae Relations

***Jamie Moquin**

Associate Director of Admission and Director of the Intercultural Leadership, Education and

Development Program

***Blanca Munguia**

Admission Representative

***Hoa Nguyen**

Assistant Director of Admission

***Barbara Novak**

Assistant Registrar

Anne Oberman

Controller

Colman O'Connell, OSB

Senior Development Officer

Maureen Opitz

Director of Donor Relations

Kim Oren

Associate Director of Institutional Research

***Ganard Orionzi**

Director of Environmental Health and Safety

***Maribeth Overland**

Director of Student Activities

Christine Pantoja Munger

Assistant Director, Companions on a Journey

***Kathleen Parker**

Director of Library and Media Services

***Kerby Plante**

Director of TRIO/Upward Bound

Kimberly Poganski

Director of Events and Conferences

Julie Reitmeier

Assistant Director of Planned Giving

Molly Renslow

Special Assistant to the President

***Catherine Robak**

Training and Web Coordinator

***Peggy Roske**

Archivist

***Heidi Ruprecht**

Web Graphics Designer

Paul Ruzat

Executive Chef

Jessie Sandoval

Residence Director

***Michelle Sauer**

Associate Director of Academic Advising

***Brent Schloe**

Database Analyst

David Schneider

Director of Student Accounts

Virginia Schumacher

Senior Development Officer

James Schuman

Director of Security

Kimberly Schwartz

Phone-a-thon Coordinator

***Sarah Simpson**

Associate Director of Admission

***Roger Sorensen**

Academic Technology Project Leader

Catherine Stoch

Director of Foundation and Corporate Relations

***Laura Stork**

Assistant Director of Admission

Julie Straka

Benefits/Payroll Administrator

H. Edward Stubblefield

Associate Director of Career Services

***LeAnn Suchy**

Reference and Information Literacy Librarian

***John Sundet**

Senior Programmer/Analyst

Julia Sutton

General Education Ballet Instructor

Darren Swanson

Assistant Director of Security

Jody Terhaar

Dean of Students

***Jason Terwey**

Project Manager

***Paul Theis**

LAN Server Administrator

Mary Thompson

Associate Director for Residential Life

***John Trotta**

Senior Assistant Director of Admission

Diane Van Beck

Senior Accountant

Joseph Vaughn

Associate Vice President of Development

***James Weaver**

Senior Database Administrator

***Stefanie Weisgram, OSB**

Collections and Development Librarian

***Debra Weiss**

Server/SAN Administrator

Carmen Welinski

Culinary Services Manager

Shelby Wentworth

Residence Director

Jennifer Whitehead

Upward Bound Program Advisor

BernaDette Wilson

Intercultural Center Director

Debra Wolford

Box Office Systems Manager

7.1.5 Saint John's University Board of Regents

John Agee

President

Kulea LLC

Steve Armstrong

Chief Financial Officer

Patterson Dental Supply, Incorporated

Dennis Beach, OSB

Associate Professor of Philosophy

Saint John's University

Chris Coborn

President

Coborn's Incorporated

Bernie Dan

President and Chief Executive Officer

Chicago Board of Trade

Paul Fitt, OSB

Faculty Resident
Saint John's Abbey

Mark Flynn

Founder and Managing Partner
Trilogy Capital Partners, LLC

Canning Fok

Group Managing Director
Hutchison Whampoa Limited

James Frey, Chair

President & Chief Executive Officer
Frey Foundation

Terry Fruth

Attorney
Fruth, Jamison, & Elsass P.A.

Robert Gavin

Former President of Macalester College

Steven Halverson

President & Chief Executive Officer
The Haskell Company

Linda Hoeschler

National Consultant
American Composers Forum

Eric Hollas, OSB

Senior Associate for Arts & Cultural Affairs
Saint John's University

John Hooley

Retired Executive Vice President and President for Super Valu
SUPERVALU

Ann Huntrods, Vice Chair

Attorney
Briggs & Morgan P.A.

Katie Johnson

Vice Chair, Faculty Assembly
Saint John's University

Abbot John Klassen, OSB (ex officio)

Abbot/Chancellor
Saint John's Abbey/University

Bill Kling

President
Minnesota Public Radio/American Public Med

Robert Koopmann, OSB

Professor of Music
Saint John's University

Dale Lauderville, OSB

Associate Professor of Theology
Saint John's University

Benedict Leuthner, OSB (ex officio)

Corporate Treasurer
Order of Saint Benedict, Incorporated

Diane Liemandt-Reimann

Chair
Liemandt Foundation

Joe Mucha

Retired Vice President, Human Resources
General Mills

Doug Mullin, OSB

Associate Professor of Education
Saint John's University

Kathleen Norris

Writer/Author

Robin Pierzina, OSB (ex officio)

Corporate Secretary
Order of Saint Benedict, Incorporated
John Pohlad
Managing Director & President
Marquette Asset Management
Aaron Raverty, OSB
Editor
Liturgical Press
David Rehr
President & Chief Executive Officer
National Association of Broadcasters
Dietrich Reinhart, OSB (ex officio)
President
Saint John's University
Dan Riley
Vice President, Property Development Operations
Target Corporation
Kenneth Roering
Professor
University of Minnesota, School of Management
Don Schumacher
Retired Executive Vice President
Cretex Companies, Incorporated
Fred Senn
Partner
Fallon Worldwide
Jim Sexton
President
Sexton Benefit Resources, Incorporated
Greg Soukup
Partner
Ernst & Young, LLP
Hilary Thimmesh, OSB
President Emeritus/Professor
Saint John's University
Nicholas Truso
Student Regent
Saint John's University
Prince Wallace
Owner & Chief Executive Officer
Independent Packing Service
Michael Wethington
Managing Partner
SynetVentures L.L.C.

7.1.6 Saint John's University Administrators

*Note: * identifies coordinate positions*

Abbot John Klassen, OSB
Chancellor
Dietrich Reinhart, OSB
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**

Associate Provost and Academic Dean

Gar Kellom

Vice President for Student Development

***Rita Knuesel**

Provost

Benedict Leuthner, OSB

Treasurer

***Jon McGee**

Vice President for Enrollment, Planning, and Public Affairs

7.1.7 Saint John's University Presidents Emeritus

Hilary D. Thimmesh OSB

Professor of English, 1956-; President, 1982-91; Dean of the College, 1967-69; B.A., Saint John's University, 1950; M.A., Cornell, 1956; Ph.D., 1963.

7.1.8 Saint John's University Staff

*Note: * Identifies joint positions*

Bob Alpers

Head Golf Coach, Recreation Director and Assistant Athletic Director

***Ann Alvord**

Software Support/Help Desk Manager

Peter Amann

Senior Development Officer

Margaret Arnold

Executive Director of Marketing and Communication for Institutional Advancement

***Karen Backes**

Associate Dean of Admission

Terri Barreiro

Director, Donald McNeely Center for Entrepreneurship

Dennis Beach, OSB

Faculty Resident

Greg Becker

Director of Graphic Services

John Biasi

Assistant Director of Advancement Marketing and Communication Design

***Richard Bresnahan**

Artist in Residence

***Delbert Brobst**

Director of Secondary/K-12 Student Teaching

Craig Bruner

Director of the Heritage Program, Hill Museum & Manuscript Library

Glenda Burgeson

Director of Editorial Services

Jennifer Cahoy

Executive Assistant, Hill Museum & Manuscript Library

Kenneth Cartwright

Technical Director

Jeffrey Chouard

Culinary Manager/Chef

John Clarkson

Associate Director of Career Services

***Jeanne Cofell**

Education Department Advisor

John Cofell

Life Safety Sergeant

***Brenna Collins**

Admission Representative

Michael Connolly

Dean of Students

Richard Crawford

Facility Operations Manager

***Jason Cross**

UNIX System Administrator

Shaun Crumb

Social Justice and Service Coordinator and Faculty Resident

Alberic Culhane OSB

Faculty Resident

***Barry Cytron**

Director of Jay Phillips Center for Jewish Christian Learning

***Johanna Davis**

Assistant Coordinator for the Learning Enhancement Services and External Scholarship Coordinator

Frederick de Sam Lazaro

Distinguished Lecturer

Mary Dehler

Associate Director of Financial Aid

Virginia Delles

Director of Events and Conference

***Melisa Dick**

Director of Elementary Student Teaching

Cynthia Dirkes

Assistant Director/Course Book Manager

***Susan Douma**

Director of Academic Advising and Assistant Dean

Brendon Duffy

Director of Marketing and Recruitment, School of Theology

***Damien Dumonceaux**

Admission Representative

***Theresa Durbin**

Associate Director of Admission and Transfer Coordinator

James Dwyer
Director of Planned Giving

John Elton
Landscape Manager

Patricia Epsky
Executive Assistant to the President

***Michael Ewing**
Director of Counseling & Health Promotion

***Molly Ewing**
Public Services and Interlibrary Loan Librarian

Gary Fasching
Assistant Football Coach, Assistant Track and Field Coach; Fitness Center Coordinator

Eric Felsch
Psychologist

***Jennifer Fiedler**
Assistant Director of Admission

Paul Fitt OSB
Faculty Resident

Andrew Floerke
Director of Liturgy

Troy Fritz
Executive Director of University Relations

James Gagliardi
Assistant Football Coach, Director of Football Operations & Compliance Officer

John Gagliardi
Head Football Coach

***Sarah Gainey**
Arboretum Assistant Director for Environmental Education

Mary Gouge
Duplicating and Campus Mail Center Coordinator

***James Gramke**
UNIX TCP/IP Administrator

***Julie Gruska**
Joint Registrar

Tracy Gust
Senior Accountant

Eva Haber
Manager of Custodial Operations and Services

Eileen Haeg
Manager of the Saint John's Health Center

Getatchew Haile
Regents Professor of Medieval Studies and Manuscript Cataloguer
Hill Museum & Manuscript Library

Michael Halverson

Director of Operations, Institutional Advancement

Heidi Harlander

Director of Career Services

John Harrington

Head Hockey Coach

Jerome Haugen

Head Baseball Coach and Assistant Football Coach

Amanda Hawley

Assistant Dean of Students

John Haws

Supervisor for Athletic Operations and Equipment

Patrick Haws

Head Soccer Coach and Assistant Athletic Director for Facilities

Kirsten Hayden

Assistant Director of Career Services

Matthew Heintzelman

Curator, Austrian/German Study Center and Rare Books Cataloger
Hill Museum & Manuscript Library

Michael Hemmesch

Director of Media Operations and Faculty Resident

Thomas Herges

Cash Operations Manager, Sexton Dining

Roger Hoffman

Operations Manager, Dining Service

Eric Hollas, OSB

Senior Associate for Arts and Culture

Denise Holstand

Planned Gifts Associate

***Gregory Hoyer**

Executive Director of Communications

Jan Jahnke

Compensation and Benefits Manager

***Nikki Jochman**

Manager—Chemistry Stockroom

Gary Jorgensen

Mechanical and Electrical Systems Manager

Anna Kampa

Coordinator of Development and External Relations
School of Theology

Jeffrey Kaster

Director, Youth in Theology and Ministry Program

David Keller

Director of Student Accounts

***Jason Kelly**

Associate Director of Academic Advising

Lori Klapperich
Health and Wellness Coordinator

Victor Klimoski
Director of Lifelong Learning, School of Theology

Ryan Klinkner
Athletics Media Relations Director

Jeana Koenig
Financial Systems Manager

Robert Koopmann, OSB
Faculty Resident

Pamela Kotzenmacher
Senior Accountant

***Tom Kroll**
Land Manager and Director of the Arboretum

Michael Kwatera, OSB
Faculty Resident

David-Paul Lange, OSB
Faculty Resident

***Karla Lauer**
Director of Technology Support Services

Deborah Lehman
Director of Community Outreach

***David Leitzman**
Director of Teacher Education

***David Lyndgaard**
Associate Academic Dean

***David Malone**
Public Services and Federal Documents Librarian

***Angela Mareck**
Student Employment Coordinator

Carol Marrin
Director of the Saint John's Bible Project

Tasha Marwitz
Assistant Director of Financial Aid

Joann Matheny
Stewardship Coordinator

Doris Matter
Executive Correspondent and Writer

***Kathleen McCarney**
Assistant Director of Admission

Rene McGraw, OSB
Faculty Resident

Patrick McKenzie
Assistant Basketball Coach and Assistant Director of Athletic Marketing

Timothy Miles
Head Cross Country Coach and Head Track and Field Coach

***Burdette Miller Lehn**
Associate Director of Media Services

Jane Moening
Director of Financial Systems

***John Muggli**
Network/System Manager

Douglas Mullin, OSB
Faculty Resident

***Thang Nguyen**
Project Leader – ZSS/BR/FAM

***William T. Nichol**
Public Services and Bibliographic Instruction Librarian

Brandon Novak
Head Wrestling Coach and Assistant Football Coach

***Jane Opitz**
Director of the Writing Workshops

Kenneth Osborne
Controller

Donald Ottenhoff
Executive Director, Collegenille Institute

***James Parsons**
Associate Director for Public Services

William Patefield
Director of Corporate Investments

Michael Patella, OSB
Faculty Resident

Stuart Perry
Director of Financial Aid

Robin Pierzina, OSB
Director of Residential Life and Faculty Resident

Chris Pflueger
Life Safety Sergeant

***Sarah Pruett**
ESL Coordinator

***John Rocky**
Business Intelligence Manager

***Janice Rod**
Head Catalogue Librarian and Theological Cataloguer

***Joseph Rogers**
Interim Director of International Studies

***Mary Ruble**
Director of Admission – IS

Jonathon Ruis
Director of Annual Giving

Mary Sagissor
Director of Prospect Development

Jeremy Scegura
Senior Accountant
Gwendolyn Schimek

Assistant Director of Student Activities

William Schipper, OSB

Faculty Resident

***Sharon Schmitt**

International Center Coordinator

Elisa Schneider

Program and Office Manager, Collegeville Institute

David Schoenberg

Executive Director of Dining Service and Special Events

***Tom Schroer**

Senior Field Technician

***Lynn Schultz**

Physics Department Lab Coordinator and Equipment Manager

Jean Scoon

Director of Advancement Publications and Communications

Nicole See

Coordinating Producer, The Untold Story

***Mark Shimota**

Assistant Director, Academic Advising

***Dan Sis**

Manager of Media Technical Services and Video Engineer

James Smith

Head Basketball Coach

Philip Steger

Deputy Director of Manuscript Presentation

Tom Stock

Athletic Director

Cherie Supalla

Administrative Manager and Dietitian

John Taylor

Associate Vice President of Institutional Advancement

Timothy Ternes

Director of Programming and Exhibitions

Mark Thamert, OSB

Faculty Resident

Hilary Thimmesh, OSB

Faculty Resident

Wayne Torborg

Director of Digital Collections and Imaging

Hill Museum & Manuscript Library

***Erin Truhler**

Director of Fast Forward Youth Program

Jerome Tupa, OSB

Chaplain and Faculty Resident

Theresa Vann

Joseph F. Micallef Curator

Hill Museum & Manuscript Library

Shawn Vierzba

Director of Life Safety Services

Todd Vierzba

Life Safety Sergeant

***Tom Voller-Berdan**

Director of Admission – Marketing

Patricia Weishaar

Director of Student Life and Academic Assistant
School of Theology

Kerry Werlinger

Executive Assistant to the Vice President for Institutional Advancement

***Cathy Wieme**

Director of Advancement Services

***Adrian Wijasa**

Banner Programmer/Analyst

Thomas Woodward

Alumni Relations Ambassador

Jeffrey Wubbels

Special Events Service Manager

***David Wuolu**

Reference and Assistant Systems Librarian

John Young

Associate Vice President for Development and University Relations

***Roger Young**

Director of International Admission

7.2 Faculty

7.2.1 Professors

The year indicates the beginning of service at the College of Saint Benedict or Saint John's University. A second date, if given, is the year of present appointment to the faculty.

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [X](#) | [Y](#) | [Z](#)

7.2.2 Librarians

Molly O'Hara Ewing

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.

W. Thomas Nichol

Collection Development/Symposium Instructor, 1972-; B.A., Carleton College, 1967; M.A., Harvard University, 1968; M.Div., McCormick Theological Seminary, 1971; M.A.L.S., University of Denver, 1972; Ph.D., University of Minnesota, 1984.

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.

7.2.3 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.

Allan 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.

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.

Firmin Escher, OSB

Professor Emerita of Music, 1940 ; B.Mus., MacPhail School of Music, 1940; M.Mus., Chicago Musical College, 1953.

Norman Ford

Professor Emeritus of Biology, 1967-; A.B., University of Kansas, 1957; M.S., University of Michigan, 1962; Ph.D., 1967.

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.

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.

Robert Fulton

Professor Emeritus of Chemistry, 1969-; B.A., University of Minnesota-Duluth, 1964; Ph.D., University of Minnesota, 1968.

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.

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.

Telan Hu, OSB

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.

Nancy Hynes, OSB

Professor Emerita of English, 1957-1960, 1975-; Director of Public Information, 1970-1974; B.A., College of Saint Benedict, 1955; M.A., Marquette University, 1965; Ph.D., University of Southern California, Los Angeles, 1983.

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.

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.

Judith Knutson

Professor Emerita of Nursing, 1977-; B.S.N., College of Saint Scholastica, 1963; M.P.H., University of Minnesota, 1977.

John Kulas, OSB

Professor Emeritus of German, 1959-1962, 1965-; B.A., Saint John's University, 1953; M.A., George Washington University, 1964; Ph.D., University of Minnesota, 1988.

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

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.

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.

Thomas Murray

Professor Emeritus of Accounting, 1966-; B.A., Saint John's University, 1953; M.B.A., University of

Chicago, 1959; C.P.A.

Margretta Nathe, OSB

Professor Emerita of German, 1940 ; B.A., College of Saint Benedict, 1938; M.A. University of Toronto, 1940.

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

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.

Raymond Pedrizetti, OSB

Professor Emeritus of Philosophy, 1961 ; B.A., Saint John's University, 1953; M.A., The Catholic University of America, 1961.

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.

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.

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.

C. Thorpe Running

Professor Emeritus of Spanish, 1968-; Blecker Professorship in the Humanities, 1998-2001; B.A., Concordia College, Moorhead, 1963; M.A., University of Wisconsin, 1964; Ph.D., Salis Interamerican University, 1966; Ph.D., University of Minnesota, 1974.

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.

Enid Smith, OSB

Professor Emerita of Philosophy, 1941–1972; Professor of the College, 1972–; B.A., College of Saint Benedict, 1930; M.A., University of Toronto, 1941; Ph.D., The Catholic University of America, 1947.

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.

Luke Steiner, 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.

Margaret Van Kempen, OSB

Professor Emerita of Geology, 1971-; B.A., College of Saint Benedict, 1952; M.S., University of North Dakota, 1970; M.S., University of Minnesota, 1980.

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.

7.2.4 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.

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.

Virginia Wieland

Professor Alumna of Nursing, 1976-; B.S., Cornell University, 1952; M.A., New York University, 1957.

7.2.5 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.

Neal Allen

Assistant Professor of Political Science, 2006-; B.A., DePauw University, 1998; M.A., University of Texas at Austin, 2001; Doctoral Candidate.

Diane Anderson

Adjunct Assistant Professor in Classics, 1989-1992, 2008-; B.A., Wellesley College, 1977; Ph.D., Duke University, 1986.

Jeffrey Anderson

Associate Professor of Peace Studies, 1992 ; B.S., Saint John's University, 1986; Ph.D, The American University, 1994.

Jon Armajani

Assistant 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.

Virginia Arthur

Professor of Management, 1985 ; B.S., Syracuse University, 1975; J.D., University of Minnesota, 1981; C.P.A., 1980.

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.

7.2.6 B

Pamela Bacon

Assistant 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.

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

Adjunct Instructor in Education, 2006-; B.S., North Dakota State University, 1992; B.S., Saint Cloud State University, 1998; M.S., Saint Mary's University, 2001; Doctoral Candidate, University of Minnesota.

David Bennetts

Professor of History, 1973 ; B.A., Northern Michigan University, 1965; M.A., Southern Illinois University, 1967; Ph.D., University of Illinois, 1972.

Mary Jane Berger, OSB

Instructor in First Year Seminar, 1996 ; B.S., Dickinson State College, 1968; M.A., Saint Cloud State, 1990; Doctoral Candidate.

Eleonora Bertranou

Assistant Professor of Hispanic Studies, 2003-; B.A., University of Iowa, 1993; M.A., 1995; Ph.D., University of Minnesota, 2004.

Ann Marie Biermaier, OSB

Professor 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.

Martha Tomhave Blauvelt

Professor of History, 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 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.

Michael Borka

Assistant Professor of Education, 2003-; B.A., Saint John's University, 1982; B.S., University of Minnesota, 1987; M.A., 1995; Ph.D., 2005.

Warren Bostrom

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.

Sandy Bot Miller

Instructor in Education 1996 ; B.S., Mankato State University, 1978; M.A., Saint John's University, 1991.

Carol Brash

Assistant Professor of Art, 2003-; B.A., University of Minnesota, 1991; B.A., 1994; M.A., 2002; Doctoral Candidate.

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.

Miki Brunyer

Assistant Professor of Economics, 2006-; B.S., University of Utah, 2000; M.A., West Virginia University, 2005; Doctoral Candidate.

Joseph Buonanno

Adjunct Assistant Professor in Psychology, 2006-; B.A., University of Connecticut, 1997; Ph.D., Temple University, 2005.

Jayne Byrne

Associate Professor of Nutrition, 1994 ; B.A., College of Saint Catherine, 1978; M.S. Pennsylvania State University, 1980.

Matthew Byrne

Adjunct Instructor in Nursing, 2005-; B.S., Saint John's University, 2000; M.S., Winona State University, 2005.

Philip Byrne

Professor of Mathematics, 1985 ; B.A., American International College, 1975; M.A., Pennsylvania State University, 1978; Ph.D., 1981.

7.2.7 C

Kathleen Cahalan

Associate 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

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

Associate 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.

Manuel Campos

Associate Professor of Biology, 1997-; B.S., Pennsylvania State University, 1986; M.A., 1984; Ph.D., 1993.

Mehmet Celebi

Adjunct Assistant Professor in Economics, 2008-; B.A., Ankara University, 1988; M.A., Kansas State University, 1997; Ph.D., 2007.

Terence Check

Associate Professor of Communication, 1994 ; B.S., Northwestern University, 1989; M.A., University of Pittsburgh, 1992; Ph.D., 1997.

Philip Chu

Associate Professor of Biology, 1998-; B.A., Calvin College, 1982; Ph.D., University of Michigan, 1993.

Martin Connell

Associate 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 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.

Anthony Cunningham

Professor of Philosophy, 1991 ; 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.

Barry Cytron

Jay Phillips Chair in Jewish Studies, 1996 ; B.S., Columbia University, 1965; M.A., 1969; B.H.L., Jewish Theological Seminary of America, 1965; M.H.L., 1968; Ph.D., Iowa State University, 1982.

7.2.8 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

Assistant 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.

Bradley DeLeeuw

Adjunct Assistant Professor in Chemistry, 2002-; B.A., University of Minnesota-Morris, 1998; Ph.D., University of Georgia, 1994.

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

Academic Dean and Associate Provost, 2006-; Professor of Philosophy, 1990 ; B.A., Southern Connecticut State University, 1973; M.A., University of Notre Dame, 1976; Ph.D., 1980.

Miguel Diaz

Associate Professor of Theology, 2004-; B.A., Saint Thomas University, 1988; M.A., University of Notre Dame, 1992; Ph.D., 2000.

Jean Didier

Assistant Professor of Management, 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 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.

Douma, Susan

Adjunct Assistant Professor, First Year Seminar.

Dana Drazenovich

Adjunct Instructor in Communication, 2001-; B.A., Saint Cloud State University, 1992

Nathaniel Dubin

Professor of French, 1975 ; B.A., Cornell University, 1965; M.A., University of Washington, 1970; Ph.D., 1974.

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.

7.2.9 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

Assistant Professor of Nutrition, 2002-; B.S., College of Saint Benedict, 1982; M.B.A., Saint Cloud State University, 1991.

Ellen Ellickson

Adjunct Instructor in Nursing, 2000-; B.S.N., Saint Olaf College, 1967; M.S.N., University of Maryland, 1987.

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

Assistant 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.

Bernard Evans

Associate 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.

7.2.10 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.

José Antonio Fábres

Associate Professor of Hispanic Studies, 1993 ; B.A., Northwest Missouri State University, 1988; M.A., University of Kentucky, 1990; Ph.D., 1998.

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.

Carolyn Finley

Professor of Music, 1988 ; B. Mus., North Texas State University, 1977; M. Mus., 1981; D.M.A., University of Minnesota, 1989.

Daniel Rush Finn

Professor of 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 Physical Education, 2001-; B.A., St. Cloud State University, 1991; M.S., Beaver College, 1993; Doctoral Candidate, University of Minnesota.

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.

James Forsting

Adjunct Instructor in Education, 1988 ; B.A., Saint John's University, 1970; M.S., Saint Cloud State University, 1977.

Marietta Franulic

Adjunct Instructor in Hispanic Studies, 1997-2000, 2006-; B.A., Arizona State University, 1988; M.A., 1993.

Joseph Friedrich

Professor of Economics, 1967; 1970 ; Acting Vice President of Academic Affairs, 1992-95; B.A., Saint John's University, 1964; M.A., University of Wisconsin, 1970.

7.2.11 G

John Gagliardi

Regents Professor of Physical Education, 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.

Eugene Garver

Regents Professor of Philosophy, 1985 ; McNeely Chair in Thinking, 1985-1996; A.B., The University of Chicago, 1966; Ph.D., 1973.

Michael Gass

Associate 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 of Management, 2003-, B.A., University of Saint Thomas, 1986; M.A., 1998; D.Psy., 2004.

Clayton Gearhart, Jr.

Professor of Physics, 1979 ; B.S., Rensselaer Polytechnic Institute, 1963; M.S., University of Minnesota, 1967; Ph.D., 1977.

Zhihui Geng

Adjunct Assistant Professor in Chinese, 2007-; B.A., Shandong Teachers' University, 1998; M.A., Beijing Foreign Studies University, 2001; Ph.D., University of Minnesota, 2007.

Quentin Gerber

Visiting Professor of Accounting and Finance, 2000-; B.S., Northern State University, 1957; M.S., University of North Dakota, 1960; Ph.D., University of Minnesota, 1977.

Gary Gillitzer

Adjunct Instructor in Nursing, 2004-; B.S., Saint John's University, 1978; M.S.N., University of Minnesota, 1993.

Mark Glen

Adjunct Assistant Professor in Nutrition, 2006-; B.S., University of Wisconsin-Stout, 1989; M.S., 1996.

Tania Gomez

Adjunct Instructor in 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; Doctoral Candidate.

Danielle Grove-Strawser

Adjunct Assistant Professor in Biology, 2008-; B.A., Northwestern University, 1996; Ph.D., Tufts University, 2006.

Kate Graham

Associate Professor of Chemistry, 1995 ; B.S., Montana State, 1989; M.S., 1991; Ph.D., Cornell University, 1994.

William Green

Adjunct Assistant Professor in History, 2002-; B.A., Gustavus Adolphus College, 1972; M.A., University of Minnesota, 1976; Ph.D., 1976; J.D., 1989.

7.2.12 H

G. Claire Haeg

Assistant Professor of Political Science, 2002-; B.A., University of Sydney, 1990; M.A., University of Hawaii at Manoa, 1996; Ph.D., University of Oklahoma, 2005.

Marcie Hagen

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.

Jessica Harkins

Adjunct Assistant Professor in English, 2006-; B.A., University of Oregon, 1995; M.F.A., Washington University, 2000; Ph.D., 2007.

Matthew Harkins

Assistant Professor of English, 2006-; B.A., Duke University, 1994; M.A., Washington University, 1998; Ph.D., 2003.

David Hartz

Associate Professor of Mathematics, 1990 ; B.A., Colgate University, 1979; M.A., Duke University, 1981; Ph.D., 1984.

John Hasselberg

Associate Professor of Management, 1989 ; B.A., Gustavus Adolphus College, 1981; M.B.A., University of Minnesota, 1985; J.D., 1985.

Nicholas Hayes

Professor of History, 2000-; University Chair of Thinking, 2000-; B.A., University of Minnesota, 1969; M.A., University of Chicago, 1970; Ph.D., 1976.

Sigrid Hedman-Dennis

Adjunct Instructor in Nursing, 2005-; B.A., Gustavus Adolphus College, 1976; M.S.N., Northern Illinois University, 1986.

Juliann Heller

Adjunct Instructor in Theology, 1998-; B.A., Grinnell College, 1991; M.A., The Catholic University of America, 1994, 1995; Doctoral Candidate, Boston College.

Ronald Hemmesch

Adjunct Instructor in Nursing, 2000-: B.S., Saint John's University, 1992; M.S., University of Minnesota, 1998.

James Hendershot

Associate Professor of Art, 1971 ; B.F.A., Cleveland Institute of Art, 1967; M.F.A., Syracuse University, 1970.

Mark Hennigs

Assistant Professor of Theater, 2003-; B.A., Grand View College, 1994; M.F.A., University of Arizona, 1997.

Suzanne Hequette

Adjunct Assistant Professor in Theology, 2008-; B.A., Gustavus Adolphus College, ; M.A., Luther Seminary, 1998; Ph.D., 2005.

Michael Heroux

Scientist-in-Residence, 2005-; Adjunct Assistant Professor of Computer Science, 1998-; B.A., Saint John's University, 1983; M.S., Colorado State, 1986; Ph.D., 1989.

Noreen Herzfeld

Professor of Computer Science and Theology, 1982 ; Director of Koch Chair in Catholic Thought and Culture, 2004-2007; B.A., Saint Olaf College, 1978; M.S., Pennsylvania State University, 1981; M.A., 1982; M.A., Saint John's University, 1994; Ph.D., The Graduate Theological Union, 2000.

Robert Hesse

Associate Professor of Mathematics, 2001-; B.A., Saint John's University, 1991; M.S., University of Minnesota, 1996; Ph.D., 1997.

Janelle Hinchley

Adjunct Instructor in Social Work, 2004-; B.A., Concordia College, 1992; M.A., University of Denver, 1994.

J. Andrew Holey

Associate Professor of Computer Science, 1991 ; B.A., Luther College, 1976; M.Div., Yale University Divinity School, 1980; M.S., University of Minnesota, 1990; Ph.D., 1991.

Ephrem Hollermann, OSB

Associate Professor of Theology, 1987 ; Koch Chair in Catholic Thought and Culture, 2007-; Prioress of the Monastery of Saint Benedict, 1995-2005; B.A., College of Saint Benedict, 1976; M.A., Saint John's University, 1976; Ph.D., Marquette University, 1991.

Jan Holtz

Professor of Psychology; 1986 ; B.A., Hamline University, 1978; M.A., Southern Illinois University, 1981; Ph.D., University of South Dakota, 1984.

Donald Hoodecheck

Associate Professor 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.

Carrie Hoover

Assistant Professor of Nursing, 2003-; B.S.N., University of Arizona, 1993; M.S., University of California-San Francisco, 1998; Doctoral Candidate.

Janet Hope

Professor of Sociology, 1994 ; B.A., University of Tennessee, 1986; M.A., University of North Carolina, 1989; Ph.D., 1992.

Laura Horn

Adjunct Instructor in Nursing, 2002-; B.A., College of Saint Benedict, 1997; M.S.N., University of Minnesota, 2002.

Adam Houghton

Assistant Professor of Theater, 2003-; B.A., Brigham Young University, 1996; M.F.A., Carnegie Mellon University, 2003.

Alexis Howe

Adjunct Instructor in Hispanic Studies, 2008-; B.A., Saint Cloud State University, 2002; M.A., University of Minnesota, 2005; Doctoral Candidate.

David Huber

Assistant Professor of Chemistry, 1980 ; B.S., Saint John's University, 1964; M.S., Ohio State University, 1967; Ph.D., University of Minnesota, 1991.

Thomas Huffman

Adjunct Assistant Professor in History, 1995-; B.A., Beloit College, 1978; Ph.D., University of Wisconsin-Madison, 1989.

J. David Hunger

Strategic Management Scholar-in-Residence, 2006-; B.A., Bowling Green State University, 1963; M.B.A., The Ohio State University, 1966; Ph.D., 1973.

7.2.13 I

Willem Ibes

Professor 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 Jacques Thibaud, Paris, 1952 1955.

Richard Ice

Professor of Communication, 1989 ; A.B., Wabash College, 1983; M.A., University of Iowa, 1984; Ph.D., 1988.

Marcie Young Illies

Adjunct Instructor in Management, 2007-; B.A., University of Nebraska, 2002; M.A., 2006; Doctoral Candidate.

Abraham Immelman

Associate Professor of Psychology, 1991 ; B.A., University of Port Elizabeth, 1978; Hons. B.A., University of South Africa, 1982; M.A., University of Port Elizabeth, 1984; Ph.D., 1991.

Pamela Immelman

Adjunct Instructor in Education, 2000-; B.A., State University of New York at Plattsburg, 1986; M.Ed., University of Maine, 1990.

Catherine Isaac

Adjunct Instructor in Mathematics, 2005-; B.A., College of Saint Benedict, 1998; M.A., Indiana University, 2000.

7.2.14 J

Henry Jakubowski

Professor of Chemistry, 1988 ; B.S., State University of New York at Albany, 1975; Ph.D., University of Iowa, 1986.

Ellen Jensen

Assistant Professor of Biology, 1990 ; B.A., Saint Cloud State University, 1979; Ph.D., University of Nebraska, 1989.

Mary Jepperson

Assistant Professor of Accounting and Finance, 2001-; B.A., College of Saint Benedict, 1980; C.P.A.,

1980.

Rex John

Adjunct Assistant Professor in Chemistry, 2008-; B.Sc., Gujarat University, 1996; M.Sc., Sardar Patel University, 1998; Ph.D., 2003.

Alison Johnson

Adjunct Assistant Professor in Chemistry, 2008-; B.S. University of North Dakota, 1987; M.S., 1989; Ph.D., University of Wisconsin-Madison, 1993; D.V.M., University of Minnesota, College of Veterinary Medicine, 2004.

Brian Johnson

Professor of Chemistry, 1986 ; B.A., Gustavus Adolphus College, 1982; Ph.D., University of Minnesota, 1986.

James Johnson

Adjunct Assistant Professor in Mathematics, 2002-; B.A., Saint Cloud State University, 1962; M.A., Louisiana State University, 1967; Ph.D., University of Northern Colorado, 1973.

J. Scott Johnson

Professor of Political Science, 1992 ; B.A., Carleton College, 1983; M.A., The University of Chicago, 1985; Ph.D., Stanford University, 1991.

Katherine Johnson

Associate Professor of Communication, 1997-; B.A., Evergreen State College, 1989; M.A., University of Minnesota, 1993; Ph.D., 2000.

Samuel Johnson

Assistant Professor of Art, 2005-; B.A., University of Minnesota-Morris, 1996; M.A., University of Iowa, 2004; M.F.A., 2005.

Theresa Johnson

Adjunct Assistant Professor in Education, 2008-; B.A., College of Saint Benedict, 1987; M.A., University of Minnesota, 1997; Ph.D., 2002.

Elizabeth Johnson-Miller

Adjunct Assistant Professor in English, 2007-; B.A., Concordia College, 1993; M.A., Austin Presbyterian Theological Seminary, 1995; M.F.A., Bennington College, 2002.

Kaarin Johnston

Professor of Theater, 1985 ; B.A., Cornell College, 1972; M.A., University of South Dakota, 1975; Ph.D., Southern Illinois University, 1980.

Louis Johnston

Associate Professor of Economics, 1997-; B.S., University of Minnesota, 1983; M.A., University of California, 1987; Ph.D., 1990.

Diane Veale Jones

Professor of Environmental Studies, 1985 ; B.A., San Jose State University, 1969; M.S., Cornell University, 1973.

Kenneth Jones

Professor of History, 1976 ; B.A., University of California, 1969; M.A., Cornell University, 1970; Ph.D., 1975.

T. Nicholas Jones

Assistant Professor of Chemistry, 2004-; B.S., Pacific Lutheran University, 1996; Ph.D., Montana State University, 2003.

7.2.15 K

Robert Kachelski

Assistant Professor of Psychology, 2006-; B.A., University of Notre Dame, 1988; M.S., University of Wisconsin-Madison, 1990; Ph.D., 1997.

Jeffrey Kamakahi

Associate Professor of Sociology, 1996 ; B.S., University of Oregon, 1981; M.A., University of Iowa, 1985; Ph.D., University of Hawaii at Maroa, 1991.

Kim Kasling

Professor of Music, 1977 ; B.S., State University College Potsdam, 1963; M.M., Indiana University, 1964; A.Mus.D., University of Michigan, 1969.

Jeffrey Kaster

Adjunct Instructor in Theology, 1987 ; B.A., Saint John's University, 1977; M.A., 1984.

Jane Kathman

Professor of Management, 1977 ; B.A., Barat College, 1969; M.A., DePaul University, 1971;

M.B.A., Illinois Institute of Technology, 1977.

Jean Keller

Associate Professor of Philosophy, 1996 ; B.A., Boston College, 1985; M.A., State University of New York at Stony Brook, 1990; Ph.D., 1998.

Timothy Kelly, OSB

Lecturer in Theology, 1978 ; B.A., Saint John's University, 1957; M.Div., 1974; Mexicano/Norteamericano Instituto Relaciones Culturales, Mexico, 1962; Monastic Institute, Ateneo Sant' Anselmo, Rome, 1978-80.

John Kendall

Adjunct Instructor in First Year Seminar, 1998-; B.A., Hamline University, 1986; M.A., Saint Cloud State University, 1993.

Patricia Kennedy, OSB

Adjunct Instructor in Theology, 2000-; B.A., Clarke College, 1975; M.A., Aquinas Institute of Theology, 1977; M.A., Saint John's University, 1993.

Patricia Kent

Adjunct Instructor in Music, 1982 ; B.A., College of Saint Benedict, 1973; M.A., Queen's College City University of New York, 1976.

Roy Ketchum

Adjunct Instructor in Hispanic Studies, 2005-; B.A., University of Notre Dame, 1993; M.A., University of Minnesota, 2002; Doctoral Candidate.

Chikako Keymer

Instructor in Japanese, 1989 ; B.A., Saint Cloud State University, 1983; M.A., University of Cincinnati, 1987.

Thomas Kirkman

Associate Professor of Physics, 1982 ; B.A., The College of Wooster, 1974; Ph.D., University of Wisconsin at Madison, 1982.

Andreas Kiryakakis

Associate Professor of German, 1984-85, 1986 ; Director, International Studies, 1987-89; B.A., Midwestern University, 1966; M.A., Texas Tech University, 1974; Ph.D., University of Texas at Austin, 1978.

Abbot John Klassen, OSB

Associate Professor of Chemistry, 1983 ; B.A., Saint John's University, 1971; M.A., 1976; Ph.D., The Catholic University of America, 1985.

Wendy Klepetar

Professor of Management, 1984 ; B.A., State University of New York at Binghamton, Harpur College, 1972; A.M., University of Chicago, 1973; M.B.A., University of Saint Thomas, 1984.

Cheryl Knox

Associate Professor 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.

Rita Knuesel

Provost, 2006-; Dean of the College, College of Saint Benedict, 1994-2006; Associate Professor of Music, 1977-; B.M., College of Saint Benedict, 1975; Diploma, Paris Conservatory of Music, 1977; Ph.D., University of Michigan, 1992.

Robert Koopmann, OSB

Professor of Music, 1975 ; 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.

Kelly Kraemer

Associate Professor of Peace Studies, 2001-; A.B., Washington University, 1985; Ed.M., Harvard University, 1987; M.A., University of Hawaii – Manoa, 1995; Ph.D., 2000.

Sarah Kraemer

Adjunct Instructor in Hispanic Studies, 2005-; B.A., Saint Cloud State University, 2001; M.A., University of Florida, 2005.

Philip Kramer

Assistant Professor of Education, 2006-; B.A., University of California at Los Angeles, 1978; M.A., Sonoma State University, 1990; Ed.D., University of Utah, 2003.

Jenny Kremer

Adjunct Instructor in Communication, 1998-2000, 2007-; B.A., College of Saint Benedict, 1994; M.S., Minnesota State University-Mankato, ; Doctoral Candidate, Purdue University.

Camilla Krone

Professor of French, 1990-91, 1993 ; B.A., University of Wisconsin at Madison, 1982; M.A., 1984;

Ph.D., 1993.

Philip Kronebusch

Professor of Political Science, 1992 ; B.S., Saint John's University, 1981; M.A., John Hopkins University, 1987; Ph.D., 1994.

7.2.16 L

Janna LaFontaine

Associate Professor of Physical Education, 2001-; B.A., Gustavus Adolphus College, 1981; M.S., St. Cloud State University, 1990.

William Lamberts

Associate Professor in Biology, 1996 ; B.S., Houghton College, 1981; M.A., Kent State, 1985. Ph.D., University of Minnesota, 1999.

David Paul Lange, OSB

Associate Professor of Art, 2001-; B.A., Saint Olaf College, 1985; M.F.A., Southern Illinois University at Edwardsville, 2001.

Dean Langley

Professor of Physics, 1987 ; B.A., Concordia College, 1978; M.S., Washington State University, 1980; Ph.D., 1984.

Brian Larkin

Associate Professor of History, 2000-; B.A., Saint John's University, 1992; M.A., University of Texas at Austin, 1994; Ph.D., 1999.

Brendan LaRoque

Assistant Professor of History, 2006-; B.A., University of Wisconsin-Madison, 1990; M.A., 1993; M.A., 1997; Ph.D., 2004.

Derek Larson

Associate Professor of History, 1998-; B.A., Lewis and Clark College, 1990; M.A.R., Yale Divinity School, 1993; M.A., Indiana University, 1995; Ph.D., 2001.

Dale Lauderville, OSB

Associate Professor of Theology, 1986 ; Dean, School of Theology, 1989 - 99; B.A., Saint John's University, 1973; M.Div., 1979; Ph.D., The Catholic University of America, 1987.

Jean LaVigne

Assistant Professor of Environmental Studies, 2006-; B.A., Macalester College, 1993; M.S., Pennsylvania State University, 1996; Ph.D., University of Kentucky, 2003.

Michael Leach

Adjunct Instructor in Education, 1989 ; B.S., Bemidji State University, 1971; M.S., Mankato State University, 1988.

Kathleen Lehn

Adjunct Assistant Professor of Nursing, 1996 ; B.A., College of Saint Catherine, 1980; M.S.N., University of Minnesota, 1996.

Margaret Lewis

Associate Professor of Economics, 1989 ; B.A., College of William and Mary, 1979; M.A., University of Maryland, 1981; Ph.D., 1989.

Michelle Li-Kuehne

Assistant Professor of Management, 2007-; B.S., Union College, 1984; M.S., University of Vermont, 1987; C.P.A., 1991.

Lisa Lindgren

Associate Professor of Management, 2007-; B.A., University of Minnesota, 1984; M.B.A., University of Saint Thomas, 1989; Ph.D., Capella University, 2006.

Matthew Lindstrom

Associate Professor of Political Science, 2005-; B.A., Saint John's University, 1992; Ph.D., Northern Arizona University, 1997.

Michael Livingston

Professor of Psychology, 1985 ; A.B., University of Michigan, 1976; Ph.D., 1990.

Jeanne Marie Lust, OSB

Associate Professor of Biology, 1990 ; B.A., College of Saint Benedict, 1973; Ph.D., University of Minnesota, 1990.

Julie Lynch

Adjunct Instructor in Communication, 1998-2002; 2007-; B.A., Winona State University, 1983; M.A., Mankato State University, 1995.

7.2.17 M

Lucia Magney

Adjunct Instructor in Music, 1991-; B.E.S., University of Minnesota, 1981; M.M., Manhattan School of Music, 1982; D.M.A.

James Makepeace

Professor of Sociology, 1979 ; B.S., Saint John's University, 1970; M.A., Washington State University, 1973; Ph.D., 1975.

Cynthia Malone

Professor of English, 1990 ; B.A., Abilene Christian University, 1980; M.A., Boston University, 1983; Ph.D., 1987.

Luke Mancuso, OSB

Associate Professor of English, 1994 ; B.A., McNeese State University, 1977; M. Div., Saint John's University, 1983; M.A., 1988; M.A., University of Iowa, 1993; Ph.D., 1994.

Christine Manderfeld, OSB

Instructor in Education, 1981 ; B.A., College of Saint Benedict, 1965; M.M.E., Indiana University, 1970.

Willene Mangham

Associate Professor of Theater, 1984 ; B.A., Middle Tennessee State University, 1978; M.A., 1982; M.F.A., University of Southern Mississippi, 1982.

Paul Marsnik

Associate Professor of Management, 1994 ; B.A., Saint John's University, 1981; M.A., University of Nebraska at Lincoln, 1992; Ph.D., 1997.

Marina Martin

Associate Professor of Hispanic Studies, 1989 ; Licenciatura, Universidad Complutense, Madrid, 1978; Ph.D., University of Virginia, 1990.

Willard Marwitz

Adjunct Instructor in First Year Seminar, 2005-; B.S., Bemidji State University, 1962; M.S., 1969.

Barbara May

Assistant Professor of Biology, 2006-; B.A., Saint Olaf College, 1995; Ph.D., University of Minnesota, 2002.

Oswald Mayers

Professor of English, 1979 ; Professor of Gender Education and Development, 2007-; B.A., University of Southwestern Louisiana, 1968; M.A., University of Arkansas, 1971; Ph.D., University of Oregon, 1981.

Maureen McCarter

Adjunct Instructor in First Year Seminar, 1993-; B.A., College of Saint Benedict, 1972; M.A., Middlebury College, 1977.

Rene McGraw, OSB

Associate Professor of Philosophy, 1962 ; B.A., Saint John's University, 1958; M.A., Duquesne University, 1966; Ph.D., University of Paris, 1972.

Edward McIntee

Associate Professor of Chemistry, 2001-; B.A., University of Minnesota-Morris, 1992; Ph.D., University of Minnesota, 1997.

Daniel McKanan

Associate Professor of Theology, 1998-; A.B., Harvard College, 1989; M.Div., Vanderbilt University, 1993; Ph.D., University of Chicago, 1998.

Anna McKenna

Associate Professor of Chemistry, 1983 ; B.S., Clemson University, 1976; M.S., 1981; Ph.D., 1990.

Marianne Meidl

Adjunct Instructor in Music, 2001-; B.A., College of Saint Benedict, 1988; M.A., Saint Mary's University, 1997.

Denise Meijer

Adjunct Instructor in Nursing, 1999-; B.S.N., Bethel College, 1996; M.S.N., University of Minnesota, 1999.

Rachel Melis

Assistant Professor of Art, 2007-; B.A., Grinnell College, 2001; M.F.A., University of Wisconsin-Madison, 2004.

Nicholas Menth

Adjunct Instructor in Biology, 2008-; B.A., Saint John's University, 2007; M.A., Boston University,

2008.

Anna Mercedes

Adjunct Instructor in Theology, 2007-; B.A., James Madison University, 1998; M.A., Lutheran Theological Seminary, 2002; S.T.M., 2003; Doctoral Candidate, Drew University.

John Merkle

Professor of Theology, 1977 ; B.A., Saint Vincent de Paul Seminary, 1969; M.A., Catholic University of Louvain, 1974; Ph.D., 1982.

Shane Miller

Associate Professor of Communication, 2007-; B.A., Concordia College, 1990; M.A., Northern Illinois University, 1992; Ph.D., University of Texas at Austin, 1997.

David Mitchell

Associate Professor of Biology, 1997-; B.S., Beloit College, 1989; Ph.D., University of Texas at Austin, 1994.

Madhu Mitra

Professor of English, 1989 ; B.A., Presidency College, 1980; M.A., University of Calcutta, 1982; Ph.D., Kent State University, 1989.

Lynn Moore

Professor of Education, 1989 ; B.S., Bemidji State University, 1968; M.S., 1975; Ph.D., University of Nebraska, 1992.

Mark Mortrude

Adjunct Instructor in Education, 1981 ; B.S., Saint Cloud State University, 1970; M.S., 1974.

Sanford Moskowitz

Assistant Professor of Management, 2005-; B.S., City College of New York, 1974; M.A., Columbia University, 1981; Ph.D., 1999.

Christina Mougayanni Hennessy

Assistant Professor of Hispanic Studies, 2002-; B.A., National University of Athens, 1995; M.A., Universidad Complutense de Madrid, 1998; Ph.D., 1998; Ph.D., University of Minnesota, 2002.

Sucharita Sinha Mukherjee

Assistant Professor of Economics, 2007-; B.S., M.S., University of Calcutta, 1998; M.Phil., India Gandhi Institution of Development and Research, 2000.

Scott Murphy

Assistant Professor of Art, 2008-; B.A., Rutgers University, 1996; M.A., Arizona State University, 2001; M.F.A., 2008.

7.2.18 N

Kristen Nairn

Assistant Professor of Mathematics, 2003-; B.A., Gustavus Adolphus College, 1987; M.A., Columbia University, 1995; Ph.D., 2003.

Rodger Narloch

Associate Professor of Psychology, 2000-; B.A., Saint John's University, 1991; M.A., University of Nebraska at Lincoln, 1993; Ph.D., 1998.

Mary Neisen

Clinical Instructor in Nursing, 2003-; B.S., College of Saint Benedict, 1979, M.A., College of Saint Scholastica, 2003.

Kelly Berg Nellis

Associate Professor of Communication, 2002-; B.A., University of Wisconsin-Stevens Point, 1990; M.A., 1995; Ph.D., University of Missouri-Columbia, 2002.

M. Sheila Nelson

Associate Professor of Sociology, 1994 ; B.S., Marian College, 1973; M.S.W., Saint Louis University School of Social Services, 1984; Ph.D., Loyola University of Chicago, 1992.

Janet Neuwirth

Associate Professor of Nursing, 1988 ; B.S., University of Michigan; M.S.N., University of Minnesota, 1988.

Margrette Newhouse

Assistant Professor of Management, 2004-; Myers Chair in Management, 2004-; B.A., College of Saint Benedict, 1988; M.B.A., Carlson School of Management, University of Minnesota, 1991.

7.2.19 O

Jean Ochu

Associate Professor of Accounting and Finance, 1979-; B.S., Saint Cloud State University, 1970; M.B.A., 1974; C.P.A.

Elaine Odette

Adjunct Instructor in Education, 2007-; B.A., Gustavus Adolphus College, 1971; M.S., Saint Cloud State University, 1988.

Anna Lisa Ohm

Professor of German, 1988-; B.A., University of Colorado, 1962; M.A., 1979; Ph.D., University of California, 1986.

Kathleen Ohman

Professor of Nursing, 1987-; B.S., College of Saint Benedict, 1973; M.S., Saint Cloud State University, 1978; M.S., University of Minnesota, 1987; Ed.D., 1997.

Amy Olson

Professor of Nutrition, 1982-; B.S., Ohio State University, 1974; M.S., 1976; Ph.D., 1981.

John Olson

Professor of Economics, 1985-; B.A., DePauw University, 1972; M.A., University of Rochester, 1975; Ph.D., 1984.

James O'Meara

Professor of Accounting and Finance, 1974-; B.S., University of South Dakota, 1962; M.S., University of Minnesota, 1971; C.P.A., 1972.

Michael Opitz

Professor of English, 1973-; B.S., Saint Cloud State University, 1970; M.A., 1972; Ph.D., University of Minnesota, 1985.

7.2.20 P

Ronald Pagnucco

Associate Professor of Peace Studies, 1999-; B.A., The Catholic University of America, 1979; M.A., 1983; Ph.D., 1992.

Scott Palmer

Adjunct Assistant Professor in Psychology, 1996 ; B.A., Saint Olaf College, 1979; M.S., Moorhead State University, 1991; Ph.D., Brigham Young University, 1986.

Manju Parikh

Professor of Political Science, 1986 ; B.A., American University of Beirut, 1972; M.A., Jawaharlal Nehru University, 1974; M.A., University of Chicago, 1978; Ph.D., 1988.

Rachelle Parsons

Associate Professor of Nursing, 1998-; B.S., Creighton University, 1988; M.S., University of Minnesota, 1997.

Michael Patella, OSB

Associate Professor of Theology, 1995 ; B.A., Iona College, 1977; M.A., Boston College, 1981; M.Div., Saint John's University, 1989; S.S.L., Pontifical Biblical Institute, 1993; S.S.D., Ecole Biblique et Archeologique Francaise, 1995.

Simon-Hoa Phan, OSB

Assistant Professor in Art, 2003-; B.A., Saint John's Seminary College, 1986; B.A., Catholic University of Louvain, 1988; M.F.A. Candidate, California Institute of the Arts.

Paul Pladson

Professor of Accounting and Finance, 1975; B.A., Saint Cloud State University, 1968; M.B.A., 1971; C.P.A., 1970; P.F.S., 1994.

James Poff

Professor of Biology, 1976 ; B.A., Miami University of Ohio, 1969; M.A., 1972; Ph.D., Utah State University, 1976.

Rebecca Pohlig

Assistant Professor of Psychology, 2007-; B.A., Hamline University, 2001; M.A., University of Alabama-Tuscaloosa, 2004; Ph.D., 2007.

Gary Prevost

Professor of Political Science, 1977 ; B.A., Union College, 1969; M.A., University of Minnesota, 1972; Ph.D., 1976.

Aric Putnam

Assistant Professor of Communication, 2003-; B.A., San Francisco State University, 1994; M.A., University of Maine, 1998; Ph.D., University of Minnesota, 2006.

Maureen Putnam

Adjunct Instructor in Music, 1998-; B.A., Dana School of Music, 1988; B.A., Youngstown State

University, 1989; M.A., Saint John's University, 1996.

7.2.21 Q

7.2.22 R

Imad Rahal

Assistant Professor of Computer Science, 2005-; B.S., Lebanese American University, 2001; M.S., North Dakota State University, 2003; Ph.D., 2005.

Charles Rambeck

Professor of Economics, 1975 ; B.A., University of Minnesota, 1966; Ph.D., 1979.

Daniel Rassier

Adjunct Instructor in Music, 1997-; B.S., Saint Cloud State University, 1976; M.S., University of Illinois at Urbana, 1978.

O. Nicholas Raths

Adjunct Assistant Professor in Music, 1986 ; B.M., University of Minnesota, 1983; M.M., 1986. D.M.A., 1998.

James Read

Professor of Political Science, 1988 ; A.B., University of Chicago, 1980; M.A., Harvard University, 1983; Ph.D., 1988.

Michael Reagan

Associate Professor of Biology, 1997-; B.A., Saint Olaf College, 1985; Ph.D., Washington University, 1992.

Luann Reif

Associate Professor of Nursing, 1997-; B.S., University of Minnesota, 1973; M.P.H., 1981.

Dietrich Reinhart, OSB

President, Saint John's University, 1991 ; Dean, College of Arts and Sciences, 1988-1991; Associate Professor of History, 1973; 1981 ; B.A., Saint John's University, 1971; A.M., Brown University, 1976; Ph.D., 1984.

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

Blecker Professorship in the Humanities, 2004-; Professor of Classics, 1984 ; 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.

Frank Rioux

Professor of Chemistry, 1968 ; B.A., Bradley University, 1964; M.S., Iowa State University, 1967; Ph.D., 1969.

Timothy Robinson

Professor of Philosophy, 1981 ; A.B., University of Georgia, 1969; M.A., 1972; Ph.D., 1980.

Ramona Robinson-O'Brien

Adjunct Assistant Professor in Nutrition, 2008-; B.A., University of Wisconsin-Eau Claire, 1992; M.S., University of Minnesota, 1999; Ph.D., 2002.

Charles Rodell

Professor of Biology, 1979 ; University of Wisconsin, 1965; M.S., University of Minnesota, 1967; Ph.D., 1972.

Laura Rodgers

Professor of Nursing, 1998-; B.S., Texas Women's University, 1976; B.S.N., University of Portland, 1984; M.S., 1987; Ph.D., Oregon Health Sciences University, 1995.

Michael Ross

Associate Professor of Chemistry, 1980 ; B.S., Sioux Falls College, 1969; Ph.D., University of Minnesota, 1981.

Anthony Ruff, OSB

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.

7.2.23 S

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.

Rick Saucier

Associate Professor of Management, 2001-; B.A., University of Maine at Presque Isle, 1982; M.B.A., University of Maine, 1992; D.B.A., California Pacific University, 1999.

Stephen Saupe

Professor of Biology, 1981 ; B.S., Lynchburg College, 1975; M.S., University of Illinois, 1977; Ph.D., 1981.

Chris Schaller

Associate Professor of Chemistry, 1996 ; B.S., McGill University, 1988; Ph.D., Cornell University, 1993.

Richard Scheierl

Adjunct Instructor in First Year Seminar, 2006-; B.S., University of Minnesota, 1987; M.Div., Saint John's University, 1992.

William Schipper, OSB

Adjunct Instructor in Gender and Women's Studies, 1997-; B.A., Miami University, 1974; B.A. Catholic University of Louvain, 1982; M.S., Boston University/Vrij Universiteit Brussel, 1987; M.A., Saint Meinrad School of Theology, 1992; M.Div., 1992.

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

Associate Professor of History, 1997-; B.A., Duke University, 1986; M.A., Indiana University, 1992; Ph.D., 1997.

Stephen Schwarz

Adjunct Instructor in Management, 2005-; B.A., Saint John's University, 2001; M.B.A., University of Montana, 2004.

Andrea Shaker

Associate 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.

Christina Shouse Tourino

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.

Laura Sinville

Assistant Professor of Psychology, 2005-; B.A., Southwest State University, 1999; M.S., University of

New Orleans, 2002; Ph.D., Baylor University, 2005.

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 Physical Education, 1964-; B.A., Marquette University, 1956; M.Ed., 1961.

Allison Spenader

Assistant Professor of Education, 2008-; B.A., University of Illinois, Urbana-Champaign, 1997; 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.

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.

Stoltz, Elizabeth

Adjunct Assistant Professor, First Year Seminar.

Erica Stonestreet

Adjunct Assistant Professor in Philosophy, 2008-; B.A., Gustavus Adolphus College, 2000; M.S., Carnegie Mellon University, 2003; M.A., University of Michigan, 2006; Doctoral Candidate.

Julie Strelow

Instructor in Nursing, 2004-; B.S.N., Minnesota State University at Moorhead, 2001; M.S.N., Minnesota State University at Mankate, 2003; Doctoral Candidate.

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.

7.2.24 T

Michael Tangredi

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.

Thimmesh, Hilary

Adjunct Assistant Professor, First Year Seminar.

Shawn Thomas

Assistant Professor of Biology, 2003-; B.A., Delta State University, 1990; M.S., Mississippi State University, 1994; Ph.D., University of Memphis, 2002.

Steven Thomas

Assistant Professor of English, 2007-; B.A., Brown University, 1994; M.A., University of Maryland at College Park, 2001; Ph.D., Pennsylvania State University, 2006.

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.

Kristina Timmerman

Adjunct Instructor in Biology, 2007-; B.A., University of California-Davis, 1983; M.S., San Jose State

University, 1995.

Jerome Tupa, OSB

Artist-in-Residence, 2001-; Professor of French, 1971-; B.A., Saint John's University, 1969; License, Universite de Paris, Sorbonne, 1972; Maitrise, 1974; Doctorat, 1976; M.Div., Saint John's University, 1983.

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.

7.2.25 U

7.2.26 V

Theresa Vann

Assistant Professor of History, 1995-; B.A., Fordham University, 1983; M.A., 1985; Ph.D., 1992.

Charles J. Vilette

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

Adjunct Instructor in First Year Seminar and Diplomat-in-Residence, 2004-; B.A., Saint John's University, 1963.

7.2.27 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

Instructor in Hispanic Studies, 1994 ; B.A., Eastern Kentucky University, 1983; M.A., Saint Cloud State University, 1992.

Felicia Washington

Adjunct Assistant Professor in Social Work, 2000-2003, 2006-; B.A., College of Saint Benedict, 1993; M.S.W., University of Minnesota, 1998, Doctoral Candidate, University of Denver.

Marcus Webster

Professor of Biology, 1989 ; B.S., Lewis and Clark College, 1976; Ph.D., Washington State University, 1983.

Lois Wedl, OSB

Assistant Professor of Education, 1986 ; B.A., College of Saint Benedict, 1966; M.Ed., Ohio University, 1982; Ph.D., 1986.

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

Assistant 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.

Gladys White Navarro

Associate 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.

7.2.28 X

7.2.29 Y

John Yoakam

Associate Professor in Social Work, 2000-; B.A., Texas Christian University, 1969; M.A.R.S., Chicago Theological Seminary, 1973 ; M.Div., United Theological Seminary, 1985 ; Ph.D., University of Minnesota, 1999.

Sarah Yost

Assistant Professor in Physics, 2007-; B.Sc., University of Manitoba, 1996; Ph.D., California Institute of Technology, 2004.

7.2.30 Z

Jill Zasadny

Adjunct Assistant Professor in First Year Seminar, 2003-; B.A., Benedictine College, 1998; M.A., University of Kansas, 2001; Ph.D., 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,

Kate Zittlow Rogness

Adjunct Instructor in Communication, 2008-; B.A., University of Saint Thomas, 1997; M.L.S., University of Minnesota, 2003; Doctoral Candidate, University of Denver.

David Zoeller

Adjunct Assistant Professor in Accounting and Finance, 2005-; B.S., Minnesota State University-Mankato, 1979; M.B.A., 1988.

7.3 Directory

	Saint Benedict's	Saint John's
General Information	(320) 363-	(320) 363-2011

	5011				
Dean of the College	(320) 363-5401	(320) 363-3147			
	Admission	Toll Free Local	(800) 544-1489	(320) 363-5308	(800) 245-6467 (320) 363-2196
Advising	(320) 363-5687	(320) 363-2248			
Alumnae/Alumni	(320) 363-5800	(320) 363-2591			
Arts Programming	(320) 363-5777	(320) 363-2556			
Conferences and Events	(320) 363-5868	(320) 363-2240			
Continuing Education	(320) 363-5687	(320) 363-3395			
Development	(320) 363-5027	(320) 363-2592			
Financial Aid	(320) 363-5388	(320) 363-3664			
Housing	(320) 363-5580	(320) 363-2044			
Library	(320) 363-5610	(320) 363-2125			
Monastery	(320) 363-7100	(320) 363-2011			
Placement	(320) 363-5707	(320) 363-3791			
President	(320) 363-5505	(320) 363-2247			
Public Affairs	(320) 363-5407	(320) 363-2594			
Registrar	(320) 363-5260	(320) 363-3396			
School of Theology·Seminary		(320) 363-2100			
Student Accounts	(320) 363-5387	(320) 363-2193			
	Student Development/ Student Affairs	(320) 363-5601	(320) 363-2737		

Visiting our campuses

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.