

College of Saint Benedict/Saint John's University

2017-2018 Academic Catalog Table Of Contents

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1 Introduction

1.1 Two Colleges, One Education

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

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

The colleges enroll approximately 3800 students from 40 states and 30 foreign countries and trust territories. Saint Benedict's enrolls 2000 women; Saint John's enrolls 1800 men. The combined faculties include approximately 300 professors, among them Benedictines and lay professors with diverse religious and cultural backgrounds. Many faculty members, both lay and Benedictine, live on or near the campuses and participate actively in campus life.

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

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

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

1.2 Coordinate Mission, Values and Vision

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

Coordinate Mission and Vision

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

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

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

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

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

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

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

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

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

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

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

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

1.3 Undergraduate Learning Goals and Objectives

Academic

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

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

Student Development

Coordinate

Note: Number in parenthesis denotes complementary academic learning goal.

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

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

Introduction
Undergraduate Learning Goals and Objectives

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

College of Saint Benedict

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

Saint John's University

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

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

1.4 The College of Saint Benedict: An Overview

1.4.1 College of Saint Benedict Mission and Vision

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

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

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

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

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

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

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

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

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

Vision

Our history is characterized by a fierce belief in the power of liberal education, an engagement with the world around us, responsiveness to the needs of society, an enduring commitment to our Catholic and Benedictine Heritage, and an unwavering focus on women's development as leaders, professionals, and scholars. We envision our future as grounded in these same commitments, and we embrace the changes and challenges impacting the world with the same courage, strength, and boldness of our foremothers.

1.4.2 Overview

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

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

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

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

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

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

1.4.3 Buildings

Sacred Heart Chapel (1913)
Renovated 1983.

Renner House (2005)

Introduction
The College of Saint Benedict: An Overview

The President's Residence.

Academic and Student Development Buildings

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

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

Renovated 1989.

Mary Hall Commons (1956)

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

Renovated 1999.

Henrita Academic Building (1961)

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

Renovated 1994.

Murray Hall (1961)

Administrative and student offices and classrooms; racquetball courts.

Renovated 1996.

Gorecki Dining and Conference Center (2007)

Student dining; conference and gathering spaces.

Benedicta Arts Center (1964)

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

Renovated 1978, 2006.

Swimming Pool Building (1973)

Pool and offices.

Academic Services Building (1974)

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

Renovated 2000.

Claire Lynch Hall (1984)

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

Clemens Library (1986)

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

Renovated 2001.

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

Introduction
The College of Saint Benedict: An Overview

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

International/Multicultural House (1995)

International/multicultural student adviser.

S.L. Haehn Campus Center (1996)

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

Richarda Hall (1961)

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

Student Residences

Mary Hall

Aurora (1956)

Regina (1963)

Corona (1969)

West Apartments

Sohler (1971)

Smith (1971)

Schumacher (1971)

Girgen (1972)

Westkaemper (1972)

Gable (1972)

Dominica (1980)

East Apartments

Zierden (1975) Renovated 1999.

Luetmer (1975) Replaced and expanded 2001.

McDonald (1975) Renovated 1999.

Werth (1975) Renovated 2001.

Idzerda House (1964)

Margretta (1988)

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

Brian Hall (1996)

Centennial Commons (2012)

1.4.4 Accreditation

American Chemical Society
 Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
 Association of Theological Schools
 Commission on Collegiate Nursing Education
 Council for the Accreditation of Educator Preparation
 Minnesota Board of Nursing
 Minnesota State Board of Teaching
 National Association of Schools of Music
 The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools

1.4.5 Memberships

Academic

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

Introduction
The College of Saint Benedict: An Overview

Women's College Coalition

Athletic

Minnesota Intercollegiate Athletic Conference
National Collegiate Athletic Association

1.5 Saint John's University: An Overview

1.5.1 Saint John's University Mission and Vision

Mission of Saint John's University

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

Vision for the College of Arts and Sciences

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

Mission of the School of Theology•Seminary

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

Vision for the School of Theology•Seminary

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

Values

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

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

Introduction
Saint John's University: An Overview

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

1.5.2 Overview

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

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

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

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

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

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

1.5.3 Hill Museum & Manuscript Library (HMML)

Located at Saint John's University and Abbey in Collegeville, Minnesota, the Hill Museum & Manuscript Library (HMML) is a global organization that advances manuscript research and scholarly inquiry by digitally preserving, providing access to, and fostering research and scholarship opportunities into the cultures that produced them. HMML places a special priority on manuscripts from regions endangered by war, political instability, or other threats. HMML is the world's largest, most comprehensive, and most easily accessible collection of manuscript resources.

Founded by Benedictine monk Father Oliver Kapsner, OSB, in 1965, the initial scope of HMML's work was Benedictine monastic libraries in Austria and Germany. Soon HMML widened its work to include manuscript collections across Europe, Africa and the Middle East.

Led by executive director, Father Columba Stewart, OSB, HMML is currently digitizing manuscript collections at fieldwork sites in Lebanon, Iraq, the Old City of Jerusalem, India, Egypt, Mali, Ethiopia and Malta. On-site work is done by local technicians trained, supervised, and paid by HMML. HMML serves as the preservation archive in case original manuscripts are destroyed, stolen, or simply disappear.

HMML holds the world's largest collection of resources for the study of manuscript cultures both East and West. HMML has photographed more than 140,000 complete manuscripts from 540 partner libraries worldwide, totaling more than 50,000,000 handwritten pages. HMML has several ways researchers around the world can access its archive. Explore HMML's online resources at www.hmml.org/research.

HMML is a not-for-profit 501(c)3 organization supported by generous individuals and private foundations. HMML receives major funding from Arcadia Fund of London, the Institute of Museum and Library Services, the Andrew W. Mellon Foundation, and the Henry Luce Foundation. All administration, funding, and research activities are based in the United States at HMML.

The entrance to HMML is located on the lower level of the Alcuin Library on the Saint John's University campus. Students, faculty and staff are welcome to use the newly renovated on-site Reading Room for research, quiet study or to view selected artifacts from HMML's collection on display. The archival copies of original manuscripts at HMML are freely available to researchers on-site and copies may be ordered.

For more information, [visit www.hmml.org](http://www.hmml.org) .

1.5.4 Liturgical Press

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

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seminary and college classroom and the library market. In publishing journals, parish periodicals, approximately seventy new titles each year, and maintaining a catalog of more than a thousand titles, Liturgical Press furthers its mission to "actively proclaim the Good News of Jesus Christ."

1.5.5 Collegeville Institute for Ecumenical and Cultural Research

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

1.5.6 Minnesota Public Radio

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

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

1.5.7 Episcopal House of Prayer

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

1.5.8 Pottery Studio

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

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Apprenticeship Program for undergraduate and post-graduate art students; the Visiting Artist Program for emerging artists; and research and consulting services for local communities seeking to use indigenous natural resources for economic and community development.

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

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

1.5.9 Arca Artium

Arca Artium, "Ark of the Arts," is a collection of books, artwork and other artifacts that provide both primary and secondary resources for exploring the creative interplay between religious expression and artistic endeavor. It began as the working collection of Frank Kacmarcik, Obl.S.B. [1920-2004], teacher, liturgical designer, graphic artist, typographer and calligrapher. For many years a close associate of Saint John's, Br. Frank became a claustral oblate of the monastery in 1988 and formally donated his collection to Saint John's University in 1995. Arca Artium reflects the monastic and liturgical traditions that have inspired Br. Frank's own work but is not limited by them. As a research collection of Saint John's University, Arca Artium is a dynamic and evolving witness to the vitality of human creativity.

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

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

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

1.5.10 Saint John's Abbey Arboretum

Saint John's Abbey Arboretum encompasses the lands and water stewarded by Saint John's Abbey for more than 150 years. More than 2,500 acres surround Saint John's University and contain the highest

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concentration of native plant communities in the area. Miles of walking and ski trails meander through the oak and maple-basswood forests, tamarack and mixed-hardwood swamps and wet meadows. For generations, the Benedictine monks at Saint John's have placed a high value on preserving, sustaining, and using the land. The mission of Saint John's Abbey Arboretum builds on the traditions of the Benedictine founders: Preserve native plant and wildlife communities of the Arboretum lands; Provide opportunities for education and research; Model practices of sustainable land use; Make accessible a natural environment that invites spiritual renewal.

Saint John's Outdoor University

Saint John's University and the College of Saint Benedict created Saint John's Outdoor University to provide environmental and outdoor education, much of which takes place in Saint John's Abbey Arboretum. Students and community members can participate in a variety of Outdoor U programs designed to help them expand their environmental literacy and their emotional connectedness to the natural world. From the Maple Syrup Festivals to prescribed burns, from educational conferences to moonlight snowshoes, there is a multitude of opportunities to get involved. Saint John's Outdoor U offers a full-time, one-year environmental education fellowship for recent college graduates, and offers a variety of part-time employment opportunities for CSB/SJU students, including: naturalists, naturalist aides, Outdoor Leadership Center staff, Peer Resource Program coordinators, and land stewardship laborers. Additionally, Saint John's Outdoor University provides many opportunities for student research, service-learning, internships, and volunteering—all right here in your "backyard!"

Within Saint John's Outdoor U, there are two student-run initiatives. The [Peer Resource Program](#) (PRP) focuses on leadership development and healthy risk-taking through wilderness trips, a low-elements [Challenge Course](#), [Collegebound](#), and a variety of on and off-campus events throughout the year. [The Outdoor Leadership Center](#) (OLC) is an outfitting center that has outdoor and recreational equipment available for students to check-out for free. Camping gear, cross country skis, canoes, and the co-sponsored Green Bike Program with CSB, along with educational events and training, are among the many options available to students and the community.

Visit the Outdoor U website to learn more: <http://www.csbsju.edu/outdooru>.

Saint John's Abbey Arboretum

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1.5.11 Buildings

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

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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, Great Hall, student refectory.
Renovated 1979, 2001, 2009.

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.

Pellegrine Auditorium (1965)
High-technology multimedia lecture hall and movie theater.
Renovated 2001.

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Observatory (1976)
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.
Renovated 2009.

McKeown Center (2009)
Campus center including kitchen, dining, study, computer lab, recreational, and lounge areas.

Student Residences

Saint John's Seminary* (1904 and 1983)
Saint Francis House* (1903 and 1983)
Saint Gregory House* (1907 and 1984)
Saint Benet Hall* (1921 and 1998)
Saint Joseph Hall* (1923)
Edelbrock House (1940)
Emmaus Hall (1950)
Flynntown Apartments (2009)
Saint Mary Hall (1951)
Saint Maur House (2001)
Saint Thomas Aquinas Hall (1959)
Saint Bernard Hall (1967)
Saint Boniface Hall (1967)
Saint Patrick Hall (1967)

Saint Placid House (2001)
Seidenbush Apartments (1972)
Seton Apartments (1981)
Virgil Michel House (1987)
Metten Court (1992)
Saint Vincent Court (1996)

1.5.12 Accreditation

American Chemical Society
 Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics
 Association of Theological Schools
 Commission on Collegiate Nursing Education
 Council for the Accreditation of Educator Preparation
 Minnesota Board of Nursing
 Minnesota State Board of Teaching
 National Association of Schools of Music
 The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools

1.5.13 Memberships

Academic

American Association of Colleges for Teacher Education
 American Association of Colleges of Nursing
 American Association of University Professors
 American Council of Learned Societies
 American Council on Education
 American Political Science Association
 ASIANetwork
 Association of American Colleges and Universities
 Association of Benedictine Colleges and Universities
 Association of Catholic Colleges and Universities
 Association of Directors of Graduate Religious Education Programs
 Association of Independent Liberal Arts Colleges for Teacher Education
 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

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Minnesota Consortium of Theological Schools
Minnesota Private College Council
Minnesota Private College Fund
NAFSA: Association of International Educators
National Association of Independent Colleges and Universities
National Catholic Education Association
National Collegiate Honors Council
Peace Studies Association
Superior Studies Consortium

Athletic

Minnesota Intercollegiate Athletic Conference
National Collegiate Athletic Association

2 Academic Policies and Regulations

2.1 Academic Programs and Regulations

2.1.1 Registration and Credits

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 scheduled for Monday-Wednesday-Friday meetings are ordinarily 55 minutes long and class periods scheduled for Tuesday-Thursday meetings are ordinarily 80 minutes long. There are 15 minute intervals between class periods and start/end times are staggered between the two campuses to facilitate travel time to the other campus. 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-

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semester sophomores must also have been accepted to upper division by a department to be eligible to register.

During the registration period, each student meets with a faculty advisor to discuss educational goals and determine appropriate course selection. Once the meeting is complete, the advisor releases the student's registration PIN so that the student may register through the online system. 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.

2.1.2 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 and intellectual creativity in the context of a particular discipline or subject matter. The following pages detail the academic programs and regulations of the College of Saint Benedict and Saint John's University.

2.1.3 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 following degrees: the Master of Theological Studies; the Master of Arts in Liturgical Music; the Master of Arts in Ministry; The Master of Theology; and the Master of Divinity.

2.1.4 Common Curriculum

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

2.1.5 I. Cross-disciplinary courses

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

First-year Seminar (FYS)

First Year Seminar is a required full-year course (four credits each semester) taken during the first year. In the fall semester, students improve their ability to read carefully and think critically about what they read, learn to write more effectively, increase their information literacy as they conduct basic library searches, and develop the discussion skills necessary for successful college work. The spring semester builds on those skills, and includes a significant research project, as well as opportunities to improve oral presentation skills. Faculty from across the curriculum teach FYS. Although each section is unique in the disciplinary content it addresses, every FYS section provides opportunities to develop the same intellectual skills. Through a wide variety of assignments and projects, students actively shape their development as reader, thinker, listener, writer, speaker, and researcher.

The FYS professor serves as faculty advisor for each student in the section. Students stay in the same section for both semesters. These features help develop a sense of community and continuity.

Ethics Common Seminar (ECS)

The Ethics Common Seminar is a one-semester course intended as a capstone for the liberal arts experience as students wrestle with difficult ethical questions. Students identify ethical issues inherent in modern life, learn to examine them from multiple perspectives, and articulate coherent arguments, grounded in ethical perspectives, to support their own judgments. Students thus develop tools that will enhance their ability to make responsible decisions throughout their lives.

Ethics courses are taught by faculty from a variety of disciplines, so course content varies. Despite the differences, all ECS courses focus on the same fundamental goals. Since ECS wrestles with difficult issues, Senior standing is strongly recommended.

Designated Cross-Disciplinary Courses

Designated courses focus on particular areas critical to the mission of the College of Saint Benedict and Saint John's University, but can be combined with courses taken for other purposes.

Experiential Learning (EL)

In courses with the Experiential Learning designation, students practice their ability to learn independently by taking a prior knowledge/skill, applying it in a more fluid learning environment that they have designed, and then reflecting how on the entire experience deepened their understanding.

Gender (GE)

Gender shapes collective human perspectives and actions, while strongly influencing our individual experiences as both men and women. Liberally educated students should be aware of their gendered

Academic Policies and Regulations
Academic Programs and Regulations

identity, and how it affects their place in the world. Courses fulfilling this requirement use gender as a primary focus for analysis of course content, while also examining how gender intersects with categories of race, class, ethnicity, nationality, or sexuality. Gender designated courses also explore the connections between local experiences of gender and the relevant structural and theoretical contexts of the course.

Intercultural Learning (IC)

The Intercultural Learning requirement prepares students for the increasingly diverse world they inhabit by promoting the understanding that we are all products of a particular culture, and that our perspective on the world grows from that background. Intercultural courses also enable students to learn enough about another culture to realize that there is always diversity beneath the stereotypes. Armed with these insights, students are able to work more effectively with others at home and abroad.

2.1.6 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 a gradual process that becomes increasingly meaningful as one gains knowledge and experience.

Fine Arts Experience (FAE)

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

Humanities (HM)

The Humanities disciplines constitute a way of thinking, talking and writing about what it means to be

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

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

Mathematics (MT)

The Mathematics requirement gives students experience with the power and limitations of mathematical reasoning as an approach to solving problems in other disciplines and in everyday life. These courses enable students to understand and use mathematical language and notation, while also seeing the aesthetics and value of the discipline. Emphasis is on involvement, understanding, and appreciation rather than computational rigor.

Natural Sciences (NS)

Natural Science courses in the Common Curriculum introduce students to a systematic, empirical study of our universe. By practicing the scientific process, reading scientific literature, and doing laboratory investigation, students will improve their analytic skill, practice precise communication, and see the application of science to everyday life.

Social Sciences (SS)

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. A Social Science course in the Common Curriculum helps students learn how to examine their world, practice careful analytic thinking, and develop deeper insights into their own experience.

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

Theology (TH & TU)

Taken together, the two Theology courses make a significant contribution to a graduate's understanding of the core values of our Benedictine Catholic mission. More specifically, the first course (THEO 111) provides a basic knowledge of the Christian tradition. The second course builds on this preparation as students develop a deeper understanding of a specific religious topic and apply those insights to contemporary issues.

2.1.7 III. Global Language Proficiency

The study of a world language fosters communication skills while helping students understand cultural

Academic Policies and Regulations
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patterns other than their own and gaining a broader outlook on historical and contemporary issues. The precise requirements differ by area as follows.

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

2.2 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](#)
[Applied Physics](#)
[Art](#)
[Asian Studies](#)
[Biochemistry](#)
[Biology](#)
[Chemistry](#)
[Classical Languages](#)
[Communication](#)
[Computer Science](#)
[Economics](#)
[Education \(Elementary\)](#)
[English](#)
[Environmental Studies](#)
[European Studies](#)
[French Studies](#)
[Gender Studies](#)
[German Studies](#)
[Global Business Leadership](#)
[Hispanic Studies](#)
[History](#)
[Humanities](#)
[Mathematics](#)
[Music](#)
 Natural Science
[Numerical Computation](#)
[Nursing](#)
[Nutrition](#)
[Peace Studies](#)
[Philosophy](#)
[Physics](#)
[Political Science](#)
[Psychology](#)
[Social Science](#)
[Sociology](#)
[Theater](#)
[Theology](#)

Undergraduate Minor Study Fields

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

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

2.3 Majors

2.3.1 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 chair of that major approves the application. That acceptance may be conditional. Conditional acceptance means that the student may proceed with registration but must satisfy conditions stipulated by the department before the next registration period. A student not accepted into a major may consult Academic Advising for possible alternatives in proceeding with registration.

2.3.2 Individualized Major

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

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

A capstone experience:

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

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

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

(1) A title for the individualized major,

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

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

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

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Academic Advising:

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

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

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

2.3.3 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

2.4 Special Academic Programs

2.4.1 Experiential Learning & Community Engagement

Director: Angie Schmidt Whitney
Assistant Director: Laura Hammond
Bonner/Service-Learning Coordinator: Adia Zeman

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

The Bonner Leader Program

The Bonner Leader Program is a national service-scholarship program committed to providing students with access to education through the opportunity to serve in the community. Created in 1989 at Berea College in Kentucky, the Bonner Program has grown to include over 80 schools across the country. CSB/SJU joined the Bonner network in 2008 and hosted its first class of students in the fall of 2009.

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

The College of Saint Benedict Marie and Robert Jackson Fellowship

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

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

Internship Program

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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 (<http://www.csbsju.edu/elce/internship-program>). 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.

Service-Learning

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

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

Undergraduate Research

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

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

Community Kitchen

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Community Kitchen seeks to integrate the campus and community to increase access to high quality and nutritious food through a multifaceted, innovative approach to alleviating food insecurity with an emphasis on rural Stearns county. Our meal-delivery program utilizes surplus food on campus and in the community as a catalyst for education, collaboration, and community action.

ELCE Scholarships & Fellowships

The Office of Experiential Learning & Community Engagement facilitates a variety of scholarships and fellowships. These opportunities are available for both CSB and SJU students.

[Lindmark Fellowship](#) : The Lindmark Fellowship in Professional Ethics is available to two Saint John's juniors to complete a full-time, 10-week, on-campus summer research project in professional ethics. Fellowship recipients receive \$7,000 for their efforts, with on-campus room and board expenses paid by the student. The research topic of professional ethics is broadly construed to include ethical issues in a variety of occupations or professions. Twice per month, fellows meet with their fellowship faculty advisers to receive mentorship and support for their research.

[Mayo Innovation Scholars Program](#) : The Mayo Innovation Scholars Program (MISP) offers an unparalleled opportunity for selected undergraduate students along with a small group of MBA students to research specific projects submitted by Mayo Clinic professionals. Whether they research the medical-scientific aspect of the project, or work on business-oriented tasks, students involved in the MISP project work alongside a faculty mentor and MBA student to explore cutting-edge products, research topics, and examine services provided by the Mayo Clinic. The experience involves training/orientation in the fall, followed by intensive research and work to write a paper and prepare a presentation that is given at the Mayo Clinic in March.

[Minnesota Public Radio \(MPR\)/Gary Eichten Fellowship](#) : Two students are selected each year from CSB/SJU to complete an internship at MPR, located in downtown St. Paul, learning the basics of news writing, reporting and production with a goal to write and produce material for MPR newscasts. This prestigious fellowship was created in honor of Gary Eichten, a 1969 Saint John's University graduate, who wore many hats during his award-winning, 40-plus year career at Minnesota Public Radio. Selected fellows work full time at MPR for 10 weeks each summer.

2.4.2 Experiential Learning Projects

I. Individual Learning Projects (ILPs): Usually DEPT 271 or 371

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. A department chair must approve any ILP. Unless a specific department specifies an earlier deadline, students must submit a detailed proposal for an ILP to the faculty moderator and department chair prior to the beginning of the semester.

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Restrictions:

- Students are not eligible for ILPs until the start of their second year in college as a degree seeking student.
- No more than four ILP credits may be undertaken within a semester.
- Upper-division ILPs have as a prerequisite the completion of 12 other credits of coursework within the department prior to the start of the ILP semester.
- Summer ILPs may only be moderated by tenured faculty who are under contract for the following academic year.
- Summer ILPs may only be completed by students who have accumulated at least 84 academic credits.
- An ILP may not count toward a major unless approved by the department chair.
- An ILP may not count toward the Common Curriculum unless approved by Academic Advising, in consultation with the CCC if needed.

II. Academic Internship Definition: Usually DEPT 397

The CSB/SJU internship experience is a form of experiential education that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. Students earn academic credit in various departments across the disciplines offered for study at CSB/SJU. Academic (for-credit) internships are a work/learning arrangement and constitute a three-way partnership between CSB/SJU, the host organization, and the student intern. The internship is usually the length or equivalent of an academic term, may be part-time or full-time, paid or unpaid. ***An integral component of the experience, which distinguishes it from other types of work, is one or more forms of structured and deliberate reflection contained within the required internship learning contract's goals and objectives.***

--adapted from Michael True's Internship-Net listserv definition created in April/May 2010.

A. On-Site Component. Academic internships at CSB/SJU would require students to complete a minimum of 40 hours on-site over the course of at least four weeks with increasing hours required on-site as credit hours increase (see Table 1 below). It is up to each academic department, under the purview of department chairs and faculty moderators, to determine whether or not minimum institutional policies are appropriate and/or allowed for credit-bearing internships within their discipline (or if requirements would need to be expanded). Further, institutional and department-specific guidelines for internships must frame experiences that continue to incorporate the learning goals below, which were created and approved for the "Experiential Learning" (EL) Designation by the Common Curriculum Committee. Lastly, students are also advised to check with their internship host organization to identify whether or not they will be required to complete more than the 40 hours over four weeks minimum required to earn one credit at CSB/SJU.

B. Academic Component. Students seeking academic internship credit must be able to demonstrate what they have learned at the internship site through complimentary academic work (a.k.a. the "means of evaluation," which should be outlined on their Learning Contract). Faculty moderators should assign means of evaluation that are both fitting within their academic discipline, as well as appropriate for the number of credits sought. Academic work should increase as credit hours increase. ***It should be noted that typical internships are registered for academic credit in the amount ranging from 1-4 credits.*** To align academic internships with EL Designation requirements, means of evaluation must

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minimally include either a weekly reflective journal or a final paper, as well as a site visit and internship reports outlined by the [Office of Experiential Learning & Community Engagement](#). Faculty members may assign both a journal and a final paper or other means of evaluation that could include: an annotated bibliography, portfolio, final presentation, regular meetings with faculty moderator, required readings, etc.

Goal #1: Student will demonstrate the ability to integrate and apply knowledge and skills gained from one or more courses.

Goal #2: Student will demonstrate specific ways in which the internship activities deepen their understanding of the knowledge and skills gained through traditional course work.

II. Table 1. Revised Institutional Standards and Guidelines for On-Site Hours and Means of Evaluation Related to Academic Internships

Number of Credits	Minimum Total Hours On-Site	Minimum Internship Duration (Weeks)	Minimum Academic Component (Means of Evaluation)
1	40	4	Weekly journal or final, reflective paper
2	80	4	
3	120	4	
4	160	4	Weekly journals, academic paper (6-10 pages, citing peer-reviewed sources) and final reflective paper (or discipline appropriate assignment)
5	200	5	
6	240	6	
7	280	7	
8	320	8	Weekly journals, academic paper (6-10 pages, citing peer-reviewed sources), final reflective paper (or discipline appropriate assignment), and a second, larger project (e.g., another academic paper, presentation or portfolio)

****Please note:** Academic internships over eight credits are rare and the workload for such an internship would require correspondingly more hours of on-site and academic work. The terms of an 8+ credit internship will have to be negotiated with the sponsoring academic department and the Office of Experiential Learning & Community Engagement.

III. Honors and All-College Thesis

Each department and program develops a capstone for their major. Many departments have a thesis project. The departmental thesis is distinct from the All-College Thesis, which typically takes three semesters of work, and some students develop their departmental thesis into an All-College Thesis. It is helpful if each department with a capstone thesis articulate in their catalog language any possible overlaps between their capstone and a possible All-College Thesis. If a student wishes to complete an All-College Thesis the student must enroll in HONR 396 and HONR 398. However, a student does not

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need to be enrolled in the Honors Program to write an All-College Thesis.

All College Thesis Proposal: HONR 396 (0-1 credit, not repeatable)

Student will work closely with a faculty advisor from the student's major department to develop a proposal for a thesis. The proposal will include: title, selection of committee members, statement of purpose and value to discipline, preliminary outline of project, bibliography and summary. Note that this is a self-directed process. Junior standing is required to enroll in Thesis Proposal. In rare cases, HONR 396 may be taken concurrently with HONR 398, but this must be approved by the Honors Director. Offered for S/U grading only. Note: a student does not need to be in the Honors Program to enroll in HONR 396 or HONR 398.

All College Thesis: HONR 398 (0-4 credits, repeatable up to 4 credits)

Student will work closely with a faculty advisor from the student's major department writing a thesis, often in an area closely related to the advisor's own research or creative work. This research will typically take place over the course of one academic year or longer, and includes a prerequisite for a proposal (396). Student will form a committee comprised of 1 advisor and 2 readers. The thesis culminates in a 60-90 minute defense. Senior standing is required to enroll in All College Thesis. May be split between semesters.

Graduation:

Students will graduate:

- **All College Honors** (Student must complete at least 32 credits in HONR courses, 12 credits must be 300-level. Exceptions: Study abroad participant or student entering Honors Program during sophomore year must complete at least 28 credits in HONR courses.)
- **All College Thesis** (must earn A)
- **All College Honors (A & B)**

2.4.3 Honors Program

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

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

2.4.4 Northern Ireland

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

2.4.5 Education Abroad

CSB/SJU offers 19 semester-long study abroad programs in fifteen countries across six continents. The two schools are currently ranked second among baccalaureate institutions nationally for semester study abroad participation. Before graduating, 60 percent of CSB students and 43 percent of SJU students participate in a study abroad program.

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

In keeping with the goals of a liberal arts education, the curricular emphasis of education abroad is upon a disciplined and focused curriculum which is designed to take full advantage of local, regional and national opportunities at each site. Courses taught abroad are integrated fully into the Common Curriculum and/or departmental offerings. Each program includes required pre-departure orientation meetings which include readings, lectures, discussions, writing assignments and audio-visual components. These on-campus meetings, together with individualized academic planning and increased attention to building upon the international experience after return to campus, serve to integrate the study abroad programs into the overall CSB/SJU curriculum.

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

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

2.4.6 Australia

Fremantle is home to the University of Notre Dame Australia (UNDA), Australia's first private,

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

2.4.7 Austria

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

2.4.8 China

The China program is located in Beibei, a city in southwest China, Chongqing municipality. The focus of the program is Chinese history, culture, business, and art along with a required language course. All courses are taught in English at Southwest University, a comprehensive university of 50,000 undergraduate students. The faculty consists of a CSB/SJU professor who accompanies the group and distinguished professors from the host university. Students live on the campus in the international student residence hall. In order to expose students to China's diversity, the program provides approximately three weeks of excursions to major Chinese cities and sites including Beijing, Xian, and the Yunnan province. The program ends in Shanghai where modern China is showcased.

2.4.9 Chile

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

2.4.10 London

London

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

Coventry

The city situated in central England provides a wonderful location that combines city life with the English countryside. In addition, you are only a 1.5 hour train ride away from the hustle and bustle of London. There is not a CSB/SJU faculty who accompanies this study abroad program. Situated in central England only a short train ride from London, Coventry combines city life with the English countryside. Students directly enroll at Coventry University; academic opportunities include specialized courses in Sports Marketing and Management and internships in sports-related organizations. A CSB/SJU faculty member does not accompany student on this program.

2.4.11 France

The international atmosphere of the French Riviera provides the backdrop for this program located in Cannes, France. Students live and study at the Collège International de Cannes. The Collège has a stunning view of the Mediterranean Sea and is close to the beach. This location has inspired such painters as Matisse and Picasso and is near many important artistic and historic sites: Monaco is 40 minutes away by train; the Gorges of the Verdun Valley, the Roman monuments of Provence, the Alps and the medieval villages of Eze and la Turbie are nearby. There is no language prerequisite for this program. Upon arrival, program participants have several days of orientation and testing to determine their language placement level. All students take the Study Abroad Seminar course taught by the CSB/SJU faculty director and a French language class at their appropriate level. Those with sufficient language competence are allowed to enroll in advanced literature, political science and history courses taught in French. Others can select from social science and fine arts classes taught in English. Classes are small and students receive personal attention from instructors.

2.4.12 Germany

On this individual exchange program, students spend either spring semester or an entire academic year fully immersed as students at the Catholic University of Eichstätt-Ingolstadt (KU). There is not a CSB/SJU faculty director who accompanies this study abroad program. Students live in the quaint Bavarian town of Eichstätt, Germany (population 14,000). Eichstätt is a university town, filled with baroque architecture, surrounded by the Altmühltal National Park-the largest park in Germany, and

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close to some of the most historic, cultural, and scenic areas of Germany. Students select courses from across disciplines to meet common curriculum and major specific requirements. All courses are taught in German.

2.4.13 Greece and Italy

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

2.4.14 Guatemala

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

2.4.15 India

Kolkata (Calcutta) is India's third largest city, a bustling metropolis where the area population exceeds 1 million. CSB/SJU partners with St. Xavier's College (SXC), a private educational institution that was founded by the Jesuit order and offers high quality programs in arts, commerce, business administration, and mass communication. The faculty for this program consists of a professor from CSB/SJU and professors from SXC. Students take courses in culture, arts and the history of India. In addition, students enroll directly in one SXC course from a small selection of disciplines. Service learning also plays a major role in this program; it is required that all students spend time each week with a service organization in Kolkata. Students live in small groups in family homestays, with most meals provided.

2.4.16 Ireland

Galway

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

Cork

Cork is the second largest city in the Republic of Ireland with a population of over 100,000. It is located on the river Lee in the southern region of Ireland. This is one of the most independent study abroad programs offered by CSB/SJU, since there is not a CSB/SJU faculty member who accompanies the program. Student directly enroll at University College Cork. Students select from a wide range of the University's regularly scheduled humanities and science courses. CSB/SJU students live in furnished apartments located within walking distance of the campus.

2.4.17 Japan

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

2.4.18 South Africa

Port Elizabeth, situated on the Indian Ocean near the southern tip of the African continent, has a population of over one million and is South Africa's fifth largest city. Students study in classrooms at Nelson Mandela Metropolitan University (NMMU) where they choose from seminar courses designed specifically for the CSB/SJU program including political science, human rights, literature, South African music, and marine biology. In addition, all students enroll in the Study Abroad Seminar taught by their CSB/SJU faculty director. CSB/SJU students have full access to library, computer lab,

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recreation and sports facilities with South African and other international students at NMMU. Many choose to get involved with the local clubs and organizations. Service Learning is a major component of this program. All students spend 6 to 8 hours per week at one of our three service locations. Students live in apartments which overlook the beach and are located approximately two miles from NMMU's campus.

2.4.19 Spain

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

2.4.20 External Study Abroad Programs

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

2.4.21 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.

Academic Policies and Regulations
Special Academic Programs

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.

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.

CSB/SJU returning undergraduate students who have not attended for a minimum of two years qualify for the CE rate when enrolled for 11 credits or less per semester. In addition, non-traditional adult learners who are completing their degree may qualify for the CE rate when enrolled in 11 credits or less per semester. These students must formally apply and be accepted for readmission as a degree seeking student.

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

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

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

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).

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

For further information about continuing education contact the Academic Advising Office at Saint

Benedict's or Saint John's.

2.4.22 Tri-College Exchange

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

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

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

2.5 Courses

2.5.1 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.

2.5.2 Course Numbers

100-299 - Lower-division undergraduate courses

300-399 - Upper-division undergraduate courses

400 and above - Graduate courses

2.5.3 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.

2.5.4 Course Auditing

Students intending to audit a course (earn no credit) are required to complete an Audit Change of Status Form during the first four weeks of class. Auditors are expected to attend all regular classes. Courses audited are not included in determining the total credits earned; however, the credit value of any course audited is calculated in the total tuition cost. A student who enrolls for audit status may change to credit status only during the first week of class.

2.5.5 Individual Learning Projects

Individual Learning Projects: DEPT 271 or 371

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. A department chair must approve any ILP. Unless a specific department specifies an earlier deadline, students must submit a detailed proposal for an ILP to the faculty moderator and department chair prior to the beginning of the semester.

Restrictions:

- Students are not eligible for individual learning projects until the start of their second year in college as a degree seeking student.
- No more than four ILP credits may be undertaken within a semester.
- Upper-division ILPs have as a prerequisite the completion of 12 other credits of coursework within the department prior to the start of the ILP semester.
- Summer ILP's may only be moderated by tenured faculty who are under contract for the following academic year.
- Summer ILP's may only be completed by students who have accumulated at least 84 academic credits.
- An ILP may not count toward a major unless approved by the department chair.
- An ILP may not count toward the Common Curriculum unless approved by Academic Advising.

2.6 Grades

2.6.1 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.

2.6.2 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	Credit Earned
A	Excellent	4	Yes
AB		3.5	Yes
B	Good	3	Yes
BC		2.5	Yes
C	Satisfactory	2	Yes
CD		1.5	Yes
D	Minimum Passing	1	Yes
F		0	No
NR	Not Graded	0	No
H	Honors	0	Yes
S	Satisfactory (C or higher - not calculated in GPA)	0	Yes
U	Unsatisfactory (CD or less - not calculated in GPA)	0	No
AU	Audit (Not for Credit)	0	No
W	Withdraw Without Prejudice	0	No
I/	Grade Incomplete (letter grade calculated in GPA)	Letter grade earned ex. I/C	Yes, if passing grade
X	In Progress	0	No
*	No Grade Reported	0	No
T	Transfer Coursework	0	Yes

2.6.3 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 or H are not included in determining the GPA. Also, coursework transferred from other colleges is not counted in determining the GPA.

2.6.4 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.

2.6.5 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:
 1. The student can take the grade given with the incomplete.
 2. The student can take an S/U option.

The student can Withdraw from the class.

3.

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

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

2.6.6 Satisfactory/Unsatisfactory Grades

Students in their first year of college (who have not completed two college semesters following graduation from high school) and students on academic probation may not elect to take a course for a grade of satisfactory (S) or unsatisfactory (U) unless the course is only offered on an S/U basis. All other students may take a maximum of one course per semester for which they will receive an S/U grade (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, or C. No credit toward graduation is granted for a course receiving a grade of U.

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

2.6.7 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.

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

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

2.6.8 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

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additional information. In addition, if a student has completed a higher level course or placed out of the course at CSB/SJU they may not earn credit again for the course.

2.6.9 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.

2.7 Graduation

2.7.1 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.

Current students who entered prior to Fall 2017:

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.

New First Year students entering Fall 2017 and later:

For new first year students entering Fall 2017 and after, at least 76 of the 124 credits required for a degree must be residential credits earned from the College of Saint Benedict or Saint John's University. Residential credits means credits earned at CSB/SJU or one of its sponsored or approved study abroad programs. At least half of the credits required for the major, excluding supporting courses, must be earned from Saint Benedict's or Saint John's.

Transfer Students entering Fall 2017 and later:

For transfer students, at least 45 of the 124 credits required for a degree must be residential credits earned from the College of Saint Benedict or Saint John's University. Residential credits means credits earned at CSB/SJU or one of its sponsored or approved study abroad programs. At least half of the credits required for the major, excluding supporting courses, must be earned from Saint Benedict's or Saint John's.

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

2.7.2 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 at CSB/SJU with a minimum of 12 semester credits. Students may be enrolled in part-time status (less than 12 credits) in their final semester at CSB/SJU if all outstanding degree requirements are to be met with the part-time enrollment. Students planning to be part-time in their final semester cannot also be concurrently

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enrolled in courses at other colleges or through on-line/distance-learning programs.

Students may be enrolled in part-time status (less than 12 credits) in their final semester at CSB/SJU if all outstanding degree requirements are to be met with the part-time enrollment. Students planning to be part-time in their final semester cannot also be concurrently enrolled in courses at other colleges or through on-line/distance-learning programs.

2.7.3 Common Curriculum

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

2.7.4 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.

2.7.5 Degree Application

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

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

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

Candidates for a degree must ordinarily be in residence for the two semesters immediately preceding commencement. "In residence" is defined as enrollment as a full-time student at CSB/SJU with a minimum of 12 semester credits. A student accepted as a degree candidate who has completed the residence requirement, but lacks credits or coursework required for graduation may transfer up to 8

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credits from another accredited institution of higher education to complete the degree or an additional major or minor. Students who intend to complete degree requirements in this manner must obtain prior written approval from the Academic Advising Office (for Common Curriculum requirements) or their department chair (for major requirements). See also "Studies at Other Colleges" or consult the registrar.

2.7.6 Graduation with GPA 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 *egregia cum laude*, a cumulative grade point average of 4.00;

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

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

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

2.7.7 Transcripts

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

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

2.8 Credits Earned Elsewhere

2.8.1 Studies at Other Colleges

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

- 1) The college at which the coursework is completed is accredited by the appropriate regional accrediting agency at the time of enrollment.
- 2) Courses to be transferred are similar in content to courses offered for credit at Saint Benedict's and Saint John's. However, coursework already completed at CSB/SJU may not be taken again for credit. In addition, if a student has completed a higher level course or placed out of the course at CSB/SJU they may not earn credit again for the course.
- 3) A grade of C or higher is earned in each course.
- 4) The CSB/SJU Registrar's Office receives an official transcript directly from the college at which the courses were completed.

It should be noted that:

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

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

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

Academic Policies and Regulations
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4) Course Number

5) Course Title

6) Course Description and/or web link

7) Number of credits

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

CSB/SJU Registrar's Office
P.O. Box 2000
Collegeville, MN 56321

Colleges/universities outside of the U.S.

- Students who intend to transfer coursework from a foreign college or university must consult the Director of International Studies before beginning such study.
- You must have a professional transcript evaluation completed through World Education Services (WES, <http://www.wes.org/>) or a similar approved professional transcript evaluation service. The results must be sent to CSB/SJU for consideration

Consult the [Center for Global Education](#) for further information.

See also [Academic Catalog: Studies at Other Colleges](#)

Current students who entered prior to Fall 2017:

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.

New First Year students entering Fall 2017 and later:

For new first year students entering Fall 2017 and after, at least 76 of the 124 credits required for a degree must be residential credits earned from the College of Saint Benedict or Saint John's University. Residential credits means credits earned at CSB/SJU or one of its sponsored or approved study abroad programs. At least half of the credits required for the major, excluding supporting courses, must be earned from Saint Benedict's or Saint John's.

Transfer Students entering Fall 2017 and later:

For transfer students, at least 45 of the 124 credits required for a degree must be residential credits earned from the College of Saint Benedict or Saint John's University. Residential credits means credits earned at CSB/SJU or one of its sponsored or approved study abroad programs. At least half of the credits required for the major, excluding supporting courses, must be earned from Saint Benedict's or Saint John's.

2.8.2 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.

2.8.3 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.

2.8.4 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.

2.8.5 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

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may allow students to be exempted without credit from a course so that they may enroll in a higher level course. When appropriate, they may receive credit for the course. Students may consult with the chair of the department in which the course is offered to determine whether an appropriate examination may be arranged.

2.9 Probation and Dismissal

2.9.1 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.

2.9.2 Academic Probation

ACADEMIC PROBATION & DISMISSAL

CSB/SJU students are required to maintain the minimum academic standards of a cumulative GPA of greater than 1.8 after the first semester of college and 2.0 thereafter.

A student may be placed on first academic probation for the following reasons:

- Cumulative GPA at the end of a semester falls below minimum academic standards,
- Inadequate progress toward degree, i.e.; not earning at least 24 credits in the two preceding semesters.

A student may be placed on final academic probation for the following reasons:

- Not meeting conditions of first academic probation,
- Multiple failing grades in a semester,
- A cumulative GPA of less than 1.0.

A student on final academic probation is required to sign a contract acknowledging the conditions of continued enrollment. If the student does not meet these conditions, (s)he will be dismissed without appeal.

A student may be dismissed for the following reasons:

- Not meeting conditions of final academic probation,
- CSB/SJU reserves the right to dismiss a student from the college for cause at any time.

Special cases of academic probation and dismissal will be subject to the judgment of the Academic Dean or the Dean's designee.

CONSEQUENCES OF ACADEMIC PROBATION

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CSB/SJU students who are placed on academic probation are subject to the following consequences during the probationary semester:

- Are ineligible to participate in varsity athletics; but practice may be allowed by petition through academic advising,
- May be ineligible to hold any office or representative position, including club sports and extracurricular activities,
- May not take a course for Satisfactory/Unsatisfactory (S/U) grading, unless course is only offered on an S/U basis,
- Are not eligible to receive an incomplete grade,
- Must earn 12 credits during probationary semester,
- Are expected to earn a grade of C or higher in all attempted courses,
- May experience a reduction of financial aid.

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.

Dismissal

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

2.9.3 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.

2.9.4 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.

2.9.5 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 (see conference regulations).

Any continuing student placed on academic probation (see previous section on minimum academic standards) is ineligible to compete in varsity athletic competitions. However, the student may petition to continue to participate in team activities (practice, training/conditioning, and other appropriate team activities that support the student's progress toward good academic standing). The petition will be reviewed by the athletic director, relevant coaches, and a dean's office designee. The first step of a petition process is a conversation between the student athlete and the coach.

Students on disciplinary probation may be ineligible (see previous section on consequences of disciplinary probation).

Transfer students should consult with their coach and the faculty athletic representative before their first competition to determine their eligibility.

2.9.6 Withdrawal from College

Voluntary Withdrawal, Leave of Absence and Involuntary Withdrawal

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

Voluntary Withdrawal

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

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

Academic Policies and Regulations
Probation and Dismissal

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

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

Leave of Absence

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

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

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

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

Involuntary Withdrawal

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

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

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

Academic Policies and Regulations
Probation and Dismissal

A student who wishes to return to Saint Benedict's or Saint John's after an involuntary withdrawal must submit documentation from an appropriate health professional attesting to the welfare of the student. This documentation must be released to the Dean of Students and will be reviewed in consultation with the Director of Counseling and Health Promotions and others as deemed appropriate. Additionally, the student must apply for readmission to the colleges. Final authority on returning to classes will rest with the Vice President for Student Development or the Dean of Students.

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

2.10 Rights and Responsibilities

2.10.1 Academic Honesty

Academic honesty is central to the mission, character and reputation of the College of Saint Benedict and Saint John's University. As Catholic and Benedictine institutions, we uphold ethical standards of conduct that demand integrity in all aspects of our lives, including the academic. The liberal arts mission of our institutions demands honesty, as academic manifestations of the Benedictine commitments to truthful living and love of learning. CSB/SJU are committed to our students' scholarly and holistic development within a context of mentorship and guidance; we expect that students will progress, as in an apprenticeship, to greater levels of skill, originality, effectiveness, and autonomy as they complete each year of undergraduate education. Faculty members are committed to support and evaluate impartially the aptitudes and achievements of their students, a developmental process that works only when students present their own work. The reputation of our students, alumni/alumnae, faculty, staff, and benefactors depends on our devotion to the highest of academic standards.

2.10.2 Academic Misconduct

Academic expectations

Implicit in the model of developmental education is the expectation that faculty will serve as mentors for their students as they grow in understanding of scholarly conventions, and in all academic skills and autonomy. Early in their college career, students review how to avoid insufficient citation of sources, inappropriate paraphrasing of sources, and wholesale reproduction of unacknowledged sentences and paragraphs, which are serious offenses in the scholarly world. This is especially pertinent in the case of a draft of an assignment; faculty are encouraged to work closely with students at the draft stage(s) to help the student avoid an official charge of plagiarism on the final draft. If plagiarism remains on the final draft, and in the case of other forms of academic misconduct, faculty must assist students in understanding the CSB/SJU academic misconduct policy and procedures. Students learn the skills of scholarship and the expectations of academic honesty under the tutelage of their instructors.

Academic misconduct

Academic misconduct is defined as any activity that tends to compromise the academic integrity of the College/University or subverts the educational process. Academic misconduct impedes the development of the student engaging in misconduct and undermines the community of learners that is a necessary component of a residential, Benedictine, liberal arts education. Academic misconduct includes but is not limited to:

- Cheating: copying the work of another student, receiving unauthorized assistance during an exam, submitting an assignment from one course for another course or other similar acts
- Plagiarism: the act of appropriating and using the ideas, writings, or work of another person as one's own without giving credit to the person who created the work

Academic Policies and Regulations Rights and Responsibilities

- Fabricating information: submitting falsified information as if it were genuine, providing false excuses as a means of gaining extensions or special circumstances for assignments
- Intentionally damaging the coursework of others
- Assisting others in acts of academic misconduct (e.g. giving exam questions or course materials to other students or agencies without the consent or knowledge of the instructor)
- Actions indicating a general disregard of institutional policies regarding academic honesty and misconduct

Acts of plagiarism that result from poor scholarship are addressed in a spirit of apprenticeship and treated as an opportunity for learning. An appropriate penalty, therefore, is the same as for any other situation in which students fail to achieve the goals of a course: a reduced grade for the assignment in question and further instruction to remedy the deficiencies demonstrated by the student.

All courses designed for first-year students, including but not limited to the first year seminar (FYS) courses, are the essential milieu for the presentation and discussion of academic honesty and academic misconduct, with special attention to the elements of proper citation and plagiarism. While FYS and other first-year courses provide an essential first opportunity for discussion of academic misconduct, they should not be the only forum for discussion and learning. Ethics seminars and discipline-specific courses introduce students to the discipline-specific principles and practices of academic honesty. Faculty work with students, no matter what the penalty for academic misconduct, to understand better the expectations of scholarly work and to remedy the deficiencies represented by the student's work that leads to the process of evaluating academic misconduct.

Cases of academic misconduct

The institutions ensure that all students receive instruction in the institutions' academic conduct policies and have opportunities to learn how to avoid plagiarism and other forms of poor scholarship. Once this training has taken place, instructors and students must consider the following:

1. Timing: Was there any failure on the part of the institutions to relay the CSB/SJU policies related to academic honesty and misconduct?
2. Scope: How substantial a portion of the course material or of the assignment is affected by the infraction?
3. Context: In the judgment of the instructor, is this a single incident that meets the definition of academic misconduct, or does the incident in question represent a pattern of misconduct?

In those cases where plagiarism remains on a final draft, or where other academic misconduct warrants response, the burden of proof rests with the instructor to demonstrate that one or more students have engaged in academic misconduct. If an instructor suspects academic misconduct, he or she must present compelling evidence of this misconduct.

I. General Procedure

A. An instructor suspecting a student of academic misconduct must meet with the student and present evidence of the specific offense.

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- B. If the student agrees that the alleged act of academic misconduct has occurred, a penalty is determined by the student and faculty person. A written acknowledgment specifying the offense and the penalty is signed by the instructor, the student and a third party witness to guarantee that the student has been shown the agreement and read it ([Report of Academic Misconduct Form](#)). The evidence of academic misconduct and the written acknowledgments are then placed in a closed file in the office of the Academic Dean.
- C. If, in spite of the evidence presented by the instructor, the student maintains that the incident is not an act of academic misconduct, the student may contact the Assistant Dean/Director of Academic Advising and request that an appeals process be initiated (see Appeals Process below). In such contested cases, it is the responsibility of the student to provide detailed information demonstrating that the assignment in question is the product of his or her own work, or evidence refuting the allegations presented.
- D. By refusing to view the evidence, or by refusing to acknowledge having viewed it, a student will not prevent imposition of the instructor's recommended penalty nor prevent the case from going into the closed file.
- E. The penalty determined by the instructor (or by the Academic Dean in cases of a second or third offense) will stand unless and until the student's appeal leads to a finding that the incident is not in fact a case of academic misconduct. If the student's appeal is successful, the material will be removed from the closed file and destroyed.
- F. A student accused of academic misconduct who maintains his/her innocence has the right to remain enrolled in the course while the appeal process is pending.
- G. The closed file located in the Academic Dean's office will be destroyed two years after a student has graduated. In the cases of students who transfer to other institutions, or who for other reasons leave the College of St. Benedict or St. John's University without graduating, the closed file will be destroyed five years after the student's departure.
- H. The proof of academic misconduct in an earlier offense does not imply any assumption of misconduct when a student is accused in a future case.

II. Consequences

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

First Offense

- A. The penalty for a first offense of academic misconduct is commensurate with the type of misconduct, ranging from failure of the assignment to failure of the course in which the academic misconduct occurred, as decided upon by the faculty member and the student.
- B. The process of written acknowledgement and closed file described in section I will be implemented.
- C. If a student commits two acts of academic misconduct of similar type in different courses concurrently, it is at the academic dean's discretion whether they are regarded as one or two offenses. If the two instances seem to manifest from a single misunderstanding, and the student can demonstrate his or her lack of understanding, they may be regarded as one offense. The priority throughout this process is to help the student learn about proper citation, the dignity of intellectual property, their own and others, and the requirements of the CSB/SJU educational mission.

Second Offense

- A. The instructor should follow the general procedure indicated above. The Academic Dean will be aware that this is not the student's first instance of academic misconduct, and because of the increased

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gravity of the situation, will consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The faculty member and academic dean will discuss a penalty commensurate with the gravity of the incident, which is ordinarily failure of the course in which the academic misconduct occurred.

B. If a student commits two acts of academic misconduct of similar type in different courses concurrently, it is at the Academic Dean's discretion whether they should be regarded as one or two offenses.

C. The process of written acknowledgment and closed file described in Section I will be implemented.

D. If the incident of academic misconduct is egregious, the student may be suspended or expelled from the college after a second offense. This decision will be made by the Academic Dean.

Third Offense

A. The instructor should follow the general procedure indicated above. The Academic Dean will be aware that this is the student's third instance of academic misconduct, and because of the increased gravity of the situation, will again consult with the instructor and other parties deemed necessary to learn as much as possible about this instance of misconduct. The student will fail the class in which the academic misconduct occurred.

B. The student will be suspended or expelled from the college.

C. The steps of written acknowledgement and closed file described in Section I will be implemented

Appeals Process

A. The appeal process for academic misconduct is initiated by the student's choice indicated on the Report of Academic Misconduct form, which is then reviewed by the Assistant Dean/Director of Academic Advising.

B. The student is given an opportunity to provide detailed information related to the academic misconduct and disputing the evidence presented. The student may present any or all of the following:

- a prepared, written statement rebutting the evidence
- material evidence that supports the claim that the work is the student's own and that documents the process by which the assignment in question was generated
- the testimony of any others who may have been involved in the incident

C. The Assistant Dean/Director of Academic Advising will review the materials and evidence presented by the student and request further clarification from instructor(s) and/or the student as needed and consult the Academic Dean.

D. The Assistant Dean/Director of Academic Advising will notify the student and the instructor as to the outcome of the appeal. The decision of the Dean is final.

[Report of Academic Misconduct Form](#)

2.10.3 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.

2.10.4 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.

2.10.5 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.

2.10.6 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. The department chair will attempt to clarify the positions of both the faculty member and the student and find a consensus position. If the student is still not satisfied, petition may be made to the academic dean or the dean's designee, who will implement the next appropriate process. If the instructor and the department chair are one and the same, the academic dean may be consulted at the second level of appeal.

Unless otherwise specified in this catalog, student appeals against other academic judgments should be conducted in like fashion: seeking knowledge of the grounds for a judgment from the relevant faculty member or academic official; moving to that person's superior if the student believes the judgment is unfair; and then petitioning the academic or the dean's designee if still unsatisfied. The academic program of each college is subject to the academic dean and then to the provost for academic affairs.

2.10.7 Student Right to Information

Student Right to Information

Academic Policies and Regulations
Rights and Responsibilities

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

Although information regarding students' dorm and room numbers is designated as Directory Information, the College of Saint Benedict and Saint John's University generally do not provide such information publicly without the individual student's consent. One exception is disclosure to governmental entities to verify the residency of a student. Similarly, student email addresses are designated as Directory Information but are not generally provided except for the limited purpose of being disclosed to authorized users of the College's and University's internal network.

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

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specific categories of directory information indicates the student's approval of disclosure.

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

2.10.8 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.

Compliance with Family Educational Rights and Privacy Act of 1974

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

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

2.10.9 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.

3 Academic Departments

3.1 Departments

3.1.1 Academic Skills

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

Major (None)

Minor (None)

[Courses \(ACSC\)](#)

3.1.2 Accounting and Finance

Accounting and Finance

Chair: Mary Jepperson

Faculty: Robert Bell, Warren Bostrom, David Horn, Wei Huang, Mary Jepperson, Janean Kleist, Michelle Li-Kuehne, Kelly Prestby, Tonya Schmidt, Benjamin Trnka, Steven Welch, David Zoeller

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

Academic Departments
Departments

Traditional accounting program

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

Finance

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

Public accounting

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

Major (60 to 74 credits, based on concentration)

Required Courses for each accounting concentration:

111, 112, 210, 325, 335. Required supporting courses include MATH 124, and ECON 111.

Required Additional Courses for Traditional Accounting Program:

326, 331, 332, 338, 340, 355, and 396; one course from 310, GBUS 201, or a 300-level ECON elective; and Math 118 (or 119 or 122.)

Required Additional Courses for Finance Concentration:

310, 315, 320, 333 and 395; MATH 118 or 119; GBUS 201; and 12 credits from the following courses, of which four credits must come from 360, 361 or 362 and four credits must come from ECON: 326, 329, 332, 360, 361 or 362, or ECON 314, 316, 317, 318, 320, 323, or 332 or POLS 334, 353 or 355.

Required Additional Courses for Public Accounting Concentration:

310, 326, 331, 332, 333, 338, 340, 355, and 396; GBUS 201; Math 118 (or 119 or 122); and six credits from 315, 320, 330, 337, 353 or 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 Senior Exit Exam is required for Accounting Graduates in each concentration.

Suggestions:

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

Minor (20 credits)

Required courses:

111, 112, 325, and 2 additional accounting courses from the following: 326, 331, 332 and 340.

Courses (ACFN)**3.1.3 Art**

Department Chair: Simon-Hòa Phan OSB

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

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, book arts, papermaking, computer art, photography, and video. 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 in studio art courses, 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, book arts and art education.

Academic Departments
Departments

Concentration in Studio Art (48 credits)

The studio art major allows students to combine a liberal education with preparation for entry into careers as exhibiting artists, designers, elementary or secondary school teachers, or other art-related fields, such as advertising, marketing, illustration, museum/gallery curation, criticism, writing/reporting, as well as for graduate school in studio art, art history, design, architecture, landscape architecture, or art therapy.

Required Courses:

108, 118, 119, 248, 300, 344, 351, 352; three studios chosen from the 200 and 300 studio courses, with at least four credits at the 300 level, for a total of 12 credits, and 4 credits of non-western art history from the 200 or 300 level.

Special Requirements:

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

Concentration in Art Education (47-55 credits)

Required Courses:

119, 215, 217, 218 or 262, 219, 248, 344, 351, 355, and 208, 200 and 300 level Art History course.

Special Requirements:

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

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

Art Studio Minor (24 credits)

Required Courses:

118, 119; 12 credits in elective studio, with at least 4 credits at the 300 level; four credits in Art History.

Art History Minor (24 credits)

108; 4 credits in non-Western art history from the 200 level courses (can double count if the student is an Art Major), one four-credit course in art studio (can double count if the student is an Art Major), a minimum of 8 credits in upper-division, 300 level Art History courses (cannot double count if the student is an Art Major) and 4 additional credits that can be lower or upper division Art History credits (cannot double count if the student is an Art Major).

Book Arts Minor (24 credits)

Academic Departments
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Required Courses: Art 118, Art 239, Art 397, HIST 374 or ENGL 315B

At least two of the following electives (8 credits): Art 218, Art, 224, Art 227, Art 233D (Artist Books), Art 233F (Handmade Paper), Art 271/371 (ILP, only one allowed, 4 credits), ENGL 213/313, ENG 315.

ILPs and Internships must be approved by the Book Arts Coordinator. (In some cases, an ILP or Internship may also be done through the English Department).

Note: Art Minors: can use ART118 to fulfill requirements in both minors. English Majors/Minors: can double-count one English class to fulfill requirements.

[Courses \(ART\)](#)

3.1.4 Asian Studies Program

Program Director: Carol Brash

Administrative Assistant: Norma Koetter

The Asian Studies major and minor prepare students for personal and professional engagement in and with Asia in accordance with the Benedictine commitment to service, learning in community, multiculturalism, leadership, and global citizenship. Graduates of Asian Studies at CSB/SJU go on to pursue careers in education, religion, government, diplomacy, international relations, law, business, medicine, journalism, non-profit and non-governmental activism, and other professional paths.

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

Assessment of Student Learning

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

Academic Departments
Departments

periodic program review.

Major in Asian Studies (48 credits)

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

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

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

No more than 4 credits from non-CSB/SJU study abroad experiences will apply toward the Asian Studies major without prior approval of the Director of Asian Studies.

Minor in Asian Studies (20 credits)

The minor requires 20 credits: Asia 200, 4 credits at the 100 level and 12 credits at the 300 level. Up to 4 credits of Chinese and Japanese languages courses of 212 or higher CAN count for the Asian Studies minor. These courses may include 212, 311, 312, and ILP of 300 level or higher on either CSB/SJU campuses or study abroad sites. Literature in translation courses offered under the LNGS (formerly MCLT) course designation will count toward the Asian Studies minor.

Minor in Chinese Language

This minor is administered by the Department of Languages and Cultures, and requires courses in Chinese language and culture. For more information on the Chinese minor, go to the Languages and Cultures website at <http://www.csbsju.edu/languages-and-cultures> .

Minor in Japanese Language

This minor is administered by the Languages and Cultures and requires courses in Japanese language and culture. For more information on the Japanese minor, go to the Department of Languages and Cultures website at <http://www.csbsju.edu/languages-and-cultures> .

Courses for Major/Minor

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ASIA 200, 271, 371, 397, 399

ART 100, 208, 240D, ART 240F, 309

CHIN 111/112, 115/116, 211/212, 311/312, 315/316, 321B, 330, 371

COLG 280

ECON 316, 317, 362

ENGL 385C, 386

ENVR 200A, 300J, 312

GBUS 201, 300, 321, 330, 337, 341

GEND 180A, 290A, 290B, 360E, 381

GEOG 230, 312

HIST 114, 115, 116, 117, 118, 300, 305, 315, 316, 317, 319, 368

HONR 230E

JAPN 111/112, 115/116, 211, 212, 311/312, 315/316, 321A, 321B, 321C, 330A, 330B, 330C

PHIL 156, 339

POLS 121, 223, 346, 352, 355, 356, 358A

THEO 327, 345, 363, 365, 369B, 369C

[Courses \(ASIA\)](#)

3.1.5 Astronomy

Faculty: Jim Crumley, Thomas Kirkman, Sarah Yost

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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)

3.1.6 Biochemistry

Program Director: Kate Graham

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

Required Courses: (62-66 credits)

BIOL 101, 201, 311, 317, and 318 (all with attached labs)

CHEM 125, 250, 251, 255, 315;

CHEM 201, 202, 203 and 205 (0 or 1 credit labs);

BCHM 317 (same as BIOL 317; Students enroll in BIOL 317 which will be changed to BCHM 317 by the Registrar's office), 375, and XXX (0 credit)

Plus four credits from the following:

CHEM 323, CHEM 347, CHEM 352, CHEM 353, CHEM 358

BIOL 307, BIOL 319, BIOL 323, BIOL 329, BIOL 339, BIOL 373K, BIOL 373L

Supporting Courses:

PHYS 191, 200 or 105, 106

MATH 119, 120

Special Requirements:

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

Minor (None)

[Courses \(BCHM\)](#)

3.1.7 Biology

Department Chair: William Lamberts

Faculty: Rachel Bergerson, D. Gordon Brown, Manuel Campos, Philip Chu, Clark Cotton, Katherine Furniss, Stephen Jameson, Ellen Jensen, William Lamberts, Demelza Larson, Katherine Leehy, Jeanne Marie Lust OSB, David Mitchell, Michael Reagan, Stephen Saupe, Jennifer Schaefer, Kristina Timmerman, Marcus Webster

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

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

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

Assessment

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

1. All students in introductory courses take a pre- and post- test of basic information that they would be expected to gain from taking this course.

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2. Seniors take a comprehensive exam during the spring semester.
3. Students enrolled in an upper division biology course during the spring semester take the "Annual Biology Department Assessment Survey".
4. The department surveys alumni at five-year intervals.

Major: Effective Fall 2015

Students will begin with Foundations of Biology (BIOL 101), followed by two intermediate courses (BIOL 201 and 202). A minimum of 20 credits from our upper-division courses is required. The capstone requirement for the Biology major can be completed through any of the following options:

1. An Honors Thesis (BIOL 398), Biological Research (BIOL 372) or summer research (at CSB/SJU or elsewhere) that satisfies institutional capstone criteria.
2. Completion of hands-on research in the context of the 2-credit Senior Capstone in Biology course (BIOL 380).
3. Completion of a research proposal or review paper in the context of the Senior Capstone in Biology.

Students must also take MATH 124, CHEM 125/201 plus one additional course from the list below:

- CHEM 250/202, CHEM 251/203 or CHEM 255/205
- PHYS 105 or 191
- MATH 118, MATH 119 or MATH 120 (if entering with AP Calculus)
- CSCI 140, 150 or 239
- ENVR 175

Major (45 credits): Prior to Fall 2015

Required Courses:

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

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

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

Special Requirements:

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

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mathematics (MATH 118, 119 or 124).

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

Minor: Effective Fall 2015

BIOL 101, 201, 202 and 12 credits of upper-division BIOL courses. Students must also take CHEM 125 as a prerequisite for BIOL 201.

Minor (24 credits): Prior to Fall 2015

Required Courses:

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

Courses (BIOL)**3.1.8 Chemistry**

Department Chair: T. Nicholas Jones

Faculty: Lisa Engstrom, Md Abul Fazal, Margarita Geraskina, Kate Graham, Henry Jakubowski, Brian Johnson, T. Nicholas Jones, Robert Kirkley, Edward McIntee, Anna McKenna, Alicia Peterson, Annette Raigoza, Chris Schaller, Christen Strollo Gordon, Stuart Winikoff

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, forensics, environmental science, law, business administration, government service and agriculture science. To this end, the department offers a variety of introductory and advanced courses.

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

The Chemistry major consists of one introductory course (4 credits), five foundation courses (4 credits each), four separate lab courses (0-1 credits each), one in-depth Integrated Lab Course (4 credits each), and a series of half-semester in-depth courses (2 credits each).

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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 (CHEM XXX) in the spring of their senior year. In addition, senior majors are asked to complete an anonymous survey to probe the extent to which they believe the department meets its stated goals and objectives. Assessment data is critical for periodic re-accreditation by the American Chemical Society. All of this information is employed to improve our program and ensure that the educational opportunities we provide are the best possible.

Major (52-65 credits)

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

- Students can major in Chemistry without a specific concentration (any 3 half-semester in-depth courses required) or they can choose to take a concentration in Chemical Biology, Environmental Chemistry, or Industrial/Materials Chemistry (4 in-depth courses from specific list required). Students with or without a concentration will be certified by the ACS if they take a total of six half-semester in-depth courses and complete four credits of CHEM 360 laboratory research.

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

Concentrations will appear with the major on a student's transcript. The ACS certification will be noted below the major.

All majors must take the following chemistry courses:

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

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

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

Majors must take the following 300 level 2 credit in-depth courses depending on their choice of concentration and ACS Certification.

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

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Chemical Biology Concentration AND no ACS certification: Chemical Biology (CHEM 347); Three additional 2 credit in-depth classes taken from the following: 355 (Analysis of Biomolecules), 353 (Xenobiotic Metabolism), 348A (Molecular Design-Organic), the following CHEM 3XX courses: 358 (Biomacromolecules), 352 (Signal Transduction and Neural Chemistry), and Medicinal Chemistry, and specified topic courses approved for the concentration (321-326); 361 (Insight into Mechanics) 363 (Structure Elucidation) and 364 (Medicinal Chemistry), and specified topic courses approved for the concentration (321-326); BIOL 318: Molecular Genetics OR appropriate courses from other departments approved by the Chemistry Department may substitute for two credit in-depth course(s). BIOL 121 and BIOL 221 are highly recommended for this concentration.

Environmental Chemistry AND no ACS certification: Climate and Habitat Change (CHEM 343); Three additional 2 credit in-depth classes taken from the following: CH344A (Environmental Chemistry A: Atmosphere), 344B (Environmental Chemistry B: Soil and Water), 354 (Sustainable Energy), 357 (Separation Science), 361 (Insight into Mechanisms), 363 (Structure Elucidation), 348B (Molecular Design Inorganic) and specified topic courses approved for the concentration (321-326); Appropriate courses from other departments approved by the Chemistry Department may substitute for CHEM 3XX course(s).

Materials/Industrial Chemistry AND no ACS certification: CHEM 345 (Industrial and Engineering Processes) and 346 (Nanomaterials); Two additional 2 credit in-depth classes taken from the following: 343 (Climate and Habitat Change), 355 (Analysis of Biomaterials), 348B (Molecular Design Inorganic), 357 (Separation Science), 362 (Polymers) and specified topic courses approved for the concentration (321-326). Appropriate courses from other departments approved by the Chemistry Department may substitute for CHEM 3XX course(s).

ACS Certification:

Students taking any of the options above (no concentration or any of the concentrations) can be certified by the ACS if they take a total of six, 2 credit in-depth courses and 4 credits of CHEM 360 (laboratory research).

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

Chemistry Major (No Concentration): 52-57

Chemical Biology, Environmental Chemistry, or Materials/Industrial Chemistry Concentrations: 54-59 credits

Chemistry Major with ACS Certification: 60-65

Minor (24-28 credits)

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

Required Courses:

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CHEM 125, three of the foundation labs CHEM 201, 202, 203 and 205, and 20 credits from chemistry courses numbered 250 or higher..

[Courses \(CHEM\)](#)

3.1.9 Courses of the College

The colleges offer a variety of courses which extend beyond the boundaries of a single discipline. Some courses may fulfill common curriculum requirements.

Major (None)

Minor (None)

Cross-disciplinary Courses

First Year Seminar (FYS)

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.

Ethics Common Seminar (ETHS)

390 Ethics Common Seminar. (4)

Courses which meet the Ethics Common Seminar requirement appear in the class schedule.

[Interdisciplinary Courses \(COLG\)](#)

3.1.10 Communication

Department Chair: Shane Miller

Faculty: Kelly Berg, Jeanmarie Cook, Karyl Daughters, Dana Drazenovich, Nicole Hurt, Katherine Johnson, Elizabeth Johnson-Miller, Jennifer Kramer, Julie Lynch, Shane Miller, Emily Paup, Aric Putnam, Erin Szabo

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

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Communication courses are designed to provide students with the theory and skill necessary for college work and for personal and professional development after graduation. The department emphasizes written and oral communication skills, message analysis, and communal responsibility.

Assessment

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

Major (40 credits)

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

1. Communication majors must take all three foundation courses (12 credits): 102, 103, 105.
2. At least one course in Message Design: 212, 220, 225, 240, 245, 247, 248, 265, 282, or 382.
3. At least one course in Analysis of Communication: 201, 205, 250, 251, 308, 311, 312, 330, 336, 338, 340, 342, 352, 358, 367, or 384.
4. At least one course in Communication and Community: 303, 304, 305, 307, 309, 310, 331, 335, 341, 350, 351, or 387.
5. At least one Capstone course: 333, 334, 346, 347, 353, 360, 368, 395, or 398.
6. At least 16 credits (the equivalent of four courses) must be 300-level Communication department courses. COMM 392 (Communication Practicum) and COMM 397 (Internship) do not count for this requirement.

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

One course (or 4 credits) may be counted toward the major from the following: ART 317, ART 318, ART 333A (2), ART 333D (2), ENGL 311, ENGL 387, PCST 346, PSYC 221, SOCI 201, or one approved elective course from study abroad. These outside courses are optional and not required for the Communication major.

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

Minor (20 credits)

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

1. All Communication minors must take COMM 102: Public Speaking and the Public Sphere.

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Communication minors must also take at least one additional foundational course: either COMM 103 or 105.

2. One course in Message Design: 212, 220, 225, 240, 245, 247, 248, 265, 282, or 382.
3. One course in Analysis of Communication: 201, 205, 250, 251, 308, 311, 312, 330, 336, 338, 340, 342, 352, 358, 367, or 384.
4. One course in Communication and Community: 303, 304, 305, 307, 309, 310, 331, 335, 341, 350, 351, or 387.

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

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

[Courses \(COMM\)](#)

3.1.11 Computer Science

Department Chair: Imad Rahal

Faculty: Michael Heroux, Noreen Herzfeld, J. Andrew Whitford Holey, Jeremy Lee Iverson, John Miller, Rasanjalee Dissanayaka Mudiyansele, Imad Rahal

Problem solving is at the core of computer science. Beginning with the hands-on laboratory sessions in the first four courses of the major, all the way through your senior research project, you will hone your problem solving skills. 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. If you choose to study computer science at CSB/SJU, you will design and create models of how a computation could be done and you will often implement your model as a computer program. Along the way you will ask questions such as, "Can this be computed?" and reflecting the ethical traditions that CSB/SJU were founded on, "Should this be computed?"

A degree in computer science from CSB/SJU will prepare you well to begin a career in computing or to go on to graduate school, but it is also a good preparation for employment in business, law, medicine, and many other areas where problem solving is important.

Major

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

Computer Science Major (56 credits)

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

Required Courses:

- MATH 118 or 119 or 120;
- CSCI 150 (130 or 140);
- CSCI 160, 200, 230, 239, 310, 338, 339, and 369;
- CSCI 373 or 398;
- Twelve additional upper division credits in computer science, or one course from MATH 315, 322, 338, or 339, and eight additional upper division credits in computer science. Internship credits (CSCI 397) cannot be counted toward the major but can be used for elective credits toward graduation.

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

Minor (24 credits)**Required Courses:**

- MATH 118 or 119 or 120;
- CSCI 130 or 140 or 150;
- CSCI 160;
- Twelve additional computer science credits of which at least 4 are at the 300 level. Internship credits (CSCI 397) cannot be counted toward the minor but can be used for elective credits toward graduation.

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

Criteria for admission to the major:

Students will be accepted into the Computer Science major if:

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

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

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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 \(CSCI\)](#)

3.1.12 Economics

Department Chair: Parker Wheatley

Faculty:

William duPont, Daniel Finn, Louis Johnston, Margaret Lewis, Sucharita Mukherjee, John Olson, Shrawantee Saha, Parker Wheatley.

Economics is the study of individual and social choices that lead to the production, distribution, and consumption of goods and services through private markets, non-market provisioning activities, and public policy with this study's goal being an understanding of the process of wealth and well-being creation in an economy. The Department of Economics offers students the opportunity to explore these processes and to examine important economic issues and policies from the perspectives of various schools of economic thought.

In accord with the mission of the two colleges, the department's faculty is committed to the explicit treatment of the values implicit in economic choices and policies, to the benefits of methodological diversity in economic inquiry, and to the practice and improvement of contemporary pedagogies to engage students as active learners. The department's curriculum prepares students to be informed, critical citizens and engaged, competent professionals.

The economics curriculum is structured in three levels or tiers. Tier One consists of one 4-credit course, ECON 111 (Introduction to Economics), which provides an introduction to the subject of economics by examining fundamental economic principles as well as issues and problems examined by economists. The courses in Tier Two (numbered between 300 and 349) build on the Tier One foundation to address in greater depth particular areas of economic theory and application. Tier Three courses (numbered 350-399) are advanced courses in analysis and applications and are primarily intended for economics majors and minors. All Tier Three courses have a prerequisite of at least one of the core theory courses, ECON 332 (Microeconomic Theory), ECON 333 (Macroeconomic Theory), and/or ECON 334 (Quantitative Methods in Economics).

Many courses in the economics curriculum are designed to meet requirements in programs outside economics. In particular, the department contributes to the curricula in Accounting and Finance, Asian Studies, Environmental Studies, Gender Studies, Global Business and Leadership, Public Policy, and Theology.

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The economics major prepares students for employment in a variety of areas and for graduate study. Recent graduates are pursuing careers in banking, insurance, finance and brokerage, journalism, sales and marketing, and management. Others are employed as policy analysts for various agencies and branches of local, state and federal governments. Economics majors have gone on to graduate study in economics, business, finance, law, public policy analysis, agricultural economics, environmental economics, labor relations and human resource management, health administration, sports administration, and public administration. The economics program also offers a minor that can be matched with many different majors as preparation and support for a broad variety of career opportunities.

Assessment

The Department of Economics conducts assessment of student learning in order to determine how well the department and its students are meeting the program's specified learning goals and objectives. Assessment provides the department with systematic feedback to make curricular and pedagogical improvements. While protecting confidentiality, students of economics should expect that their coursework may serve as assessment data, that they may be asked to provide other data for assessment, and that they will be invited to participate in assessment reviews.

Major (44 credits)

Required Courses:

1. 111, 332, 333, 334, 384, and four additional 300-level ECON courses of which at least three must be from Tier Three courses (numbered 350 or higher);
2. One semester of calculus (either MATH 118 or 119) and one semester of statistics (either MATH 124 or 345).

Suggestions:

Students majoring in economics are advised to complete the required two MATH courses and the ECON 111, 332, 333, and 334 courses no later than the middle of their junior year. Mathematics and statistics are essential tools for graduate education and professional work in economics. The department therefore advises that students who are contemplating graduate study in economics minor in mathematics, with students taking MATH 119, 120, 239, 305, 345, and either 343 or 346. In addition, ECON 350 (Introduction to Econometrics) should be included among the economics courses taken for the major.

Minor (24 credits)

Required Courses:

1. 111, 332, 333, and two additional 300-level courses;
2. MATH 118 or 119.

Tier One

111 Introduction to Economics. (4)

202 Readings in Economics. (0-1)

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271 Individual Learning Project. (1-4)

Tier Two

302 Readings in Economics. (0-1)

314 Economics of Financial Institutions and Markets. (4)

315 American Economic History. (4)

316 Asian Economies. (4)

317 International Economics. (4)

318 Natural Resource and Environmental Economics. (4)

320 Market Structures and Firm Strategy. (4)

323 Economics of the Public Sector. (4)

325 Political Economy of Gender and Race. (4)

326 History of Economic Thought. (4)

327 Economic Thought and Religious Values. (4)

328 Economics, Philosophy and Method. (4)

329 Topics in Economics. (4)

332 Microeconomic Theory. (4)

333 Macroeconomic Theory. (4)

334 Quantitative Methods in Economics. (4)

Tier Three

350 Introduction to Econometrics. (4)

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- 353 Labor Economics and Policy Analysis. (4)
- 359 Advanced Topics in Economics. (4)
- 362 Economic Development. (4)
- 363 Economic Growth. (4)
- 364 Dynamic Macroeconomics. (4)
- 371 Individual Learning Project. (1-4)
- 373 International Theory and Policy Analysis. (4)
- 374 Monetary Theory and Policy Analysis. (4)
- 376 Industrial Organization and Public Policy. (4)
- 379 Welfare Economics and Public Policy Analysis. (4)
- 384 Advanced Research in Economics. (4)
- 397 Internship. (1-4)
- 398 Honors Senior Essay, Research or Creative Project. (4)

[Courses \(ECON\)](#)

3.1.13 Education

Department Chair: Janet Grochowski

Faculty: Catherine Bohn-Gettler, Delbert Brobst, Jeanne Cofell, Susan Cogdill, Melisa Dick, Shannon Essler-Petty, Luke Feierabend, Diana Fenton, James Forsting, Janet Grochowski, Kristi Hendricks, Madeleine Israelson, Theresa Johnson, Jason Kirsch, Michael Leach, Carol Merriman, Mark Mortrude, Brian Mumma, Alicia Peters, Natalie Prasch, Terri Rodriguez, Lynn Schnettler, Allison Spenader, Gretchen Starks-Martin, Kari Weber.

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The education department prepares women and men for teaching careers in elementary, middle school and secondary education. Courses of study currently prepare students academically to apply for licensure in elementary education for grades K-6 with an optional endorsement in communication arts and literature for grades 5-8, mathematics for grades 5-8, science for grades 5-8, world language (French, German, or Spanish) for grades K-8, middle and secondary education in Communication Arts and Literature, Mathematics, Social Science, and Sciences for grades 5-12, as well as K-12 licensure in World Language, Art, Music, and Teaching English as a Second Language in the State of Minnesota. These programs are approved and accredited by the Minnesota State Board of Teaching (MBOT). In addition, the Education Department is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The Education Department seeks to develop teachers who are committed to high standards of learning and professional ethics. Our shared vision places reflective 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 online Education Department Handbook prior to acceptance by the department. In addition to these specific admission requirements, all students must complete the following:

1. It is mandated by the Minnesota Department of Education that all students applying for acceptance into any Teacher Education Licensure Program in Minnesota must take a basic skills exam (Reading, Writing and Math) designated by the MN Board of Teaching. Passing scores must be achieved before acceptance into the Education program and application for teacher licensure can be made in Minnesota. Students must take the tests 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.) NOTE: Students may be exempt from taking the Basic Skills tests if they have an ACT Composite score of 22 or above AND a combined ACT English-Writing score of 21 or above. Verification of these scores is required.
2. Students requesting admission to any Education Program are assessed on their writing skills and must achieve competency at the basic level (or above). The writing assessment takes place while students are enrolled EDUC 111.
3. Education students must maintain a cumulative G.P.A. of 2.50 or above. They must also carry a G.P.A. of 2.50 or above in the courses of the Education sequence and in their major sequence, and in their area of endorsement. In addition, a grade of C or above is required in all major/minor/endorsement courses.
4. Students must complete the Education Department application paperwork and a structured interview. (Forms and specific directions are available from the Education Department

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Secretary.) The application procedure must be completed during the semester that the student is registered for EDUC 310.

5. Students must successfully complete the speech proficiency requirement in one of the following ways prior to application to the major/minor:
 - proof of a formal high school speech course in grade 10 or above with a grade of B or higher;
 - pass the Speech Evaluation in EDUC 111;
 - successfully complete a college level speech course.

Additional requirements for acceptance and retention are specifically outlined in the Teacher Education Handbook which can be found on the Education Department homepage under "Student Resources". Students must follow these requirements carefully and be aware of revisions that are made each year.

Criminal Background Checks

All students applying for a Minnesota Teaching License are required to complete a criminal background check. Forms for this process are available in the Education Department. The procedure will be facilitated by the chair of the Education Department. A background check is required prior to all field experiences and student teaching and must be updated every two years, or as required by the district in which a student is placed.

Minnesota Teacher Licensure Exams (MTLE)

All graduates seeking a Minnesota teaching license must pass the MTLE tests in their area(s) of expertise. The MTLE tests include content area exams as well as Pedagogy exams appropriate for the licensure grade level.

Major in Elementary Education (K-6) with Optional 5-8 Endorsement

In addition to the major course requirements, all elementary education majors may choose to complete an academic endorsement in one of the following areas: Communication Arts and Literature, Mathematics, Science, or a language (French, German, or Spanish). This endorsement prepares one to teach this subject in grades 5-8 for communication arts and literature, mathematics, science and K-8 for languages. See the [Education Department page](#) for further information regarding the 5-8/K-8 endorsements.

Basic Requirements (78-87 credits)

Required Courses:

109, 111, 150, 151, 203, 212, 215, 305, 310, 313, 315, 318, 323, 325, 333, 334, 347, 356 (for K-8 world language endorsement only), 358 (for communication arts and literature, mathematics, and science endorsements), 359, 360 (for K-6 license only), 361 (for K-8 license), 390, MATH 121 and 180, 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

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secondary education students should see the Education Department Advisor or Chair during their first year for planning purposes.

Minor in K-12 Education (39-46 credits)

Teaching majors are also available in the following K-12 areas: art, instrumental music or vocal music, or world languages (French, German or Spanish).

*Note: 5-12 and K-12 education minors may be required to take a ninth semester, overloads and/or summer school to fulfill state of Minnesota licensure requirements. Secondary and K-12 minors are urged to contact the education department during their first year for advice on the Minnesota State licensing requirements. Additional information is in the Education Department Handbook.

K-12 Minor in Teaching English as a Second Language (TESL) (59-60 credits)

Following are the requirements for this minor:

EDUC 109, 111, 203, 212 or 213, 300, 301, 302, 303, 304, 305, 310, 359, 390, ENGL 387, and one 4 credit sociocultural/intercultural course and a 16 credit student teaching experience. NOTE: This course sequence does not constitute a major.

TEIL Minor, Non-Teaching (24 Total Credits). A minor is also available in Teaching English as an International Language (TEIL). This minor may be attached to any major.

Following are the courses required for this minor: EDUC 300, 301, 302, 303, 304, ENGL 387, and one sociocultural/intercultural course.

Education Course Requirements for 5-12 and K-12 Secondary Minors: (according to major)

Mathematics, Science, Social Science, Theology (5-12)

109, 111, 203, 213, 305, 310, 352, 355, 358, 359, 362, 390, and fulfillment of speech requirement.

Biology, Chemistry or Physics (9-12)

A 9-12 license is available in Biology, Chemistry, or Physics provided a major in a subject area is attained. The Education course requirements are the same as those listed for the 5-12 license, excluding EDUC 358. Students interested in the 9-12 license should seek information from the Education Department chair to make sure all requirements are understood.

World Languages (French, German or Spanish) (K-12)

109, 111, 203, 213, 305, 310, 341, 359, 363, 390, and fulfillment of speech requirement. *WORLD LANGUAGE STUDENTS: Must demonstrate oral and written proficiency in major language for licensure.

English-Language Arts (5-12)

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109, 111, 203, 213, 216, 305, 310, 352, 355, 358, 359, 362, 390, and COMM 200.

Art K-12

109, 111, 203, 213, 305, 310, 340, 352, 359, 363, 390, and fulfillment of the speech requirement.

Instrumental and/or Vocal Music K-12

109, 111, 203, 213, 305, 310, 321, 322, 352, 359, 363, 390, and fulfillment of the speech requirement.

Courses (EDUC)

3.1.14 English

Department Chair: Matthew Harkins

Faculty: Christopher Bolin, Matthew Callahan, Jessica Harkins, Matthew Harkins, John Kendall, Cynthia Malone, Luke Mancuso OSB, Rachel Marston, Madhu Mitra, Michael Opitz, Yvette Piggush, Christina Tourino

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 literatures 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. By exploring literature, film and other forms of discourse, 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

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assessment include: a yearly analysis of student sample essays, a survey of seniors' perceptions of the curriculum, and focus-group interviews for graduating seniors.

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 eight credits of English courses at CSB/SJU, including four above the 100-level and (3) if they have a 2.0 cumulative grade-point average in major coursework. The department may also request an interview.

Major

The English department offers concentrations in literature, creative writing, and English communication arts/literature for 5-12 education.

English Major (40 credits)

Required Courses:

8 credits of ENGL 221-223 (may be differently numbered):

221: World Literatures

222: Literatures in English

223: Literature of the Americas

4 credits of ENGL 243: Literary Theory and Criticism

4 credits of ENGL 311: Writing Essays

4 credits of ENGL 365: Capstone or HONR 398 Honors Senior Essay, Research or Creative Project. (4), or EDUC 362 Student Teaching. (4-16)

Capstone

20 credits of English electives

At least 16 credits must be in upper-division courses

Students may apply only one course from 120-124 toward the major

Students must have sophomore standing to enroll in 300-level courses

English Major with a Concentration in Creative Writing (44 credits)

4 credits of ENGL 213: Creative Writing - Fiction and Poetry

8 credits of ENGL 221-223 (must be differently numbered):

221: World Literatures

222: Literatures in English

223: Literature of the Americas

4 credits of ENGL 243: Literary Theory and Criticism

4 credits of ENGL 311: Writing Essays

4 credits of ENGL 313: Advanced Creative Writing

4 credits of ENGL 368: Creative Writing - Capstone or HONR 398 Honors Thesis Creative Project.

16 credits of English electives

At least 16 credits must be in upper-division courses

Students may also apply 4 credits from Comm 245: Media Writing, Comm 345:

Advanced Media Writing, or THEA 211: Playwriting

Students may apply only one course from 120-124 toward the major

Students must have sophomore standing to enroll in 300-level courses

Concentration in English - Communication Arts/Literature for 5-12 Education Licensure (44 credits)

Students in this program meet the same requirements as do other English majors. Secondary-education

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minors must also meet the requirements of the education department. Students are strongly encouraged to contact an English secondary education advisor as soon as possible in their college career, preferably as first-year students.

Students who transfer to these colleges should see an English secondary-education advisor before registering for classes. Students should contact both the education and the English departments for detailed information on their programs.

Required Courses:

8 credits of ENGL 221-223 (must be differently numbered)

221: World Literatures

222: Literatures in English

223: Literatures of the Americas

4 credits of ENGL 243: Literary Theory and Criticism

4 credits of ENGL 311: Writing Essays

4 credits of ENGL 382 or ENGL 383

382: Race and Ethnicity in U.S. Literatures

383: Post-Colonial Literature

4 credits of ENGL 387: English Language (Linguistics)

8 credits of required courses from the Communication Department (will count toward the major only for students who complete the education minor)

2 credits of COMM 200: Public Speaking

2 credits of COMM 252: Listening

4 credits of COMM 103: Mass Communication

4 credits of EDUC 362 (Capstone)

Elective Courses:

8 credits of ENGL (The English Department strongly recommends ENGL 352: Shakespeare as 4 of these credits.)

See also the education department's listing of courses required for a 5-12 licensure.

Minor: (20 credits)

English Minor:

20 credits of English courses, including at least 12 at the upper-division level. The English Department strongly recommends that students take English 311.

Students may apply only one course from 120-124 toward the minor.

Writing Minor:

12 credits of writing courses within the English major. Students may substitute COMM 245: Introduction to Media Writing and COMM 345: Advanced Media Writing

8 additional elective English credits

The English department strongly recommends that students take English 311.

100-Level Courses

112 Intro/Analytical/Rhetorical Writing. (4)

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120 Fiction (4)

121 Fiction and Film. (4)

122 Fiction and Poetry.

122 Fiction and Poetry. (4)

123 Poetry. (4)

124 Cultural Studies. (4)

185 Special Topics. (4)

Writing

211 Creative Writing: Nonfiction. (4)

213 Creative Writing: Fiction and Poetry. (4)

214 Writing the Experience. (4)

220 Creative Inquiries. (4)

311 Writing Essays. (4)

313 Advanced Creative Writing. (4)

315 Writing: Special Topics. (4)

Gateway Courses: Literature

221 World Literature. (4)

222 Literatures in English. (4)

223 Literature of the Americas. (4)

Gateway Courses: Theory

243 Literary Theory and Criticism. (4)

Literature and Literary History

340 Topics in British Literature. (4)

348 Topics in U.S. Literature. (4)

352 Shakespeare. (4)

355 Studies in Individual Authors. (4)

367 Studies in Contemporary Literature. (4)

381 Literature by Women. (4)

382 Race and Ethnicity in U.S. Literatures. (4)

383 Post-Colonial Literature. (4)

385 Studies in Literature. (4)

Theory and Culture

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

243 Literary Theory and Criticism. (4)

286 Introduction to Film Studies. (4)

369 Studies in Critical Theory. (4)

386 Studies in Film. (4)

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387 Introduction to Linguistics. (4)

388 Studies in Popular Culture. (4)

Capstone

365 Current Issues in Literary Studies. (4)

368 Creative Writing: Capstone. (4)

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

EDUC 362 Student Teaching. (4-16)

Special Courses

271 Individual Learning Project. (1-4)

371 Individual Learning Project. (1-4)

397 Internship. (4)

Courses (ENGL)**3.1.15 Environmental Studies**

Department Chair: Derek Larson

Faculty: Corrie Grosse, Troy Knight, Derek Larson, Jean Lavigne, Joseph Storlien

The environmental studies department takes an interdisciplinary approach to the study of the environment and sustainability issues, integrating perspectives from the humanities, social sciences, natural sciences, and fine arts, and applies these perspectives to issues ranging from global warming to the environmental impacts of our own lifestyle choices. Because environmental problems and their potential solutions do not stop at disciplinary boundaries, our curriculum teaches students to approach a particular topic not simply as a question of biology, politics, or theology, but rather to combine these (and many more) perspectives to better understand environmental and sustainability 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

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individuals working within cultural, political, and economic contexts. Five environmental studies faculty and supporting faculty from over a dozen different academic departments contribute to the program; students also have access to professional staff with responsibility for environmental and sustainability issues on both campuses in areas ranging from physical plant to grounds, dining services to transportation, including Environmental Health and Safety, the College of St. Benedict Office of Sustainability, the St. John's Outdoor University, and other related offices. The unique ecological resources of our two campuses include nearly 3,000 acres of deciduous and coniferous forests, restored oak savanna, tall grass prairie, wetlands, and a diversity of large and small lakes. This setting, which is carefully managed in the tradition of Benedictine stewardship, provides a wealth of opportunities for the hands-on exploration of environmental issues as well as venues for outdoor recreation and reflection.

Students majoring or minoring in environmental studies come from a wide range of backgrounds and areas of interest, but all share an essential curiosity about and concern for the environment and a sustainable future. The interdisciplinary nature of the program requires students to hone their skills in reading, writing, critical thinking, quantitative analysis, and argumentation to become well-rounded thinkers adept at developing and expressing reasoned opinions not only about environmental and sustainability issues, but in all aspects of their intellectual lives. Undergraduate research is central to the major curriculum; all graduates must complete a senior thesis and competitive summer research fellowships are regularly available. Experiential learning components are incorporated into many courses, including laboratories, 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, food and agriculture, environmental activism, campus sustainability practices, and other related topics frequent opportunities to directly connect with others who share their 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 and sustainability 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 energy development, environmental law, public policy, natural resource management, journalism, landscape architecture, and environmental education. Complete information on the environmental studies program is available on-line at <http://www.csbsju.edu/environmentalstudies> .

Assessment

The Environmental Studies Department's curriculum emphasizes research, writing, and problem-solving skills in an environmental/sustainability context. The departmental assessment program thus focuses on evaluating student outcomes via problem-solving and skill-building exercises embedded in required courses and a variety of research activities. The assessment program culminates with the senior research theses, all of which are evaluated as a group annually by the department faculty.

Environmental Studies Major: 54 total credits

Required Core Courses: 25 credits

Students must complete *all seven* of the courses listed below:

- ENVR 150: Intro to Environmental Studies (4)
- ENVR 175: Earth Systems Science (4)
- ENVR 250: Environmental Methods and Analysis (4)
- ENVR 275: Humans in the Environment (4)
- ENVR 320: Research Colloquium (4)
- ENVR 395: Research Seminar (4)
- ENVR 397: Internship (1)

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Environmental Perspectives: 12 credits

Students must complete three courses, one from each category below:

1. *Environmental Science*

ENVR 300T: Sustainable Agricultural Science (4)
ENVR 331: Science of Global Climate Change (4)

2. *Environmental Social Science*

ENVR 300X: Energy and Society (4)
ENVR 310: Environmental Geography (4)

3. *Environmental Humanities*

ENVR 315: American Environmental Classics (4)
ENVR 360: U.S. Environmental History (4)

Environmental Electives: 16 credits

Students must complete *four elective courses* selected from the following lists. Note that the courses in Environmental Perspectives above are listed here as well; the options that were not selected to meet a Perspectives requirement may be taken as electives. ENVR 397: Internship credits beyond the one required for majors may not be counted toward elective requirements.

Departmental Courses (4 credits each):

ENVR 200A: Environmental Art and Architecture
ENVR 300Q: Environmental Health
ENVR 300R: Sustainable Urban Planning
ENVR 300T: Sustainable Agricultural Science
ENVR 300X: Energy and Society
ENVR 310: Environmental Geography
ENVR 311: Introduction to Geographic Information Systems
ENVR 315: American Environmental Classics
ENVR 330: Environmental Politics/Policy
ENVR 331: Science of Global Climate Change
ENVR 360: U.S. Environmental History

Cross-listed and Non-departmental courses (4 credits each):

BIOL 334: General Ecology

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BIOL 337: Aquatic Ecology
 COMM 309: Environmental Rhetoric
 PCST 354: Global Environmental Politics
 PHIL 322: Environmental Ethics

Environmental Studies Minor: 24 total credits

Required Core Courses: 12 credits

ENVR 150: Intro to Environmental Studies
 ENVR 175: Earth Systems Science
 ENVR 275: Humans in the Environment

Environmental Electives: 12 credits

Choose *any three* courses from the following list.

ENVR 300Q: Environmental Health
 ENVR 300R: Sustainable Urban Planning
 ENVR 300T: Sustainable Agricultural Science
 ENVR 300X: Energy and Society
 ENVR 310: Environmental Geography
 ENVR 311: Introduction to Geographic Information Systems
 ENVR 315: American Environmental Classics
 ENVR 330: Environmental Politics/Policy
 ENVR 331: Science of Global Climate Change
 ENVR 360: U.S. Environmental History

Only 300-level courses that are formally listed as ENVR are accepted as elective in the minor. Courses from other departments that are not cross-listed (i.e. BIOL 334) may not be counted toward the minor. Courses taken through other institutions (i.e. study abroad) must be approved by the department chair on an individual basis.

[Courses \(ENVR\)](#)

3.1.16 Exercise Science and Sport Studies

Department Chair: Donald Fischer

Faculty: Donald Fischer, Janna LaFontaine, Mary Stenson

Instructors: Julie Deyak, John Haws, Carol Howe-Veenstra, Erin Ross, Justin Rost, Doug Schueller, Matthew Stenson, Emily Willaert

Exercise and physical activity play an important role in improving the quality of life of individuals, including decreasing the risk of disease and injury. The mission of the Exercise Science and Sport Studies Department is to prepare liberally educated men and women for graduate study in exercise

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related fields, and to prepare students to function professionally and competently in the fields of exercise science and coaching. Consistent with the Coordinate Mission of the College of Saint Benedict and Saint John's University, the department seeks to foster integrated learning, critical thinking, strong communication skills, exploration of culture and gender related issues, and provide leadership and service opportunities for students.

Assessment

The Exercise Science and Sport Studies Department is committed to the process of formative assessment in order to enhance student learning. The assessment process employs a variety of assessment measures including (but not limited to):

1. Embedded assessment of student learning within Exercise Science and Sport Studies Department courses
2. Survey of senior students and graduates
 3. Survey of Internship or Practicum site supervisors regarding student performance relative to curricular learning goals

Major (None)

Exercise Science and Sport Studies Minor (24 credits with at least one course from each of the four categories)

Category A: ESSS 202, 203, 204, 205, 230, 231, 258, 259*, 260*, 261*, 263*, 264*, 267*, 269*, 270*, 273, 275, 299, 307, 310, 320, 321, 395, 397

Category B: ESSS 215, 306, 308, 396

Category C: ESSS 316, 390

Category D: ESSS XXX

*NOTE: a maximum of two "Theory of Coaching" courses may be applied toward the minor degree.

Courses (ESSS)

3.1.17 Geography

Director: Theresa Johnson

Courses (GEOG)

See Environmental Studies for additional 300 level ENVR/Geography courses.

3.1.18 Gender Studies

Interdisciplinary Program Director: Shane Miller

The study of gender is an important element in the humanities, fine arts, social sciences and natural sciences. Gender Studies allows students and faculty to link the examination of gender across academic disciplines and examine the gender roles in lives of both men and women as well as the social construction of both masculinity and femininity. The program incorporates a variety of methodologies, theoretical approaches and an interdisciplinary framework to explore the social and biological construction of gender and sexuality. Students who complete the Gender Studies major or minor will have worked with materials and methodologies from several academic disciplines in order to gain an understanding of how gender functions across cultures and in their own lives as it intersects with race, class, age, ethnicity, and sexuality.

Major (40 Credits)

A total of at least 40 credits, including:

1. GEND 101, Introduction to Gender Studies (required)

GEND 201, Movements and Change (required)

GEND 380, Approaches to Gender Theory (required)

GEND 381, Sex and Gender in Global Perspectives (required)

GEND 385, Senior Capstone in Gender Studies (required)

Experiential Learning Component (0-4 credits)

2. 4-5 additional 4 credit courses (16-20 credits).

Elective courses must be selected from approved GEND electives. Of these 16-20 elective credits, at least three courses (12 credits), should be from GEND courses. In addition, at least 12 of the elective credits must be at the 300-level. No more than three courses that count toward another major can be applied to the GEND major.

Minor (20 Credits)

A total of at least 20 credits, including:

1. GEND 101, Introduction to Gender Studies (required);
2. GEND 380, Approaches to Gender Theory (required);
3. 3 additional elective courses.

At least 84 credits of the elective credits must be from GEND courses. In addition, at least 8 of the elective credits must be at the 300 level. No more than 8 credits should be taken from the same department.

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

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COMM 305 , 351, 381, 385A, 385D, 386
 ECON 325
 ENGL 130, 221C, 355, 361, 381, 382, 385E
 ENVR 225
 ESSS 320
 HIST 333, 361, 362
 HISP 349, 355B
 HONR 350L
 HUMN 223, HUMN 300A
 JAPN 321A
 NUTR 300
 PCST 351
 PHIL 153, 325
 POLS 314, 339, 352
 PSYC 308, 345
 SOCI 229, 319, 329
 THEO 307, 309B, 309C, 329A,

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

[Courses \(GEND\)](#)

3.1.19 Global Business Leadership

Department Chair: Sanford Moskowitz

Faculty: Jean Didier, John Hasselberg, Wendy Klepetar, Lisa Lindgren, Paul Marsnik, Sanford Moskowitz, Kingshuk Mukherjee, Steve Mucci, Margrette Newhouse, Rui Oliveira, Deborah Pembleton, Timothy Reardon, Mark Schmidt, Steve Schwarz, Tony Yan

The global business environment, in which change is a constant, requires a different type of leader. This new leader must have functional knowledge and analytical skills, yet be adept at leading teams of innovators. These leaders must have a global mindset that combines an openness to and awareness of diversity across cultures and markets with a propensity and ability to see common patterns across countries and markets. At the same time in an organization with a global mindset, people view cultural and geographic diversity as opportunities to explore and are prepared to adopt successful practices and good ideas wherever in the world they come from.

The global business leadership curriculum provides an intensive, community based, 16 credit sophomore course experience. Juniors and seniors will take upper level core classes in global business and as seniors take a capstone advanced global strategy course. Students will receive the opportunity to develop a global mind-set through study abroad experiences, international internships, and in-depth studies in doing business in a specific region of the world.

Assessment

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Global Business Leadership is focused on ensuring students expand their global business mindset, business knowledge, professional skills and ethical frameworks. Assessment is embedded throughout the curriculum to measure progression of student knowledge and inform our pedagogy.

Major

Global Business Leadership Required Courses:

From supporting disciplines - to be taken during first year: (12 credits)

ACFN 113; ECON 111 and one mathematics course from the following: MATH 118, 119, 122, or 124.

From global business leadership: (44 credits):

1. Sophomore Year (Cohorts; 16 credits): GBUS 210, 230, 220, 240.
2. Junior & Senior Year - Completion of sophomore level courses is required for enrollment in 300 level courses:
 - a. GBUS 300
 - b. Three courses (12 credits) from GBUS core courses: GBUS 311, 321, 341, or 361
 - c. GBUS Elective (4 credits) from: upper (300) level GBUS courses
 - d. Experiential Learning (4 credits): GBUS 397/397A (Internship) or 394 (Practicum)
3. Senior Year: GBUS 381(Capstone)

With the exception of GBUS 397A (which is taken for S/U grade only), GBUS majors must take all their required credits from courses listed in 1, 2 and 3 above for grades A/F.

Minor (24 credits)

From supporting disciplines (12 credits):

ACFN 113; ECON 111 and one mathematics course from the following: MATH 118, 119, 122, or 124.

From global business leadership: (20 credits):

1. Foundational courses (Cohorts; 16 credits): GBUS 210, 230, 220, 240.
2. Global enterprise (4 Credits): GBUS 300

GBUS minors must take all their required credits from courses 1 and 2 above for grades A/F.

[Courses \(GBUS\)](#)

3.1.20 Hispanic Studies

Department Chair: Elena Sánchez Mora (fall only), Corey Shouse

Faculty: Eleonora Bertranou, Patricia Bolaños, Bruce Campbell, Shirley Cardozo, Nelsy Echávez Solano, Marietta Franulic, Tania Gómez, Christina Hennessy, Roy Ketchum, Emily Kuffner, Marina Martín, Elena Sánchez Mora, Sarah Schaaf, Corey Shouse

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 includes one semester in the colleges' semester study abroad programs in Chile, Guatemala, and Spain.

A major in Hispanic Studies is often interdisciplinary in nature and prepares students for a wide variety of careers, both in the United States and around the world. Some students pursue careers in teaching or go on to graduate school in their field, others enter those professions in which applicants with a broad liberal background are sought. Beyond that, the linguistic competence associated with such a major is increasingly of interest to employers in a growing number of business, service, and government fields. As a result, students often choose to double major.

Requirements for Majors and Minors:

Major:

A major in Hispanic Studies consists of a minimum of 40 credits including the following required courses: 212, 311, and 312 plus at least six four-credit courses in HISP numbered 320 and higher, plus 394, and may include 12 transfer credits for study abroad. HISP 212 is a prerequisite for all 300-level courses; it also fulfills one course of the Common Curriculum Humanities requirement (HM).

Students pursuing a major in Hispanic Studies must take at least one course each in the areas of literature, culture, and linguistics beyond HISP 312. All majors are required to study abroad a minimum of one semester in a Spanish-speaking country. Students who are unable, for whatever reason, to participate in a semester-long study abroad program, can fulfill this requirement through an internship only with the approval of the department chair. In order to ensure a well-balanced program, no student may apply more than 12 credits towards the major in any one semester, whether on campus or abroad. No more than 8 credits for upper division courses transferred from another U.S. institution can be applied to the major.

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

All majors must complete the Capstone Course (HISP 394). All seniors must enroll in HISP 394. This 4 credit course is offered every fall.

Minor:

A minor in Hispanic Studies consists of a minimum of 24 credits including 212, 311, 312 plus three four-credit courses in HISP numbered 320 and higher with an expectation of balance between literature, culture and linguistics. HISP 212 is a prerequisite for all 300-level courses; it also fulfills one common curriculum course in humanities (HM). Students pursuing a minor in Hispanic Studies are strongly encouraged to spend one semester or at least a summer term in a Spanish-speaking country.

The Department of Hispanic Studies also provides the Global Language Proficiency common curriculum requirement for all CSB/SJU students. In order to fulfill this goal, all students will:

1. Demonstrate a minimum proficiency level of Intermediate-Low, as defined by the American Council on the Teaching of Foreign Languages, in at least two of the four language skills (listening, speaking, reading, and writing). Such a proficiency level means that students will have a functional command of the target language which allows them to communicate limited basic needs and ideas, and negotiate simple situations.
2. Be exposed to a variety of cultural contexts in which the target language is spoken, and have a functional command of the basic rules of social interaction in that language.

Assessment

The Department of Hispanic Studies conducts regular assessment of student learning in language skills as well as in the literary, linguistic and cultural components of the major. Methods of assessment include: listening and reading tests according to proficiency guidelines for intermediate language courses, a senior capstone project written in the target language and presented in a public forum.

Hispanic Studies courses taught abroad

All the following courses count towards the major or minor in Hispanic Studies. Cross-listed courses cannot count twice.

Viña del Mar, Chile (Fall)

ART 309 Topics in Art History: Latin American Art and Culture. (4) (FA)

HISP 216 Spanish Intermediate II. (4)

HISP 315 Spanish Conversation Abroad. (4)

HISP 316 Spanish Conversation Abroad. (4)

HISP 328 History of Chile. (4)

HISP 363 Advanced Spanish Abroad. (4) (Meets the linguistics requirement)

SA 370 Direct enrollment courses

Quetzaltenango, Guatemala (Spring)

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HISP 216 Spanish Intermediate II. (4)
 HISP 315 Spanish Conversation Abroad. (4)
 HISP 316 Spanish Conversation Abroad. (4)
 HISP 321 Mayan Societies: History, Politics and Economy. (4)
 HISP 356D Guatemalan History. (4)
 HISP 363 Advanced Spanish Abroad. (4) (Meets the linguistics requirement)
 HISP 356F Theater of the Oppressed (4) (LLAS) (Meets the culture requirement)

Segovia, Spain (Spring)

ART 345 Culture and Art History. (4) (FA)
 HISP 324 History, Society and Spanish Cinema. (4)
 HISP 356AA National Tradition, Modernity and Cultural Identity. (4) (HM)
 HISP 359 Spain and the European Union. (4)
 HISP 363 Advanced Spanish Abroad. (4) (Meets the linguistics requirement)
 HISP 396 Myths and Legends in Times of Globalization. (4) HM)
 SA 398 Field Experience/Practicum. (1-4)

Valladolid, Spain (Summer)

HISP 200 (112 + 211) Intensive Intermediate Spanish. (8)
 HISP 211 Intermediate Spanish I. (4)

Otavalo, Ecuador (Summer)

HISP 317 Intensive Spanish Composition and Conversation Abroad. (4)
 HISP 318 Intensive Spanish Composition and Conversation II Abroad. (4)

[Courses \(HISP\)](#)

3.1.21 History

Department Chair: Brian Larkin

Faculty: Nicholas Hayes, Kenneth Jones, Brian Larkin, Derek Larson, Brittany Merritt, Jonathan Nash, Elisheva Perelman, Gregory Schroeder, Shannon Smith, Elisabeth Wengler

Mission statement

The past matters. The discipline of history works to understand the past on its own terms and reveals its relevance for the present.

History analyzes human experience in context as it changes over time. It examines the complex intersections between human actions and the social, cultural, economic, environmental, and political forces at work in particular times and places. History uncovers the relationship between past developments and current conditions and it highlights the contingent, constructed nature of contemporary social structures and power relations. Historians construct interpretations of the past that illuminate the commonality and the diversity of individual and group experiences within and across societies. They also explore how human societies remember and represent the past and analyze how historical interpretations change over time. Thus the study of history reveals how people have

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used the past to create meaning for their lives.

The CSB/SJU History program supports the liberal arts mission by providing students with insight into the human condition while also building skills in critical analysis and effective communication. We lead students into an empathetic encounter with the past and engage them in the practice of historical interpretation. Together we imagine and reconstruct people's lives across place and time and within diverse circumstances. In these ways, the History program supports the colleges' commitment to global education and cultural literacy. We cultivate an understanding of how the past molds but does not determine the present, and we examine how current realities are historically constructed rather than naturally given. By encouraging students to recognize complexity and question the status quo, we prepare them to become effective citizens and contribute to the common good. Ultimately, the History program nurtures the curiosity and careful thinking that prepare students for a thoughtful and aware life.

Why study History?

Students of history develop intellectual skills and habits of mind that prepare them to find meaningful work and become successful in a wide variety of careers. They do so by learning how to interpret the past through the process of historical analysis. The study of history also encourages a lifelong effort to understand the human experience and prepares students to engage with the concerns of contemporary societies.

Intellectual Skills

History students learn to:

- Analyze data by breaking complex entities into component parts, comparing and contrasting them, and constructing cause and effect relationships among them;
- Synthesize information by selecting and marshaling relevant evidence into an explanatory narrative;
- Evaluate arguments by weighing the validity of their premises, methodology, and conclusions;
- Argue a position by carefully weighing divergent interpretations and grounding conclusions in evidence;
- Write clearly by employing logical organization and precise language; and
- Discuss effectively by respectfully listening to and participating in intellectual conversations to deepen understanding.

Principles of Historical Analysis

History students discover that:

- Societies and cultures change over time and that no single human experience is universal;
- People are shaped by their historical context;
- Primary sources are influenced by their historical circumstances; and

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- Historians construct disparate interpretations of the past and these interpretations change over time.

Historical Habits of Mind

History students develop:

- A curiosity about the past and its relationship to the present,
- An appreciation of the complexity of the past,
- A practice of analyzing things in context rather than in isolation,
- A practice of grounding interpretations in evidence, and
- An intellectual imagination that allows for a sympathetic understanding of others.

Life-long Pursuits

History students are prepared to:

- Understand how the past has shaped contemporary societies;
- Participate actively and knowledgeably as democratic citizens;
- Interact respectfully with others in a global society; and
- Seek meaning and pursue positive change in the world.

The History Department offers a broad range of courses in Asian, Latin American, European, and United States history. The course offerings are divided into three groups to meet a variety of student needs. The first group (numbered in the 100s) consists of broad courses designed to introduce the beginning student to the discipline of history. The second group 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. All of the 100 and 300-level courses carry at least one common curriculum designation and thus contribute to the general education of all students. The third group consists of three courses specifically designed for History majors: History Colloquium (HIST 200), Historiography (HIST 395), and Senior Thesis (HIST 399). The History Colloquium, focusing on primary sources, is intended for beginning majors and typically taken in the sophomore year. Historiography emphasizes the debates among historians and their varying interpretations to help students understand that historians often disagree among themselves. In Senior Thesis, which serves as the capstone course for the History major, students develop and execute a research plan, collaborate with faculty mentors, and write a significant paper on the basis of primary and secondary research. Students present their findings formally to other students, faculty, family, and friends in an end-of-semester conference. Internships are also available for interested students.

Assessment of Student Learning

The History Department conducts annual assessment of student learning for History majors and other students who take our courses as part of their common curriculum requirements. The Department uses appropriate written assignments and student surveys to evaluate its curriculum and pedagogy. In all of these efforts, student confidentiality is protected.

Major (40 credits)

8 elective credits (2 courses) at the 100 level; 20 elective credits (5 courses) at the 300-level; HIST 200 History Colloquium; HIST 395 Historiography; HIST 399 Senior Thesis (capstone). Students should work closely with their advisors if they wish to combine a History major with a second major, study abroad, or an Honors thesis.

Minor (20 credits)

4 credits (one course) at the 100 level; HIST 200 History Colloquium; 12 elective credits (three courses) at the 300 level.

Courses (HIST)**3.1.22 Honors Program**

Interdisciplinary Program Director: Elisabeth Wengler

The Honors Program gives students opportunities to enroll in Honors versions of Common Curriculum courses and to engage in independent thinking, research, and writing. Select and invitational, the Honors Program is open to entering first-year students by recommendation of the admission committee and the director of Honors. Well-qualified students may also enter the Honors Program at the sophomore level by submitting an application to the Honors Program in the spring semester of their first year.

Each semester, Honors courses are offered to fulfill Common Curriculum requirements: Honors First-Year Seminar, Mathematics, Fine Arts, Social Science, Natural Science, Theology and Humanities, as well as upper-division Theology and the Ethics Common Seminar. In addition to regular Honors courses, Honors Reading Groups (under Honors 270 and 370) provide students with an opportunity to discuss great books of mutual interest with a professor and small group of classmates beyond the usual classroom.

Students in Honors may also earn 4 Honors Option credits by contracting with instructors of Common Curriculum or departmental courses to supplement normal course work with an additional reading, research or writing project. The Honors Option requires the approval of the Honors Director. In exceptional circumstances, students may be allowed to earn 8 credits. Students interested in an Honors Option should contact the Honors Director. Students are encouraged to plan Honors Common Curriculum courses and the senior project into their four-year plan of study carefully, especially if they intend to study abroad.

To graduate with "All-College Honors" students must earn 32 credits or more in honors courses, including 12 credits in 300-level courses. With the approval of the Honors Director, an Honors Option may be used to fulfill 4-8 of the 32 credits required. For students who enter the program in their sophomore year or who spend a semester abroad, the 32 credit requirement is reduced to 28 credits with 8 credits in 300-level courses. In this case, only one Honors Option may be used to fulfill 4 of the 28 credits required.

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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.

First year: Honors FYS 100 and 101 and/or Honors Philosophy (H250).

Sophomore year: One or two 200-level or 300-level courses each semester.

Junior year: One or more 200- or 300-level course each semester or an Honors Option. In addition, Honors 396 in the fall or spring semester.

Senior year: Honors 398 in the student's major field (normally in the first semester of a student's senior year) and an additional 300-level honors course or an Honors Option.

Courses (HONR)

3.1.23 Humanities

Program Director: Karen Erickson

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. See Humanities website for list of current faculty serving as Humanities council members. 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

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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) Four credits from the relevant Fine Arts area. Consult with Dr. Karen Erickson for possible courses.
- (2) HIST 130 or 135
- (3) ENGL 221 or 385 if topic is relevant (consult with Dr. Erickson) 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 331
 - (5) PHIL 331
 - (6-10) Five additional courses from the following, to be chosen in consultation with the faculty advisor: four credits from the relevant Fine Arts area, in consultation with Dr. Karen Erickson; GREK 327, 332; HIST 330, 331; 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: four credits from the relevant Fine Arts area, in consultation with Dr. Karen Erickson; ENGL 352; FREN 330, 340; GERM 330; HISP 341; HIST 335, 336; MCLT 367; MUSC 335; PHIL 331, 333; 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 352 or appropriate topics course (consult with Dr. Karen Erickson)
- (7-10) Four additional courses from among the following, to be chosen in consultation with the faculty advisor: ENGL 352; FREN 331, 332, 340, 351 or 352 (if topic is relevant); GERM 325, 337, 349, 350, 355 (if topic is relevant); HISP 344, 349; HIST 329, 333, 336, 337, 341, 344, 346, 347, 348, 349;

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MCLT 368; MUSC 336; PHIL 331, 334, 336, 341; 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 \(HUMN\)](#)

3.1.24 Integrative Science

Program Director: Jennifer Schaefer (Mani Campos, spring 2017)

The integrative science major is designed to accommodate a student who has a broader interest in the areas of science. This major is especially appropriate for students desiring to continue their education in a variety of science or medically-related fields. These fields include the health professions, environmental science, neuroscience, bioinformatics, industrial research and other opportunities.

Students have a chance to integrate their multiple scientific interests at various integration points: one at the sophomore, junior year, and by participation in the capstone.

Integrative Science tracks

A designated track in Health Science has been designed for those interested in careers in medicine including as a physical therapist, physician assistant, or physician. As identified below, this is a recommended track for those interested in an interdisciplinary and integrated perspective on health. Students should consult with the appropriate pre-professional health advisor in selecting specific courses to fulfill the major requirements.

Assessment

Integrative Science majors are required to participate at several integration points throughout their major: at the sophomore, junior, and senior year. It is here that the major student learning outcomes for the major are assessed. These include competencies in literacy (quantitative and qualitative), Communication, Inquiry, and Integration as described below. These learning outcomes are scaffolded throughout the major:

1. Students will identify, locate, evaluate, and effectively and responsibly use quantitative and conceptual information to share scientifically related information. (LITERACY)
2. Students will use oral and written communication to purposefully and effectively convey scientific information. (COMMUNICATION)
3. Students will effectively use the scientific process to evaluate methodology and original data to synthesize a conclusion based on this evaluation and in the context of disciplinary theories and the scholarly literature. (INQUIRY)
4. Students will effectively synthesize concepts, scientific processes, and/or theories from at least two scientific disciplines to help understand and/or solve a scientific question or problem. (INTEGRATION)

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Major: Integrative Science (52-59 credits)

The Integrative Science major offers flexibility in course choices but requires that coursework be completed in multiple scientific disciplines. To be admitted into the major, students need to fulfill the mathematics proficiency requirement and 12 credits at level 1 must be completed with a GPA of 2.00 or higher.

The Integrative Science (ISCI) major consists of 52-59 credits, including 32-36 credits of Natural Science Division courses, 4-8 credits of coursework that promotes integration of multiple disciplinary perspectives, and a 4 credit Integrative Science Capstone course (or set of courses totaling 4 credits). The remaining 8 credits may include courses offered through departments outside the Natural Science Division to encourage and emphasize connections with disciplines outside of the natural sciences.

Requirements for the ISCI major are listed here in the Academic Catalog. Please contact the Chair of the Integrative Science major, Jennifer Schaefer, if you have any questions.

LEVEL 1: Building a Scientific Foundation (16 Credits)

Students must complete a minimum of 16 credits from the following lower division Natural Science Division courses below; courses must come from **at least two** different disciplines. It is common that most students will take two introductory courses from each of two different disciplines to provide the background required for upper division work.

All courses are 4 credits unless noted (12 credits must be completed with a GPA of 2.00 or higher to be accepted into the major).

- BIOL 101, 201, 202, 216
- CHEM 125 + 201, 250 + 202, 251 + 203, 255 + 205
- CSCI 130, 140, 160, 160, 200, 230, 239
- ENVR 175, 275
- MATH 118 or 119, 120, 124
- NUTR 125, 225/223
- PHYS 105 or 191, 106 or 200, 211

LEVEL 2: First Integration Point (2-4 Credits)

Students must complete one two or four-credit course designed to develop the students' ability to identify, locate, evaluate, integrate, and effectively and responsibly use information from least two disciplinary fields in order to define or understand a scientific problem. Typically this course is to be completed during the sophomore year. All courses are 4 credits unless noted

Students will have an opportunity to construct a written analysis of an integrative scientific question or issue of their choice. They will explain and demonstrate the important role of oral communication in disseminating scientific information. They will demonstrate their quantitative and information literacy

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to investigate this scientific issue and effectively synthesize concepts, scientific processes, and/or theories from at least two scientific disciplines to help understand and/or solve the scientific question or issue. Students should be prepared to read, discuss and use information presented in the primary literature. Prerequisites: at least 12 credits from the Natural Science division in at least two different disciplines or permission of the instructor (the student must be almost completed with the level 1 coursework).

- ISCI 201 (2 credits)
- ESSS 273 Health and Fitness

LEVEL 3a: Building Depth and Breadth (20 Credits)

Students will complete 20 credits of upper division natural science coursework, with **no more than 12 credits** coming from any one academic department. The coursework will be chosen in consultation with the faculty advisor and will be dependent on the student's area of interest. The following courses will count toward fulfilling the LEVEL 3a natural science upper division credit requirement:

- BIOL (All 300 level BIOL courses excluding BIOL373A Exploring Medicine)
- CHEM (All 300 level CHEM courses)
- CSCI (All 300 level CSCI courses)
- MATH (All 300 level MATH courses)
- PHYS (All 300 level PHYS courses)
- ESSS306 Kinesiology
- ESSS308 Exercise Physiology
- ISCI 310 Applied Pathophysiology
- NUTR 301 Diet, Health & Disease Prevention
- NUTR 302 Physiology and Weight Regulation
- NUTR 323 Public Health Nutrition: Infancy Through Aging
- NUTR 326 Global Health & Nutrition
- NUTR 330 Nutritional Biochemistry and Assessment
- NUTR 331 Exercise Nutrition and Supplements
- ENVR 300 Topics in Environmental Studies-Natural Science
- ENVR 3xx Science of Global Climate Change

Level 3b: Building Depth and Breadth: Additional coursework (8 credits)

An additional eight credits of upper division (300 level) coursework must be completed by the student. Numerous courses may count towards this requirement. The student may complete an additional eight credits of *natural science coursework*, which may or may not be included in the list above. In addition, students are encouraged to complete these credits with coursework from outside the natural science division **IF THE COURSEWORK IS COHERENT WITH THE STUDENT'S TRACK, CONCENTRATION OR AREA OF STUDY**. All upper division elective courses must be selected in consultation with the faculty advisor and approved by the Integrative Science chair.

LEVEL 4: Second Integration Point (2-4 Credits)

All courses are 4 credits unless noted. Students must complete one two or four-credit course intended to develop the ability to integrate and apply information from at least two disciplinary fields in order to solve a problem or explore complex issues in an original way. Developing effective written and oral communication and inquiry/analysis skills will also be a component of this course.

Please note, you must complete 20 upper division natural science courses (LEVEL 3) in addition to the Second Integration Point course.

- ISCI 301 (2 credits)
- ISCI 310 Applied Pathophysiology
- NUTR 330 Nutritional Biochemistry and Assessment
- NUTR 331 Exercise Nutrition and Supplements
- ESSS 306 Kinesiology
- ESSS 308 Exercise Physiology

LEVEL 5: Integrative Science Capstone (2-4 Credits)

In completing the Integrative Science Capstone, students will apply skills, abilities, theories, and/or methodologies gained through the Integrative Science curriculum to a new situation in order to solve a difficult problem or explore a complex issue in an original and interdisciplinary way, and effectively communicate the outcomes and implications of their work. All courses are 4 credits unless noted.

- ISCI 378 Integrative Science III
- BIOL 397 Internship
- ESSS 397 Internship

Should students apply for distinction in the major, they would enroll in one of the following sets of research. They must obtain an A for distinction in this coursework:

- ESSS Research
 - • ESSS 316 Research Methods (2 credits)
 - • ESSS 395 Research Seminar I (1 credit)
 - • ESSS 396 Research Seminar II (1 credit)
- NUTR Research
 - • NUTR 380 Research Seminar I (1)
 - • NUTR 381 Research Seminar II (1)
 - • NUTR 396 Nutrition Research Capstone (2)

Major: Integrative Science - Health Science track

Below is a recommended track for those interested in a health career. This is a track for students interested in an integrated, interdisciplinary approach to health. Students can explore courses not only in Biology and Chemistry, but also in Nutrition and Exercise Science and Sport Studies. In addition, students can choose relevant coursework in the social sciences or humanities as part of their 3v depth requirements to facilitate a more holistic understanding of health. This is a track, meaning the track *recommends* a series of coursework for those interested in health. Students do have flexibility to choose alternative coursework as long as the needs of the major are met as described above.

All courses are four credits unless noted.

LEVEL 1: Building a Scientific Foundation (16 Credits)

- BIOL 101 Foundations of Biology
- BIOL 201 Intermediate Cell Biology and Genetics or BIOL 216 Physiology in Practice
- CHEM 125 Introduction to Chemical Structure and CHEM 201 Purification and Separation Lab I (0-1)
- NUTR 125 Concepts of Nutrition Science

LEVEL 2: First Integration Point (4 Credits)

- ESSS 273 Health and Fitness

LEVEL 3a: Building Depth and Breadth (28 Credits)**Natural Science Upper Division Courses (20 credits; no more than 12 credits from one discipline)**

- BIOL 307 Microbiology
- BIOL 317 Introduction to Biochemistry
- BIOL 323 Animal Physiology
- BIOL 325 Human Anatomy and Physiology I
- BIOL 326 Human Anatomy and Physiology II
- BIOL 373K Neurobiology
- NUTR 301 Diet, Health & Disease Prevention
- NUTR 330 Nutritional Biochemistry and Assessment
- NUTR 331 Exercise Nutrition and Supplements
- ESSS 306 Kinesiology
- ESSS 308 Exercise Physiology

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Level 3b: Building Depth and Breadth: Additional Upper Division Coursework not in Natural Science (8 credits)

- COMM 382 Health Communication
- PSYC 340 Physiological Psychology
- PSYC 342 Psychopharmacology
- PSYC 343 Health Psychology
- PSYC 360 Developmental Psychology
- PSYC 370 Clinical and Counseling Psychology
- PSYC 381 Abnormal Psychology
- PSYC 382 Neuropsychology
- SOCI 333 Sociology of Medicine and Health Care

SOCI 337I Anthropology of Global Health Challenges

● **LEVEL 4: Second Integration Point (4 Credits)**

Please note, you must complete 20 upper division natural science courses (LEVEL 3a) in addition to the Second Integration Point course.

- NUTR 330 Nutritional Biochemistry and Assessment
- NUTR 331 Exercise Nutrition and Supplements
- ESSS 306 Kinesiology
- ESSS 308 Exercise Physiology

LEVEL 5: Integrative Science Capstone (4 Credits)

- ISCI 378
- BIOL 397 Internship
- ESSS 397 Internship

Should students apply for distinction in the major, they would enroll in one of the following research course sequences:

- ESSS Research
 - • ESSS 316 Research Methods (2 credits)
 - • ESSS 395 Research Seminar I (1 credit)
 - • ESSS 396 Research Seminar II (1 credit)
- NUTR Research
 - • NUTR 380 Research Seminar I (1)

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- • NUTR 381 Research Seminar II (1)
- • NUTR 396 Nutrition Research Capstone (2)

Major: Integrative Science - Environmental Science Advising track

LEVEL 1: Building a Scientific Foundation (16 Credits)

Student would choose either a Chemistry or Biology track at the foundation level, depending on which upper-division courses the student plans to take. However, students are welcome and encourage to take both the Chemistry and Biology introductory Sequences if able.

- ENVR 175 Earth Systems Science (4)
- ENVR 275 Humans and the Environment (4)

Plus, one of the following sets of coursework:

- BIOL 101 Foundations of Biology (4) fall
- BIOL 201 Intermediate Cell Biology and Genetics (4) spring
- BIOL 202 Evolution in Action (4)

OR

- CHEM 125 Introduction to Chemical Structure and Properties (4) and CHEM 201 Purification and Separation Lab I (0-1)
- CHEM 250 Reactivity I (4) and CHEM 202 Purification and Chromatography Lab II (0-1)
- CHEM 255 Fundamentals of Macroscopic Chemical Analysis (4) and CHEM 205 Chemical Measurement Lab (0-1)

MATH 124 Statistics is also recommended

LEVEL 2: First Integration Point (2 Credits)

- ISCI 201 Integrative Science I (2) spring

LEVEL 3a: Building Depth and Breadth: Upper Division Natural Science courses (20 Credits with no more than 12 credits from one academic department) Course prerequisites are bracketed at the right, followed by the semester the course is typically offered. Please note that it is the student's responsibility to make sure all prerequisites are complete prior to enrolling in upper division coursework.

- **ENVR 300Q Environmental Health (4) fall
- **ENVR 300T Sustainable Agriculture Science (4) fall
- **ENVR 311 Introduction to Geographic Information Systems (4) spring
- **ENVR 331 Science of Climate Changes (4) spring

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- ****BIOL 334** General Ecology (4) {BIOL 101, 201, 202 or ENVR 175, 275} fall
- ****BIOL 337** Aquatic Ecology (4) {BIOL 101, 201, 202 or ENVR 175, 275} fall
- BIOL 308 Plant Systematics (4) {BIOL 101, 201 or 202} fall
- BIOL 327 Plant Physiology (4) {BIOL 101, 201} spring
- BIOL 322 Developmental Biology (4) {BIOL 101, 201} fall
- BIOL 323 Animal Physiology (4) {BIOL 101, 201} spring
- BIOL 332 Natural History of Terrestrial Vertebrates (4) {BIOL 101, 201, 202} spring
- BIOL 336 Behavioral Ecology (4) {BIOL 101, 201, 202 or ENVR 175} typically spring
- BIOL/ENVR 341 Natural History of Tropical Carbonates (2) {BIOL 101, 201, and 202 or ENVR 175 and 275} spring
- ****CHEM 343** Climate and Habitat Change (2) {CHEM 125, CHEM 250, CHEM 255} spring every year
- ****CHEM 344A** Environmental Chemistry: Atmosphere (2) or ****CHEM 344B** Environmental Chemistry: Lithosphere/Hydrosphere {CHEM 125, 250, 255, 343} spring
*A and B offered alternating years
- CHEM 348B Molecular Design--Inorganic (2) {CHEM 125, 251, CHEM 315} fall even years
- CHEM 354 Sustainable Energy (2) {CHEM 125, 250, 255} spring even years
- CHEM 356 Instrumental Design and Technology (2) {CHEM 125, 255} fall even years
- CHEM 357 Separation Science (2) {CHEM 125, 255} fall odd years
- CHEM 361 Insights into Mechanistic Determination (2) {CHEM 125, 250, 255, and CHEM 315 as pre- or co-requisite} spring odd years

Note: No more than 12 credits from any one department recommended coursework

******indicates most strongly

Level 3b: Additional upper Division Courses (8 credits: can be Natural Science coursework and/or courses outside the Natural Sciences)

- Any upper division Natural Science Course
- Any upper division Natural Science Course
- Any upper division ENVR Course
- Any upper division ENVR Course
- COMM 309 Environmental Rhetoric
- ECON 318 Natural Resource/Environmental Economics
- HIST 360 U.S. Environmental History
- PCST 354 Global Environmental Politics
- PHIL 322 Environmental Ethics

Academic Departments
Departments

- POLS 330 Environmental Politics/Policy

LEVEL 4: Second Integration Point (2 Credits)

- ISCI 301 Integrative Science II (2) fall

LEVEL 5: Integrative Science Capstone (4 Credits)

- ISCI 378 Integrative Science III (4) spring

Minor (None)

[Courses \(ISCI\)](#)

3.1.25 Languages & Cultures

3.1.25.1 Chinese

Chinese

Major in Chinese (None)

Minor in Chinese (20 credits)

CHIN 212 (4) or 216 (4) abroad; 311 (4) or 315 (4) abroad; 312 (4) or 316 (4) abroad; 321A or 321B (4) and one course from the Asian Studies Program course list with focus of China (4). See "Asian Studies" for details.

Courses taught abroad

115 Elementary Chinese I Abroad.
 116 Elementary Chinese II Abroad.
 215 Intermediate Chinese I Abroad.
 216 Intermediate Chinese II Abroad.
 315 Conversation and Composition I Abroad.
 316 Conversation and Composition II Abroad.

[Courses \(CHIN\)](#)

3.1.25.2 Classical Languages

Major in Classical Studies (40-56 credits)

This major combines the study of language and literature, history, philosophy, and the fine arts for an interdisciplinary approach to classical antiquity. See "European Studies," for details.

Major in Classics (30 credits beyond elementary sequence)

This major emphasizes the study of languages and literature.

Required Courses:

Seven upper-division courses in either Greek (for a Greek concentration) or Latin (for a Latin concentration) or a combination of the two (for a classics concentration), plus 399. The senior honors thesis (398) can be taken in place of 399 and may be one of the seven required courses. Of the seven courses, one may be in classical literature or civilization in translation or (with permission of department chair) in a related field.

Suggestions:

Students are strongly urged to take two courses in related fields. Such courses should be chosen to fulfill Common Curriculum requirements.

Minor (12 credits beyond elementary sequence)

The department offers minors in Latin and Greek.

Required Courses:

After completing the language proficiency sequence, three additional upper-division courses in either Latin or Greek.

[Greek Courses \(GREK\)](#)

[Latin Courses \(LATN\)](#)

3.1.25.3 English as a Second Language

Major (None)

Minor (None)

[Courses \(ESL\)](#)

3.1.25.4 English for Bilingual Students

Major (None)

Minor (None)

Courses (EBS)

3.1.25.5 European Studies

Department Chair: Sarah Pruett

The European Studies major offers students an interdisciplinary program of study in classical, medieval and Renaissance, or modern Europe. The major serves students whose interests in these areas extend beyond the scope of the standard curriculum of a single humanities department. Students in this major acquire a broad-based understanding of their chosen historical period by integrating course work from at least three different areas: history, philosophy, literature, theology, and the fine arts (art, music, or theater). The European Studies major builds on the skills of analysis, written and oral interpretation, and cultural awareness emphasized in the common curriculum. This major fosters 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 the humanities and is a useful preparation for careers in public affairs, Foreign Service, international business, museum work, the media, and the arts.

A student who intends to major in European Studies should confer with the program director as early as possible to identify the most appropriate concentration and to choose a faculty advisor from a humanities department. Students are encouraged to look carefully at offerings in other areas, such as Study Abroad Programs, Gender Studies, and Honors for additional courses that may contribute to their major. All courses not on the approved European Studies list must be approved by the program director.

Assessment of Student Learning -

Before students are accepted to the European Studies major, they will establish a plan for their major with their faculty advisor which must be approved by the program director. At the end of the major, students complete the Capstone.

Major The European Studies major offers concentrations in Classical Studies, Medieval and Renaissance Studies, and Modern European Studies.

Basic Requirements (18 credits)

Required Courses:

(1) Four credits in History with focus on Europe in chosen area of concentration:

Academic Departments
Departments

HIST 113A & B (History of Greece/Rome in the Classical World, abroad) (Classical Concentration)

HIST 130 (The Ancient World) (Classical Concentration)

HIST 135 (The Medieval World) (Medieval Concentration)

HIST 141 (Europe - Black Death to French Revolution) (Medieval & Modern European Concentrations)

HIST 142 (Europe since 1750: Old Regime to European Union) (Modern European Concentration)

(2) Four credits in Philosophy or Fine Arts with focus on Europe.

PHIL 121 (Great Issues)

PHIL 123 (Philosophy of Human Nature)

PHIL 125 (Social Philosophy)

PHIL 150 (Philosophy in Literature)

PHIL 153 (Philosophy & Gender)

ART 108 (Intro to Western Art History)

ART 221 (Art History of Greece, abroad) and ART 222 (Art History of Rome, abroad)

ART 223 (Art History of Britain, abroad)

ART 240G (Renaissance & Baroque Art, abroad)

ART 250 (History of Art in France, abroad)

(3) Four credits in literature with focus on Europe in English or Humanities (Check listings in Study Abroad Programs for other possible offerings):

Academic Departments
Departments

ENGL 122 (Fiction & Poetry, when topic is relevant)

ENGL 221 (World Literature, when topic is relevant)

ENGL 222 (Traditions in English, when topic is relevant)

HUMN 221 (The Golden Age of Athens)

HUMN 222 (Literature of the Western World: Medieval to Modern)

(4) Completion of one 4-credit language course 212 or higher in the relevant language.

(5) Completion of the 2-credit Capstone Project, involving at least two disciplines, to be completed in the senior year and presented in a public forum, such as Celebrating Scholarship & Creativity Day. An Honors thesis fulfilling these requirements counts as the European Studies capstone project.

Concentration Requirements:

- Up to 8 credits may be taken from the two other concentration lists within European Studies.
- Courses taken abroad and other suitable on-campus courses can be substituted with approval of the European Studies program director.

Classical Studies (28 additional credits)

Required Courses:

(The language component must be met by a 300-level course in Greek or Latin
4 credits in History at the 300 level:

HIST 330 (Greece in the Classical Period) or

HIST 331 (The Medieval Mediterranean) or

HIST 332 (Roman Empire)

4 credits in Philosophy at the 300 level:

PHIL 331(Ancient Philosophy)

Academic Departments
Departments

20 additional credits from the following courses, to be chosen in consultation with the faculty adviser and program director:

ART 221 (Art History of Greece) & ART 222 (Art History of Rome, abroad)

GREK 327 (Topics in Greek Literature)

GREK 332 (Topics in Greek Historians)

GREK 341 (Homer & Epic Poetry)

GREK 342 (Greek Tragedy)

GREK 345 (Studies in Plato)

GREK 347 (Aristophanes)

HIST 330 (Greece in the Classical Period)

HIST 332 (Roman Empire)

HIST 335 (Medieval Institutions and Society)

LATN 327 (Topics in Latin Lit)

LATN 331 (Vergil & Epic Poetry)

LATN 333 (Elegiac & Lyric Poetry)

LATN 338 (Roman Comedy)

LATN 342 (Cicero)

LATN 343 (Ovid's Metamorphoses)

LATN 349 (Roman Historians)

Academic Departments
Departments

HUMN 221 (Golden Age of Athens)

HUMN 327 (Classical Mythology)

LNGS 331 & 332 (Greek & Roman Lit in Translation, abroad)

MUSC 335 (History of Music I)

THEA 337 (History of Theater to 1800)

THEA 367 (Topics in Theater History/Literature/Theory, when topic is relevant)

THEO 303 (Beginnings of Israel)

THEO 305 (Jesus & the Gospels)

THEO 309A (Homer & the Hebrew Bible)

THEO 319 (Topics in Historical Theology, when topic is relevant)

THEO 337 (Judaism/Christianity/Islam)

THEO 391 & 392 (History of Eastern & Western Church, abroad)

Medieval/Renaissance Studies (28 additional credits)

Required Courses:

(The 4-credit language course may be in French, German, Greek, Latin, or Spanish.)

4 credits in History at the 300 level:

HIST 331 (The Medieval Mediterranean)

HIST 333 (Gender & Society in Western Europe)

HIST 335 (Medieval Institutions and Society)

Academic Departments
Departments

HIST 336 (The Renaissance)

HIST 337 (The Age of Reformation)

4 credits in Philosophy at the 300 level:

PHIL 331 (Ancient Philosophy)

PHIL 333 (Medieval Philosophy)

20 additional courses from the following courses, to be chosen in consultation with the faculty adviser and program director:

ART 240G (Renaissance & Baroque Art, abroad)

ENGL 221x (Medieval Literature)

ENGL 222A (English Renaissance Lit)

ENGL 340A (Medieval Quests)

ENGL 352 (Shakespeare)

ENGL 385J (The Power of Women in Medieval Literature)

FREN 330 (French Literature before the Revolution)

GERM 324 (German Culture before 1850)

GERM 330 (Medieval Maids, Myths, Miracles)

HISP 341 (Spanish Golden Age)

HIST 331 (Medieval Mediterranean)

HIST 333 (Gender & Society in Western Europe)

Academic Departments
Departments

HIST 335 (Medieval Institutions & Society)

HIST 336 (Renaissance)

HIST 337 (The Age of Reformation)

HUMN 300 (Topics in Humanities, when topic is relevant)

HUMN 300C Medieval Literature in Translation

MUSC 335 (History of Music I)

PHIL 331 (Ancient Philosophy)

PHIL 333 (Medieval Philosophy)

PHIL 346 (Philosophy of Religion)

THEA 337 (History of Theater to 18th C)

THEA 367 (Topics in Theater History/Literature/Theory, when topic is relevant)

THEO 319 (Topics in Historical Theology, when topic is relevant)

THEO 329B (Medieval Philosophy)

THEO 331 (Benedictine Spirituality)

Modern European Studies (28 additional credits)

Required Courses

(The 4-credit language course must be in French, German or Spanish.)

4 credits in History at the 300 level:

HIST 337 (The Age of Reformation)

Academic Departments
Departments

HIST 344 (Modern Germany)

HIST 346 (Cold War Europe)

HIST 347 (Modern Britain)

HIST 348 (History of Ireland)

HIST 349 (Modern Russia)

4 credits in Philosophy at the 300 level:

PHIL 334 (Modern Philosophy)

PHIL 336 (19th C European Philosophers)

20 additional credits from among the following courses, to be chosen in consultation with the faculty adviser and program director:

ENGL 211 (World Literatures, when topic is relevant)

ENGL 222 (Traditions in English, when topic is relevant)

ENGL 340 (Topics in Brit Lit, when topic is relevant)

ENGL 342A (British Literature after 1700)

ENGL 355 (Studies in Individual authors, when topic is relevant)

ENGL 367 (Studies in Contemporary Literature, when topic is relevant)

ENGL 381 (Literature by Women, when topic is relevant)

ENGL 383 (Post-Colonial Literature)

ENGL 385 (Studies in Literature, when topic is relevant)

Academic Departments
Departments

ENGL 385A (Anglo-Irish Literature)

FREN or LNGS 323 (French Civilization, abroad)

FREN 324 (French Cinema, abroad)

FREN 325 (French Lit, abroad)

FREN 331 (French Literature from Monarchy to Republic)

FREN 332 (20th-21st C French Literature)

FREN 341 (French-Speaking World Today)

FREN 351 (Topics in French Lit, when topic is relevant)

FREN 352 (Topics in French Culture, when topic is relevant)

GERM 325 (German Culture 1850 to present)

GERM 333 (The Age of Goethe)

GERM 337 (Early 20th Century)

GERM 342 (Poetry in the German Tradition)

GERM 345 (Novels/Novellen/Stories/Tales)

GERM 349 (The Romantic Quest)

GERM 350 (Current Debates & Issues)

GERM 355, 356, 357 (Topics in Period, Genre, Theme, when topic is relevant)

HISP 335 (Spanish Cultural Identity)

HISP 344 (Progress/Rev/Freedom in Spain)

Academic Departments
Departments

HISP 349 (Contemporary Spain: Power & Social Change)

HISP 359 (Spain & the European Union)

HIST 329 (Culture of the British Empire)

HIST 333 (Gender & Society in Western Europe)

HIST 337 (The Age of Reformation)

HIST 341 (The Enlightenment & the French Revolution)

HIST 344 (Modern Germany)

HIST 346 (Cold War Europe)

HIST 347 (Modern Britain)

HIST 348 (History of Ireland)

HIST 349 (Modern Russia)

MUSC 336 (History of Music II)

PHIL 334 (Modern Philosophy)

PHIL 336 (19th C European Philosophers)

PHIL 341 (20th C Continental Philosophers)

PHIL 346 (Philosophy of Religion)

PHIL 355 (Philosophy of Violence/Nonviolence)

PHIL 356 (Aesthetics of Violence/Nonviolence)

Academic Departments
Departments

THEA 338 (History of Theater 18th C to Present)

THEA 367 (Topics in Theater History/Literature/Theory, when topic is relevant)

THEA 368 (Modern Drama Seminar, when topic is relevant)

THEO 319 (Topics in Historical Theology, when topic is relevant)

Minor (None)

[Courses \(EURO\)](#)

[Courses \(HUMN\)](#)

3.1.25.6 French Studies

Major in French Studies (40 credits)

212, 311 or 315, 312 or 316; one literature course from 324 (Fren Film Abroad), 325 (Fren Lit Abroad), 330, 331, 332, or 351; one cultural studies course from 323 (Fren Civ Abroad), 341, or 352; 16 additional 300-level credits including Art 250A (Histoire de l'art) in Cannes ; and 399. All students are urged to study abroad at our French affiliate, the Collège International de Cannes. CSB/SJU Study Abroad Programs fulfill many Common Curriculum as well as major/minor requirements. No more than 4 credits of ILP coursework can be applied towards the French major. Up to four credits taught in English from the list below may be applied to the major.

Major in French/Secondary Education (38 credits)

Same requirements as for the major in French studies.

212, 311 or 315, 312 or 316; one literature course from 324 (Fren Film Abroad), 325 (Fren Lit Abroad), 330, 331, 332, or 351; one cultural studies course from 323 (Fren Civ Abroad), 341, or 352; 16 additional 300-level credits including Art 250A (Histoire de l'art) in Cannes ; and 399. All students are urged to study abroad at our French affiliate, the Collège International de Cannes. CSB/SJU Study Abroad Programs fulfill many Common Curriculum as well as major/minor requirements. No more than 4 credits of ILP coursework can be applied towards the French major. Up to four credits taught in English from the list below may be applied to the major.

Suggestion:

See the education department listing for minor requirements.

Minor in French (20 credits)

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Departments

212, 311 or 315, 312 or 316; and eight additional upper-division credits in French culture, language or literature, which may include ART 150A (Histoire de l'arte) in Cannes.

Courses taught in English

Consult with your French major advisor to discuss the best course for your program, if you choose to apply 4 credits in English toward your major.

ART 250B (in Cannes)

ENG 243, 383, 386, 387

HIST 333, 335, 341

HONR - Some topics may be relevant to the French major; consult your advisor

PHIL 334, 341

POLS 341

THEA 337, 338

Students interested in an interdisciplinary major (language and literature, history, philosophy, and the fine arts) are encouraged to see European Studies for details.

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.

[Courses \(FREN\)](#)

3.1.25.7 German Studies

Major in German Studies (38 credits)

Required Courses:

212; 324 or 325; one 4-credit course in Period (330, 333, 337, or 355); one 4-credit course in Genre (342, 345, 356); one 4-credit course in Theme (349, 350, 357); 16 additional upper-division credits (may include up to 8 credits in English from the list below); 399.

Major in German Studies/Secondary Education (38 credits)

Required Courses:

Same as concentration in German Studies.

Suggestion:

See the education department listing for minor requirements.

Half of all course requirements for the major must be taken on the CSB/SJU campus.

Minor (20 credits)

Required Courses:

212; 324 or 325; 12 additional upper-division credits (may include up to 4 credits in English from the list below).

COURSES TAUGHT IN ENGLISH (8 credits from the following may be applied to the major; 4 credits may be applied to the minor).

ART 350 Offered in Austria (4)
 PHIL 321 Offered in Austria (4)
 POLS 341 Offered in Austria (4)
 COLG 385 Offered in Austria (4)
 HIST 344 Offered on campus (4)

Students interested in an interdisciplinary major (language and literature, history, philosophy, and the fine arts) are encouraged to see European Studies for details.

Half of all course requirements for the major must be taken on the CSB/SJU campus.

Courses taught abroad

115 Elementary German I Abroad.

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116 Elementary German II Abroad.
 200 Intensive German Language & Culture.
 215 Intermediate German I Abroad.
 301 Intensive German Language & Culture.
 315 Conversation and Composition I Abroad.
 316 Conversation and Composition II Abroad.
 360 Advanced Grammar Abroad.
 361 Selected Topics.
 362 German Literature.

[Courses \(GERM\)](#)

3.1.25.8 Japanese

Major in Japanese (None)

Minor in Japanese (20 credits)

212 (4) or 216 (4) abroad; 311 (4) or 315 (4) abroad; 312 (4) or 316 (4) abroad; JAPN 320, 321, or 330 (4); and one course from Asian Studies course list with a focus on Japan (4). See "Asian Studies for details.

Courses taught abroad

115 Elementary Japanese I Abroad.
 116 Elementary Japanese II Abroad.
 215 Intermediate Japanese I Abroad.
 216 Intermediate Japanese II Abroad.
 315 Advanced Japanese I Abroad.
 316 Advanced Japanese II Abroad.

[Courses \(JAPN\)](#)

3.1.25.9 Other Language Courses

[Other Language Courses \(LNGS\)](#)

Courses taught abroad

331 Greek Literature in Translation.
 332 Roman Literature in Translation.

3.1.26 Latino/Latin American Studies

Academic Departments
Departments

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 the Americas. 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 general inquiry into the problem of cultural difference and its social and political implications, within the Americas.

Major (None)

Minor (20 credits)

The Latino/Latin American Studies minor requires Spanish-language proficiency and twenty (20) credits of Latino/Latin American Studies courses: eight credits, required; and twelve credits, elective. Classes will be conducted in English and Spanish, depending on the department that offers them.

Required Courses: HISP 336 and 337.

Special Requirements: Demonstrated proficiency in Spanish by completing HISP 311 and 312 or by approval of the Hispanic Studies faculty.

Electives: Plus three of the following courses, only one of which may come from HISP: GBUS 338; HIST 121, 122, 321, 322, 323, 324; HISP 321, 328, 340, 342, 345, 355C, 355D, 356AB, 356D 356F, 356G, 356H, 356I; POLS 347; THEO 317, 328, 329D; 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, 395, 397; ENGL 355, 365, 381, 382; PHIL 368; HISP 397; THEO 397; SA 375A.

Courses (LLAS)

3.1.27 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

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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)**3.1.28 Mathematics**

Department Chair: Robert Hesse**Faculty:** Bret Benesh, Philip Byrne, Robert Campbell, Sunil Chetty, Jennifer Galovich, Michael Gass, David Hartz, Robert Hesse, Kristen Nairn, Thomas Sibley, Anne Sinko, Michael Tangredi.**Math Skills Center Director:** Ahnie Jacobson

The mathematics department offers courses to fit the needs of a wide variety of students: the student majoring in mathematics, the student majoring in another field who needs or chooses supporting courses in mathematics and the general liberal arts student.

Since a knowledge of mathematics can be useful in disciplines as diverse as biology, philosophy and economics, the mathematics department offers a number of options to students. The major offerings are flexible enough to prepare students to apply for further study in graduate school, for a career in secondary education or as a mathematician or statistician in business or industry. It is also possible for a student to arrange for an individualized major in mathematics and another discipline. This should be done in careful consultation with a member of the mathematics department and a member of the student's major department. A student majoring in another discipline may choose to minor in mathematics. A major in elementary education may choose a minor in mathematics or the concentration designed especially for elementary teachers. (See the education department listing for more information.)

In addition to the formal courses described below, there are many other opportunities available for students interested in mathematics. An individual learning project on a topic of mutual interest can be designed with the assistance of a faculty member. The department supports students to engage in summer research in mathematics, mathematical biology or biostatistics through a generous stipend program. Opportunities are available to combine the summer research with an honors thesis. An active student math club and a local chapter of Pi Mu Epsilon (a national honor society for students of mathematics) cooperate with the mathematics department to offer a rich program of seminars, films, visiting speakers, career information and social activities. Each spring the department hosts a regional Pi Mu Epsilon conference at which students and faculty from several colleges gather at Saint Benedict's and Saint John's for two days of presentations by students and invited speakers.

Each semester the mathematics department employs students paid on an hourly basis as calculus teaching assistants, course assistants, and tutors. Calculus teaching assistants grade papers and, in consultation with the course instructor, supervise the calculus labs. Those labs, which meet regularly, provide students with additional opportunities to discuss course material and to practice problem-solving skills. Course assistants grade papers for lower division classes other than calculus I and II. Tutors give individual help to students at the Math Skills Center.

Mathematics in the Common Curriculum

Mathematics as a skill and as a theoretical structure has played a crucial role in modern civilization as well as in the everyday lives of individuals. Therefore, all students will be required to take and pass

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one course which satisfies the common curriculum requirement in mathematics. While different courses cover different topics, all courses meeting the requirement stress mathematics as a conceptual discipline, and address its contemporary role. These courses will also enable students to understand and appreciate the power and limitations when using mathematical reasoning, its language and notation to solve a variety of problems from other disciplines and from everyday life. Students enrolled in common curriculum courses are actively involved in doing mathematics.

The director of the Math Skills Center will provide assistance for students who have not fulfilled this requirement.

Certain mathematics common curriculum courses (MATH 114, 121, 122, 124) have as prerequisite satisfactory performance on the Quantitative Skills Inventory Test. Students who have an ACT-Math score of 21 or greater or SAT-Math score of 530 or greater will be granted satisfactory performance status without taking the examination. Otherwise, the examination will be administered by appointment with the Mathematics Skills Center. All students enrolled in MATH 118 or 119 will be asked to take a calculus readiness exam during the first week of classes.

Major

The mathematics department offers concentrations in mathematics and mathematics/secondary education; it also offers a major in numerical computation jointly with the computer science department. Information about the numerical computation major is in a separate section for that major. Students may not earn majors in both mathematics and numerical computation. Students may not earn a minor in mathematics with a major in numerical computation.

Special Requirements:

Students anticipating a major in mathematics and/or the natural sciences ordinarily begin their study of mathematics with 119. However, a student needing further preparation before beginning calculus, either 118 or 119, should enroll in 115. Students interested in advanced placement should contact the department chair.

Admission to the major requires a grade of C or higher in MATH 119, 120 and MATH 239 or 241. Before admission to the major (ordinarily in the sophomore year), prospective majors must consult with their advisors in the mathematics department to plan their mathematics courses. Students should choose their courses and non-curricular activities with regard to their goals for careers and graduate school. Students should be aware of which semesters upper-division mathematics courses will be offered.

Senior majors are required to take a comprehensive exam in mathematics (the Major Field Test).

Suggestions:

Prospective majors should have familiarity with computer programming before taking upper-division mathematics courses. Students preparing for graduate school in mathematics should include 332 and 344 or 348.

Concentration in Mathematics (40-42 credits)

Required Courses:

119, 120, 239, 241, 331, 343, 395, 16 additional upper-division credits in. 395 may be waived for students who complete an undergraduate research project in mathematics. See department chair for details.

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Concentration in Mathematics/Secondary Education (40-42 credits)

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

Suggestions:

At least 2 credits 300 (History of Mathematics) is also recommended. Check with the chairs of the education department and the mathematics department for requirements for certification by the Minnesota Department of Education. See the education department listing for minor requirements.

Minor (24 credits)

Required Courses:

119, 120, 239; plus either 12 additional upper-division credits in mathematics, or 241 plus 8 additional upper-division credits in mathematics. Note: students may not earn a minor in mathematics with a major in numerical computation.

The minimum prerequisite for any mathematics course is: Math ACT subscore of 21 or above OR Math SAT subscore of 530 or above OR satisfactory performance on the CSB/SJU Quantitative Skills Inventory. Other prerequisites may also apply, as noted in the course descriptions.

[Courses \(MATH\)](#)

3.1.29 Military Science

Department Chair: LTC Thomas Sachariason

Faculty: David Hennessy, Morton Hughley, Harlan Grams, Jessica McKeown, Joseph Peterson

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, United States Army Reserve, and the National Guard. Upon completion of a bachelor or graduate degree and completion of the ROTC program students earn a commission as an Army Officer. Graduates serve in one of 18 basic career fields including Infantry, Aviation, Military Intelligence, Signal and Nursing to name a few. Army ROTC accepts students from all majors on CBS/SJU.

The Army ROTC develops leadership skills. The core coursework includes 18 to 28 credits in topics such as the art and science of leadership, The Army values, 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.

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.

Academic Departments
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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. The freshman and sophomore classes are open to all students. 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 four-week leadership course conducted at Fort Knox, KY during the summer. Students attend a leadership assessment course during the summer after the Junior year.

Three-Year Program-The three-year program is designed for students who decide to start ROTC as a sophomore. Students complete the basic course in one year instead of two. This option requires permission from the Department Chair or Enrollment Eligibility Officer.

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. In addition to the financial benefits listed below students will experience personal growth through by gaining confidence, improving self-discipline, and building physical and mental toughness. The ROTC experience gives students a marketable asset: leadership.

Scholarships-Army ROTC processes scholarship applications throughout the year. Scholarships range from two to four years in duration. Scholarships cover full tuition & fees, \$1200 per year for textbooks & supplies, and a monthly stipend. Two and three-year Guaranteed Reserve Forces Duty scholarships are also available. These scholarships provide the same benefits but require the student to serve in the US Army Reserve or National Guard after graduation and 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 actual obligation is determined at the time of contracting in the advanced course. Cadets are selected for a specific career fields 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

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stipend of \$350 to \$500 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, tuition assistance or tuition reimbursement, 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 \(MILS\)](#)

3.1.30 Music

Music

Department Chair: Edward Turley

Faculty: J. David Arnott, Rachel Brandwein, Brian Campbell, Susan Cogdill, Patti Cudd, David Dies, Lisa Drontle, Carolyn Finley, Marcie Givens, Amy Grinsteiner, Maia Hamann, Deirdre Harkins, Andre Heywood, Peter Johnson, Kim Kasling, Patricia Kent, Robert Koopmann, OSB, Lucia Magney, O. Nicholas Raths, Joshua Schwalbach, Thomas Speckhard, Axel Theimer, Bruce Thornton, Yauheniya Trubnikava, Edward Turley, Justin Zanchuk

Music, one of the core Liberal Arts, is an expression of the human condition. The joint CSB/SJU Music Department seeks to deepen students' understanding and appreciation of music through challenging courses, excellent choral and instrumental ensembles, and a comprehensive array of individual studio lessons. Above all, the music department seeks to foster a life-long engagement with the art of music.

Performance is at the heart of the music program. Extensive musical opportunities are available for all students on campus regardless of their chosen major. All students are encouraged to participate in ensembles along with music majors and minors (pending audition), and all students are welcome to take studio lessons with permission of the instructor. The department offers courses designed for both the common curriculum and the music major or minor, depending on the students' level of interest and commitment.

The CSB/SJU Music Department is an accredited institutional member of the National Association of Schools of Music (NASM).

Assessment

Assessment and review of student performance in music is compiled every semester and reviewed by faculty; additionally, students complete a self-assessment for each performance jury examination. Curricular review of all classroom activity, applied lessons, and ensembles, is done by the faculty on a

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rotating schedule, by division. Music majors complete a nationally-recognized Major Field Test indicating their level of mastery in music history and theory.

Major

The music department offers a Bachelor of Arts degree with concentrations in liturgical music, music composition, music education (choral and/or instrumental for both elementary and secondary), music studies and performance.

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 (MUSC XXXB), unless the major instrument is organ. 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 (MUSC 391-394). All music majors are required to take a Major Field Test in music at the end of the junior or senior year (MUSC XXXE).

Concentration in Liturgical Music (46-53 additional credits)

Required Courses:

323, 324, 327, seven semesters in applied music in one of the following: organ or voice (227, 337); supporting courses: EDUC 390; THEO 111, 300, 350, 351

Special Requirements:

Demonstration of organ and voice proficiencies are required (XXXC and XXXD, respectively); 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 (30-36 additional credits)

Required Courses:

260, 340, 345, 346, two semesters of 357, 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. .

Special Requirements:

Participation in a choral and/or instrumental ensemble for seven semesters.

Concentration in Music Education

(Choral Education: 24-29 additional credits; Instrumental Education: 25-30 additional credits)

Sequences are offered for teacher candidates of Choral Music K-12 license and for Instrumental Music K-12 license.

Required Courses:

323, 324 (for choral education) or 316, 317, 318, 319, 325, 326 (for instrumental education), seven

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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, 340-357 (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 (391-392).

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 (24 credits)

Required Courses:

111, 112, 121, 122, (211 and 221 if placed out of 111 and 121), 150, four semesters of 227. Four credits of electives chosen from 151-159, 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)

3.1.31 Numerical Computation

Program Director: Imad Rahal

The numerical computation major is an interdisciplinary major, jointly administered by the Computer Science and Mathematics Departments.

This major is designed for students who are interested in learning to use computers for modeling and simulation as a tool for discovery across many areas of science, engineering and other quantitative disciplines. Students who complete this major may choose careers in business, industry, research or education in which they use computers to improve the design and safety of products, to discover new ideas or to aid in the understanding of the world. They will be able to work collaboratively and bring mathematics and computer science to bear on problems of interest across varied disciplines. This major is ideal preparation for students who want to continue with graduate study in the emerging field of computational science, which often involves aspects of mathematics, computer science and another scientific discipline such as chemistry or economics. Students in this major are encouraged to complete a minor in another scientific or related discipline.

Major (52 credits)

The numerical computation major offers students a choice of two concentrations: discrete numerical computation and numerical computation over the continuum.

The concentration in discrete numerical computation is intended to educate a student in the areas of mathematics and computer science that deal with intrinsically discrete computations. Students who graduate with this major will be well prepared for graduate studies in a classical computer science program with a focus on discrete modeling, an applied mathematics program with a focus on discrete dynamical systems or an area of computational science such as bioinformatics.

The concentration in numerical computation over the continuum is intended to educate a student in the areas of mathematics and computer science that deal with problems originating in the continuum. Students who graduate with this major will be well prepared for graduate studies in applied mathematics or a computational approach to another discipline such as computational biology, chemistry, or finance.

Students may not earn majors in both Mathematics and Numerical Computation. Students may not earn a minor in Mathematics with a major in Numerical Computation.

Common Requirements: (28 credits):

- CSCI 140 (or 150 or 130), 160 (or 161), and 200 (or 162)
- MATH 119, 120, and 239
- NMCP 372 or 398

Additional Requirements:

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Concentration in Discrete Numerical Computation: (24 additional credits)

- CSCI 338, 339
- MATH 322
- Twelve credits from CSCI 239, 310, 351; MATH 241, 315, 318, 331, 332, 338, 339, 343, 344, 345

Concentration in Numerical Computation over the Continuum: (24 additional credits)

- MATH 305, 337, 338
- Twelve credits from CSCI 310, 338, 339, 317F; MATH 241, 315, 318, 322, 331, 332, 339, 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 two CSCI courses and MATH 119, 120 and 239,
2. No more than one of the above courses has a grade below C, and
3. The GPA in the above courses is 2.5 or better.

Students will be conditionally accepted into the Numerical Computation major if:

1. They have not yet completed all the courses needed for unconditional acceptance into the major, but are currently enrolled in the courses which are lacking,
2. No more than one of the courses has a grade below C, and
3. The GPA in CSCI and MATH courses completed thus far is 2.5 or better.

Students not accepted into the major must consult with Academic Advising. In exceptional circumstances, a student may be allowed to continue working toward a Numerical Computation major, subject to constraints determined by the program director in consultation with Academic Advising.

Minor (none)

[Courses \(NMCP\)](#)

3.1.32 Nursing

Department Chair: Rachelle Larsen

Faculty: Jodi Berndt, Carie Braun, Vicky Grove, Georgia Hogenson, Carrie Hoover, Nicole Lang, Rachelle Larsen, Nichole Laudenbach, Janet Neuwirth, Kathleen Ohman, Jennifer Peterson, Theresa Reichert, LuAnn Reif & Julie Strelow

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, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202)887-6791, and approved by the Minnesota Board of Nursing.

The comprehensive nursing curriculum is based on the AACN Essentials for Baccalaureate Nursing Education (2008) and prepares the nurse generalist to practice safely and effectively in all health care environments. The curriculum has a strong emphasis on leadership, diversity, evidence-based practice, and the provision of quality and safe nursing care. As an academic major in a practice discipline, nursing students have opportunities to apply principles and concepts from the liberal arts and nursing science to the provision of nursing care for individuals across the lifespan, families and communities.

CSB/SJU offers a range of learning environments suited to development of the professional nurse including classroom, simulation laboratory, and clinical settings. Nursing faculty have high expectations for student professional behavior and continuously strive to develop challenging learning situations, such as with simulated learning, to represent actual care situations.

Graduates are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Students who have been convicted of a felony or gross misdemeanor may be ineligible for licensure by the Board of Nursing and early in their course of study should seek clarification of their status.

Students must meet the functional abilities for safe nursing practice including: fine and gross motor coordination, physical endurance and strength, mobility, intact senses, reading and arithmetic competence, emotional stability, critical and analytical thinking and interpersonal/communication skills. For representative examples of each, see the nursing department webpage.

Students in the nursing major are eligible for membership in Sigma Theta Tau-Kappa Phi Chapter, the international honor society of nursing. Student membership in the Kappa Phi chapter is 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 and consistent, student and faculty participation in assessment and evaluation activities. Periodically, nursing majors' academic achievement will be assessed using nationally standardized and classroom-based exams, scoring rubrics and performance demonstrations. Some, but not all, assessment activities are also included as part of course grades. Individual data will be given directly to the student; students should seek consultation from their instructor and/or advisor if they have concerns about individual performance. Only group data will be used for department reports.

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Major (58 credits) Students entering Fall 2016 and beyond. Student entering prior to Fall 2016 are required to complete 59 credits.

Please refer to the Nursing Department website for the most current information.

Required Courses

Courses required for acceptance to NRSG program: BIOL 101 & 212; CHEM 125; NUTR 125; PSYC 111.

Nursing Courses: NRSG 201, 220, 240, 255, 301, 302, 303, 314, 315, 341, 342, 343, 355, 356, 395.

Supporting courses: BIOL 325, 326, PSYC 360, ETHS 390A Healthcare Ethics, and one of the following: MATH 114, 118, 119, 120, 121, 122, 123 or 124.

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 May 1 of the first year.

Criteria for application to the major:

- Complete prerequisite courses with a minimum grade of C in each course.
- Obtain a minimum prerequisite-course grade point average of 2.75.
- Submit the Application to the Nursing Major form.
- Obtain a current physical examination and health clearance, including required immunizations and tuberculin testing.
- Provide proof of current American Heart Association CPR for the healthcare professional.
- Achieve ability to provide direct care through a criminal background study clearance.
- Obtain a negative drug and alcohol screen prior to participation in clinical experience.

Applicants are considered on the basis of academic achievement as evidenced by prerequisite-course GPA. Students with a minimum 2.75 prerequisite course grade point average are eligible to apply but are not guaranteed admission. Entry into the nursing major is competitive and class size is limited.

Retention in the major:

- Retention in the major is contingent upon compliance with academic policies stated in the Academic Catalog, and Department of Nursing Student Handbook; all are available on-line.
- The nursing department retains only those students in the major who demonstrate the academic achievement and professional characteristics needed to function as a registered nurse.

Special Requirements:

- All students admitted to the major are required to have liability insurance through the college and provide their own transportation for clinical experiences. In many cases, this means that the student must have individual access to a vehicle.

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- See also Application to the Major on the Nursing department web page.
- 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 will result in ineligibility to qualify for a degree in this program.
- A positive uring drup and alcohol screen may result in the inability to complete the clinical requirement of courses and may subsequently affect progression through the nursing major. Failure to participate in a clinical placement required by the academic program will result in ineligibility to qualify for a degree in this program.

Minor (None)

[Courses \(NRSRG\)](#)

3.1.33 Nutrition

Department Chair: Jayne Byrne

Faculty: Jayne Byrne, Bernadette Elhard, Alexa Evenson, Mark Glen, Emily Heying, Amy Olson, Linda Shepherd

The study and practice of nutrition plays a vital role in the prevention and treatment of disease, maintenance of health and fitness, athletic performance, public health policy development, foodservice management, food and product development, and consumer health education. Rapid advances in medical and genetics research, food studies, and health care reform, coupled with increased consumer demand for food and nutrition information, have made this discipline increasingly diverse and complex. The need for food and nutrition experts, dietitians and nutrition scientists is greater than ever before. The Nutrition Department offers both a major and a minor in nutrition that prepare students for lifelong learning and the integration of basic food and nutrition concepts across many discipline areas. The required introductory sequence of courses in the Nutrition major provide a broad overview of ideas and information in the field. Additional course requirements in the Nutrition major allow for a more in-depth exploration of specific areas within this broad discipline. The Nutrition major offers a flexible curriculum that encourages students, in close consultation with an academic advisor in the department, to design a multidisciplinary, integrated plan of study that may include course work from areas such as: Biology, Chemistry, Exercise Science and Sports Studies, Psychology, Communication, Environmental Studies, Economics, Management, and Art. Students with a specific interest or goal may select one of three distinct concentrations within the Nutrition major: Dietetics, Food and Business, or Nutrition Science. Students with an interest in fitness and sports nutrition may integrate the Nutrition major with the Sports Medicine minor.

The Catholic Benedictine tradition and the strong liberal arts curriculum provided by the College of Saint Benedict and Saint John's University serve students in Nutrition well. It encourages the development of strong communication skills, critical thinking, ethical decision making skills, a commitment to service, and respect for all individuals. In addition, the Nutrition curriculum provides exceptional opportunities for active learning through laboratory experiences, service learning projects, and research. The Nutrition Department appreciates the value of experiential learning, and strongly

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encourages students majoring in nutrition to participate in internships, research, employment and/or volunteer experiences that will provide valuable, practical experience for future professional positions in foods and nutrition.

Assessment

The Nutrition Department completes an annual assessment of student learning outcomes. Outcome assessments reflect the students' abilities in written and oral communication, service learning, collaboration, leadership, and their knowledge-base in nutrition. The dietetics concentration within the major is accredited as a Didactic Program by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 1-800-877-1600, ext 5400, www.eatright.org).

Nutrition Major

Courses required of all students majoring in Nutrition: NUTR 125, 225 or 223, 323, and 395. Additional supporting work (20 or more credits) and upper division nutrition courses will vary by concentration.

The nutrition major prepares students for a variety of career options or graduate study. The major can be designed to emphasize fitness and sports medicine, or specific areas in the natural or social sciences such as Food Science, Communication, or Psychology.

Basic requirements for the Nutrition Major - no concentration (46 credits)

NUTR 125, 225, 301, 323, and 395, plus a minimum of 8 additional credits in Nutrition (NUTR) courses. In addition, students must complete a minimum of 20 credits of prerequisite courses from Biology (BIOL 101, and 216), Chemistry (CHEM 125 and 250), and Mathematics (MATH 124). Supporting coursework may vary within the areas of concentration. Upper division (courses numbered 300 and above) in nutrition require specific pre-requisite courses in biology, chemistry, and/or mathematics in addition to lower division courses in foods and nutrition. Students should carefully consider pre-requisite requirements when planning their academic course work in the nutrition major. BIOL 201 (Intermediate Cell Biology and Genetics) may be substituted for BIOL 216 if indicated for the completion of a student's selected pre-professional program.

Dietetics Concentration [DPD] (68 credits)

The DPD provides the academic preparation for a career in Dietetics. To earn the credential of Registered Dietitian Nutritionist (RDN), students must have a bachelor's degree and: 1) successfully complete an accredited academic program in dietetics, 2) apply, be accepted to, and complete an accredited dietetic internship program, and 3) pass the national registration examination for dietitians. Participation in the accredited internship program take place after a bachelor's degree and accredited dietetics curriculum is completed. The national registration examination cannot be attempted until an accredited internship has been successfully completed. In addition to earning a Bachelor of Arts degree in Nutrition and completing an accredited dietetics program, students in the DPD may pursue a minor or elective coursework, or study abroad.

Required Courses for the Didactic Program in Dietetics:

Prerequisites: CHEM 125, 250; BIOL 101, 216; MATH 124.

Nutrition Courses: 125, 220, 225, 230, 305, 323, 330, 331, 333, 337, 341, 342, 343, 345, and 395.

BIOL 201 (Intermediate Cell Biology and Genetics) may be substituted for BIOL 216 if indicated for

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the completion of a student's selected pre-professional program.

Food and Business Concentration (58 credits)

The Food Studies Concentration prepares students for a variety of positions related to food service management, food product development, food science research, culinary arts, and/or food marketing.

Required Courses for the Concentration in Food Studies:

Prerequisites and supporting courses: ACFN 113, 114; ART 118, 215 or 217 or 218; ECON 111, plus one of the following; ECON 315, 318, or 320; MATH 122; GBUS* 201, 321. Students are strongly encouraged to complete at least 4 credits in Chemistry.

Nutrition courses: 125, 225, 230, 323, 341, 343, 345 and 395.

*Students intending to double major or minor in GBUS should take GBUS 210 in place of GBUS 201.

Nutrition Science Concentration (66-69 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 critical for students advancing to graduate programs or entering professions where staying on the cutting edge of practice requires the continual critical evaluation of published research.

Required Courses:

Prerequisites: CHEM 125, 250 +201; BIOL 120, 221.

Supporting Courses: CHEM 251,255,201,202,205; MATH 123, 124; PHYS 105, 106.

Nutrition Courses: 125, 223, 230, 323, 330, 331, 380, 381, 396

Minor in Nutrition (20 credits)

Minors in nutrition are required to complete the following coursework, plus 8 additional credits in Nutrition: 125, 220, 230, 323. Students interested in the nutrition minor are encouraged to contact the Chair of the nutrition department to assist in the selection of the additional 8 credits in nutrition that will best meet their interests.

Courses (NUTR)

3.1.34 Peace Studies

Department Chair: Kelly Kraemer

Faculty: Jeffrey Anderson, Kelly Kraemer, Rene McGraw OSB, Ronald Pagnucco

Peace Studies is a field of study that explores the presence and nature of conflict in human interaction, the causes of war and intergroup violence, and the conditions for sustainable peace with justice.

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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 (24-28 Credits)

PCST 111, 221, 333 or 343, 346, 397, 399, and either ENVR 175 or ENVR 275

Electives (24 credits)

Each student takes 6 elective courses chosen with the help of the student's faculty adviser to support the student's area of interest, or "focus", within the field of Peace Studies. We will provide sample tracks listing common electives for popular focus areas (such as Global Health or Human Rights) on our website, but students will not be required to choose an existing track. Each student will have the option to design a personalized track by selecting 6 electives to match a unique focus.

Minor

Required courses

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PCST 111, 221, 346, 399; one additional 300-level PCST course.

Acceptance into Upper Division

At the time that the peace studies major applies for official acceptance into the department, ordinarily at the beginning of the second semester of his/her sophomore year, the student will prepare a focus statement, which will contain two basic elements: 1) what has drawn the student towards a peace studies major; 2) the particular area of interest which the student would like to choose as the organizing theme of her/his course work in peace studies.

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 \(PCST\)](#)

3.1.35 Philosophy

Department Chair: Dennis Beach OSB

Faculty: Dennis Beach OSB, Anthony Cunningham, Joseph DesJardins, Emily Esch, John Houston, Jean Keller, Rene McGraw OSB, Erica Stonestreet, Stephen Wagner, Charles Wright

Every thoughtful person asks basic philosophical questions. What makes life meaningful? How do I know that this belief is true? Is there a God? Why is there something rather than nothing? What is the nature of my mind or self? Am I free? How should I live? What does it mean to belong to a society? What makes a science a science?

Most of the time, these questions emerge briefly and then recede quietly. Philosophy courses make these questions emerge more clearly and more frequently, so that students may move towards the truth.

In the course listings, four distinct sections are evident. The first section (110-156) is geared towards introducing students to the discipline of philosophy by examining the questions that philosophers ask about topics like human nature, God, society, and gender. The second group of courses (321-326) is oriented towards ethics. A third group (331-341) is oriented towards the history of philosophy. These courses give students a sense of the development of philosophy in the Western intellectual tradition. The fourth set of courses (355-365) examines in depth the great philosophical issues of human knowledge, metaphysics, ethics and science.

All courses are open to majors and non-majors. In addition to preparing philosophy majors for graduate school, the study of philosophy serves as an excellent background for people entering other professions.

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Assessment

The Philosophy Department conducts regular assessment of student learning---of majors and minors as well as students taking philosophy to meet common curriculum requirements. We evaluate how well the department's curriculum improves students' comprehension of fundamental philosophical concepts as well as their ability to participate in well-reasoned discussions of these ideas. We also evaluate the extent to which philosophy enables students to perceive greater complexity in the human and natural worlds; whether philosophy improves students' abilities and their willingness to engage in critical thinking; and whether it might affect students' engagement in and commitment to lifelong learning.

The Philosophy Department regards a major in philosophy as preparation for a thoughtful and deliberate life. We seek to maintain contact with majors after graduation to learn how they are doing and how well they think the department prepared them for their life path.

Major (40 credits)

Required Courses:

4 credits at the 100 or 200 level

Logic (110)

Ancient Philosophy (331)

Modern Philosophy (334)

One course from each of the following elective groups:

Group A: Moral Philosophy (321), Feminist Ethics (325), or another philosophy course in ethics with the approval of the chair.

Group B: One additional historical course from the following: Medieval Philosophy (333), 19th-Century Philosophy (336), Analytic Philosophy (337), American Philosophy(338), or Continental Philosophy (341).

Group C: One course from the following: Philosophy of Science (363), Philosophy of Knowledge (364), Metaphysics (365), Philosophy of Mind (367).

Philosophy Capstone (388).

8 additional credits, at least 4 of them at the 300 level.

Notes:

Once Majors or Minors have begun to take courses at the 300-level, normally they should not take any more courses at the 100-level, except for PHIL 110: Logic.

Majors and minors can count a course taken to satisfy the Ethics Common Seminar requirement (ETHS 390 or HONR 390) for major/minor requirements provided the course is offered by a member of the Philosophy Department.

Minor (20 credits)

Required Courses:

Five courses, with at least three at the upper (300) level.

[Courses \(PHIL\)](#)3.1.36 Physics

Chair: James Crumley

Faculty: James Crumley, Greg Taft, Todd Johnson, Thomas Kirkman, Dean Langley, 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 assume 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 gamma-ray analyzers, a 3-D printer, diffusion pump vacuum systems, a variety of lasers, fiber-optics, holography and interferometry equipment, an all-sky camera, and many new electronic instruments. Computing facilities include Microsoft Windows and Linux computers in laboratories and classrooms, including a computing lab containing dual screen Linux PCs.

The department also maintains shop facilities for metal and woodworking, 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; seniors take the Major Field Test in physics, for example, and those planning on graduate school take the graduate record exam in physics. Overall, however, we believe that the performance of our students after they leave us is the most telling measure of the effectiveness of our program. Our students go on to engineering schools, graduate schools in physics and engineering, government and industrial laboratories, and the like. We do our best to keep in touch with our former students, find out how well they are doing and how good a job we have done of preparing them. We use this information, among other sources, in periodic reviews of our program.

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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 become familiar with computers and computer programming at an early stage.

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 or 348 should also be taken consecutively starting in the first semester. The Major Field Test in Physics is to be taken in the spring semester of the senior year.

Suggestions:

The following courses are recommended: CHEM 125, 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), 339, 372, 341, 343, 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 or 348 should also be taken consecutively starting in the first semester. In addition, CHEM 125 and 201 are required. The Major Field Test in Physics is to be taken in the spring semester of the senior year.

Suggestions:

COMM 111 and ENGL 211 are recommended.

Minor (44 credits)

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 \(PHYS\)](#)

3.1.37 Pre-Professional Programs

3.1.37.1 Dentistry

Advisors: Manuel Campos, David Mitchell

Dental schools consider majors in any discipline to be acceptable for admission. Prerequisite coursework most often includes one year of biology, general and organic chemistry, physics, and one semester of biochemistry and mathematics. Upper division coursework in literature and in courses that have an intensive writing component are also typically required.

Admission to dental school is competitive and the admission process considers coursework, grades, performance on the Dental Admissions Test (DAT), dental exposure, manual dexterity, letters of evaluation and personal interviews during the time an applicant is applying to dental school. General information can be found in the CSB/SJU pre-professional health programs web page (<http://www.csbsju.edu/pre-professional-health/pre-dental>). Additional resources include the American Dental Association web site (<http://www.ada.org>) and the American Dental Education Association (<http://www.adea.org>).

CSB/SJU course work that meets the standards of the DAT exam includes Biology 101 and 201 as well as Chemistry 125, 201, 202, 203, 205, 250, 251, and 255. Physics 105 and 106 do not need to be completed before taking the DAT. The DAT includes sections on college algebra (trigonometry) and a perception motor-ability test section. Applicants are encouraged to take practice tests in these areas and to consider taking mathematics before taking the DAT. Coursework in the fine arts, business, and upper division biology are encouraged.

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 common curriculum requirements and all major requirements in a natural science program, 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 need prior approval from the department chair of their major for any coursework from dental school to fulfill a course in their major. In addition, prior approval from the Academic Advising Office is required for any coursework to fulfill a common curriculum requirement. Students contemplating a three/one program should consult early with the natural science chair.

3.1.37.2 Engineering

Advisors: Dean Langley (general), Md Fazal (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 and earn a bachelor's degree in one of the natural sciences or mathematics and then go to an engineering school (graduate or undergraduate) to earn an engineering degree. Many of our graduates have earned masters

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degrees in engineering in two to three years of study at an engineering school.

2. Students may attend Saint Benedict's or Saint John's for three years and then transfer to a school of engineering, earning a bachelor's degree from Saint Benedict's or Saint John's and a bachelor's of science degree in engineering from the engineering school. To be eligible for a degree from Saint Benedict's or Saint John's, students must earn all common curriculum credits and complete their major (as determined by each department). When appropriate credits are transferred back from the engineering school, Saint Benedict's or Saint John's will grant a degree. Details should be worked out with the chair of the selected department by early in the junior year. This dual-degree program takes about five years and needs to be arranged with the other university and CSB/SJU.
3. Students may stay at Saint Benedict's or Saint John's for one or two years, completing courses appropriate for their planned engineering program and then transfer to a school of engineering to complete work for their engineering degree. In this case the student does not receive a degree from Saint Benedict's or Saint John's.

3.1.37.3 Forestry

Advisor: Stephen Saupe

Students who intend to pursue professional studies in forestry may choose one of two options:

1. They may complete a bachelor's degree in biology, chemistry, mathematics, economics or a related area and apply to graduate programs for an advanced degree in forestry;
2. They may complete two years of pre-professional requirements at Saint Benedict's and Saint John's and transfer to a professional school in order to obtain a bachelor's degree in forestry. Students choosing this option are advised to consult with the faculty advisor early in the fall semester of their first year of study, since prerequisites vary among professional programs in forestry.

3.1.37.4 Law

Law Advisors: Bob Bell, Jean Didier, Claire Haeg, John Hasselberg, John Houston, Phil Kronebusch, Derek Larson, Michael Livingston, Mark Shimota, and Shannon Smith

A rigorous liberal arts program is excellent preparation for admission to law school. Law schools do not require that a student take a specific sequence of courses as an undergraduate. Students may select any major, though majoring in the social sciences and humanities is typical.

Students preparing to apply to law school should choose courses that will enable them to understand and examine critically human institutions and values, and to communicate effectively, both orally and in writing. Students may wish to explore their interest in law through law-related courses and internships. The Pre-Law Society provides opportunities for students to participate in a competitive inter-collegiate mock trial program.

The absence of a specific coursework for law school should not be confused with an absence of criteria. It is strongly recommended that a student considering the legal profession meet with a faculty pre-law advisor for information about the application process, as early as second semester in their first

year of college.

3.1.37.5 Medicine

Advisors: Jeff Anderson, Manuel Campos, Henry Jakubowski, T. Nicholas Jones, 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 (MCAT), 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/>) as well as the American Association of Medical Colleges web site (<http://www.aamc.org/>) and American Association of the Colleges of Osteopathic Medicine (<http://www.aacom.org>).

CSB/SJU courses that meet general admissions requirements and prepare students for the MCAT are: BIOL 101, 201, and 317; CHEM 125, 250, 251, 255, 201 (1 credit), 202 (1 credit), 203 (1 credit), 205 (1 credit); 8 credits of physics; and MATH 124. Additional coursework to complete before taking the MCAT exam would include BIOL 216 or 323 or 325/326, PSYCH 111 and SOC 111. Coursework in upper division literature and courses with intensive writing components are also typically required by most allopathic and osteopathic medical schools.

3.1.37.6 Occupational Therapy

Advisors: Donald Fischer and Manuel Campos

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.

Common courses that are required by most programs are: Biology 325 and 326, Psychology 111, 360, and 381, Sociology 111, and Math 124.

The following classes are suggested for first year students: BIOL 101 and 201 (or 216), MATH 124, PSYC 111.

3.1.37.7 Pharmacy

Advisors: Edward McIntee and Kate Graham

The College of Saint Benedict and Saint John's University 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. A meeting with a pre-pharmacy advisor is suggested.

Admission to most colleges of pharmacy occurs when the student enters the professional program. This may occur after completion of pre-professional requirements or after completion of the bachelor's degree, generally with a major in biology, chemistry, biochemistry or natural science. Students are advised to consult with the faculty advisor early in their studies. It is recommended that students applying for pharmacy school apply via the early admissions process if available.

Pre-professional coursework requirements differ slightly, but the following list of courses is recommended based on the requirements of the College of Pharmacy, University of Minnesota for 2015:

General Biology with lab 1 course (BIOL 101 or BIOL 121)

Microbiology with lab 1 course (BIOL 212 or 307)

Human Physiology 1 course (BIOL 325 & 326)

Human Anatomy (no lab required) 1 course (BIOL 325 & 326)

Advanced Biology 1 course (Recommended courses: CHEM 315, biochemistry, cell biology, genetics or molecular biology. Any other advanced biology course must focus on the human body in order to be considered.)

Calculus 1 course (MATH 119)

Statistics 1 course (MATH 124)

Chemistry with labs 4 courses (CHEM 125, 250, 251, 255, 201, 202, 203, 205)

Physics, must be calculus-based 1 course (PHYS 191 or CHEM 318 or both PHYS 105 and 106)

Social & Behavioral Sciences 2 courses (Recommended courses: psychology, sociology, economics, human development, epidemiology, global issues, education and anthropology. Other courses that will meet the requirement: education, geography, journalism, law, linguistics, management, political science, archaeology, etc.)

Advanced English Composition 1 course (FYS 100 & 101, or HONR 100 & 101, or ENGL 211 or ENGL 311)

Public Speaking or Interpersonal Communication 1 course (COMM 102 or COMM 105 or COMM 205 or COMM 212)

Visit the prerequisites webpage <http://pharmacy.umn.edu/pharmd/admissions/prerequisites/index.htm> for all information about University of Minnesota prerequisites.

3.1.37.8 Physical Therapy

Advisor: Don Fischer

The College of Saint Benedict and Saint John's University offer a pre-professional program in physical therapy. Students complete prerequisite coursework as outlined by the various accredited schools of physical therapy. Upon completion of the pre-professional coursework, the student is eligible to apply to colleges and universities offering a post graduate degree in physical therapy. Majors that students frequently pursue along with the pre-physical therapy requirements are: biology, integrative science, psychology, and nutrition.

Common courses that are required by graduate programs in physical therapy include: BIOL 101 and 201 (or BIOL 121 and 221); BIOL 325 and 326; CHEM 125 & 201 and 250 & 202; MATH 124 or PSYC 221; PHYS 105 and 106; PSYC 111, 360 and/or 381. Additional courses may be required and the student may need to complete summer coursework in order to complete the graduate school application requirements in four years.

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

3.1.37.9 Physician Assistant

Advisors: Clark Cotton, Manuel Campos, David Mitchell

Pre-physician assistant students must take a number of natural and social science courses as pre-requisites for admission. There are no universal set of common pre-requisites to all programs, but the courses listed below are common to most. Because of the complexity of scheduling prerequisite courses, we recommend that students interested in applying to physician assistant school contact an advisor as early as possible in their academic career.

Pre-requisite courses common to most programs:

BIOLOGY:

BIOL 101 (Foundations of Biology)
BIOL 201 (intermediate cell and molecular)
BIOL 316 (genetics)
BIOL 307 (microbiology)
BIOL 317 (Biochemistry)
BIOL 325 & 326 (Anatomy and Physiology)

CHEMISTRY:

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CHEM 125 (Organic)
CHEM 250 (Reactivity I)
CHEM 255 (Inorganic and quantitative)
CHEM 251 (Reactivity II: only required if a full year of organic is required)

Labs (for credit):

CHEM 201 (Purification I)
CHEM 202 (Purification II)
CHEM 205 (Quantitative)
CHEM 203 (if 2 semesters of organic is required)

MATHEMATICS

MATH 124 (statistics)

ADDITIONAL COURSEWORK:

PSYC 111 (introductory psych)
PSYC 360 (developmental psychology)
PSYC 381 (abnormal psychology)
COLG 121: (1 credit) Medical Terminology

In addition most programs require a substantial number of patient contact hours prior to admission - the number of hours is very variable from program to program but somewhere near 1000 hours is generally recommended.

Examples of patient care hours includes work as a(n):

- Certified Nursing Assistant (CNA) or Personal Care Assistant (PCA) in a health care setting (i.e. hospital, nursing home)
- home health aide
- physical therapy aide
- camp counselor for kids who are patients
- Emergency Medical Technician (EMT)
- Phlebotomist
- Volunteer in a health care setting (but must be working with patients)

Some schools also require completing the Graduate Record Exam (GRE) as well as significant shadowing experience with a Physician Assistant.

3.1.37.10 Priesthood Studies

Seminary Rector: Fr. Michael Patella, OSB

The Saint John's program in priesthood studies is designed to prepare Saint John's students for entry into a major seminary upon graduation. The program acknowledges the richness that each candidate contributes to the community, and seeks to affirm and celebrate the differences while cultivating the skills, abilities and attitudes fundamental to embracing the priestly mission and ministry. With the guidance of a director, the student pursues courses in the College of Arts and Sciences, concentrating especially on the liberal arts. He may major in any area of study, but philosophy is highly recommended and encouraged. 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 theology. Latin and Greek as well as modern language are also recommended. The student is urged to take a variety of courses in English literature to enhance communication skills, as well as other courses in the humanities and social sciences.

3.1.37.11 Veterinary Medicine

Advisor: Clark Cotton

Graduate programs in veterinary medicine consider majors in any discipline to be acceptable for admission. However, significant coursework in Biology, Chemistry, and Physics are prerequisites for entry. Entrance requirements for schools of veterinary medicine vary; students should inform themselves of the courses required by the school which they plan to attend. A pre-requisite chart for entrance into all veterinary schools can be found at <http://www.aavmc.org/data/files/vmcas/prereqchart.pdf>. Admission to veterinary medicine programs is competitive and the admission process considers courses, grades, performance on Graduate Record Exam, animal experience, veterinary medicine exposure, personal interviews at the veterinary schools during the senior year, and letters of evaluation. General information can be found at the Veterinary Application site (<http://www.aavmc.org/Students-Applicants-and-Advisors/Veterinary-Medical-College-Application-Service.aspx>) or at the Association of American Veterinary Medical Colleges (<http://www.aavmc.org/>).

There are a limited number of veterinary programs in the country and some specialize in different areas of veterinary medicine (i.e. exotic animals, large production animals, equine, etc..). Therefore, it is highly recommended that students look at the various programs and identify their own potential schools of interest. In addition, the pre-requisites do vary from program to program. The following courses are recommended as generally fulfilling prerequisites for schools of veterinary medicine:

Coursework in Biology

- BIOL 101 (Foundations of Biology)
- BIOL 201 (Intermediate Cell and Molecular Biology)
- BIOL 307 (Microbiology; while we offer a 200 level Microbiology course, graduate schools prefer students complete the upper level microbiology coursework)

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- BIOL 316 (Genetics)
- BIOL 317 (Biochemistry)
- Some veterinary programs require courses in anatomy and physiology. It is recommended that students take BIOL 323 (Animal Physiology) and BIOL 330 (Comparative Anatomy) at CSB/SJU.

Coursework in Chemistry:

- CHEM 125 (Organic)
- CHEM 250 (Reactivity I)
- CHEM 255 (Inorganic and quantitative)
- CHEM 251 (Reactivity II: only required if a full year of organic is required)

Labs (for credit):

- CHEM 201 (Purification I)
- CHEM 202 (Purification II)
- CHEM 205 (Quantitative)
- CHEM 203 (if 2 semesters of organic is required)

Coursework in Mathematics:

- MATH 124 (Statistics)
- MATH 119 (Calculus)

Coursework in Physics

- *PHYS 104* (Physics for the Life Sciences I)
- *PHYS 105* (Physics for the Life Sciences II)
- Some veterinary programs also require a course in writing, a public speaking course, and some general coursework in the Humanities.

In addition, it is recommended that you obtain some significant experience working with animals and shadowing veterinarians. In fact, some schools specifically ask for a letter of recommendation from a veterinarian.

3.1.38 Political Science

Department Chair: Claire Haeg

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Faculty: Whitney Court, John Friend, Claire Haeg, Scott Johnson, Philip Kronebusch, Matthew Lindstrom, Gary Prevost, James Read, Christi Siver

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:

<http://www.csbsju.edu/political-science> .

Major (40 credits)

Required Courses:

111, 121, 211, 221.

One or more of 222, 223, and 224.

At least four (4) additional 300-level sequence courses

Senior Research Seminar

The DC Summer Study internship experience for 4 credits does not count for a 300-level sequence course requirement. Students may count no more than **one** pre-approved course taken on a study abroad program as a 300-level sequence course. Programs of study are developed in consultation with a faculty advisor.

Additional Requirements:

Comprehensive exam, senior year.

Minor (5 course requirement - 20 credits)

For Students Entering 2011 and After

The Political Science Minor is 20 credits and may be taken in the following concentrations:

Political Theory

Public Law

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Public Policy
Global Politics
Media, Campaigns, and Elections

Political Science Minor Areas of Focus

Focus in Political Theory

POLS 111, Introduction to U.S. Politics
POLS 221, Political Theory: An Introduction
And any three of the following courses:

POLS 311, Classics of Political Theory
POLS 312, American Political Thought
POLS 313, 20th Century Political Thought
POLS 314, Feminist Political Theory

Other upper division POLS courses will be counted with the approval of the department chair.

Focus in Public Law

POLS 111, Introduction to U.S. Politics
POLS 224, Courts, Law and Policy
And any three of the following courses:

POLS 320, Topics in Law
POLS 323, Constitutional Law: Structure and Power
POLS 324, Constitutional Law: Liberties and Rights
POLS 332, U.S. Congress
POLS 334, U.S. Bureaucracy and Regulatory Law

Other upper division POLS courses will be counted with the approval of the department chair.

Focus in Public Policy

POLS 111, Introduction to U.S. Politics
POLS 222, Analysis of U.S. Policy and Elections
And any three of the following courses:

POLS 330, Environmental Politics and Policy
POLS 331, U.S. Parties & Elections
POLS 332, U.S. Congress
POLS 333, US Presidency
POLS 334, U.S. Bureaucracy and Regulatory Law
POLS 336, State and Local Government
POLS 337, Theory of Public Policy
POLS 339, Gender and Politics
POLS 350, Topics in Public Policy
POLS 351, U.S. Foreign Policy

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Other upper division POLS courses will be counted with the approval of the department chair.

Focus in Media, Campaigns and Elections

POLS 111, Introduction to U.S. Politics
POLS 222, Analysis of U.S. Policy and Elections
And any three of the following courses:

POLS 331, Parties and Elections
POLS 332, U.S. Congress
POLS 333, US Presidency
POLS 336, State and Local Government
POLS 339, Gender and Politics
POLS 350B, Political Psychology and Behavior

Other upper division POLS courses will be counted with the approval of the department chair.

Focus in Global Politics

POLS 121, International Relations
POLS 223, Comparative Politics
And any three of the following courses:

POLS 343, Revolutions
POLS 344, Middle East Politics
POLS 345, Developing Nations
POLS 346, Asian Politics
POLS 347, Latin American Politics
POLS 351, U.S. Foreign Policy
POLS 352, Global Gender Issues
POLS 355, Globalization
POLS 358, Topics in International Relations/Comparative Politics

Other upper division POLS courses will be counted with the approval of the department chair.

[Courses \(POLS\)](#)

3.1.39 Psychology

Department Chair: Pamela Bacon

Faculty: Pamela Bacon, Benjamin Faber, Jan Holtz, Aubrey Immelman, Amanda Jantzer, Robert Kachelski, Michael Livingston, Rodger Narloch, Scott Palmer, Adrienne Paulson, Laura Sinville, Stephen Stelzner, Linda Tennison, Richard Wielkiewicz.

Psychology is a discipline defined as the scientific study of behavior and mental processes.

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Our curriculum provides students with the knowledge and skills necessary to investigate questions important to the human condition from a scientific perspective, emphasizing clear thinking, communication skills, and ethical judgment. In addition, we strive to foster the personal and professional growth of students in our department by offering extensive and varied opportunities for integrative experiential learning, including faculty/student collaborative research, teaching practicum, service learning, and on- and off-campus internships.

Our goal is to produce graduates with a high level of reflective, critical, and complex thinking skills derived from their knowledge of the basic principles and methodology in both traditional and emerging branches of psychology. They will be well prepared to pursue advanced training and rewarding careers in psychology and related disciplines, and to be active and engaged lifelong learners prepared to make positive contributions to the people and world around them.

Major (44 credits)

Required of all majors: 111, 221, 235;
12 credits from: 320, 330, 331, 340, 350;
4 credits from the following list of capstone courses: 392, 393, 396, 398, 399;
Plus electives for a total of 44 psychology credits.

Special Requirements:

The department recommends that 111, 221, and 235 be taken in sequence during the first and second years. These courses are prerequisites for full acceptance to the major. Also, all 300-level courses require 111. Many 300-level courses also require 221 and 235 as prerequisites. The psychology department also engages in a process of annual assessment in which all majors are expected to participate.

Suggestions:

All majors should obtain a copy of the Handbook for Psychology Students from their faculty advisor, another Psychology Department faculty member, or the department coordinator. The Handbook for Psychology Students is also distributed in PSYC 235. In addition, an electronic copy of the Handbook for Psychology Students is available on the Psychology Department website.

Minor (20 credits)

Required Courses:
111 plus 16 credits in psychology.

[Courses \(PSYC\)](#)

3.1.40 Social Science

Program Director: Theresa Johnson

Major

The College of Saint Benedict and Saint John's University offer a Teaching Major for Grades 5-12 in Social Science.

Social Science Teaching Major 5-12 (48 credits)

This concentration is offered for students interested in teaching social science in the middle and secondary schools (grades 5-12). The social science curriculum includes course work in a variety of disciplines. Hence, this concentration provides a broad base of course work with depth in those areas most frequently taught. Students must complete the course work described below in addition to fulfilling the requirements for the secondary education minor.

Assessment

The Education Department will take responsibility for assessing student performance for the Social Science Teaching Major for Grades 5-12.

Required Courses:

1. SOCI 111, SOCI 121, ECON 111, GEOG 230, HIST 152, HIST 365 (or EDUC 309), HIST 389, PSYC 111, POLS 111 and POLS 121.
2. Plus two upper-division courses from one area of focus chosen from the following:
 - A. Economics: Choose any two upper division 4-credit ECON courses.
 - B. History: Choose two additional upper division 4-credit HIST courses.
 - C. Political Science: Choose two upper division 4-credit POLS courses.
 - D. Geography: Choose two upper division 4-credit ENVR/GEOG courses.

Students planning to complete the program for social science/secondary education should consult with the Social Science Education Advisor as soon as possible.

3.1.41 Sociology

Sociology Department Chair: Jeffrey Kamakahi

Sociology Faculty: Ellen Block, Jeffrey Kamakahi, James Makepeace, M. Sheila Nelson, Michael Rosenbaum, Megan Sheehan

The Sociology Department offers courses in both Sociology and Anthropology. Sociology is the study of groups, the ways people behave in groups and how an individual's attitudes and actions are influenced by them. These groups 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.

Anthropology is the study of humankind, and our department focuses on cultural anthropology, the study of humanity as cultural beings. Traditionally, anthropologists study indigenous cultural groups around the world, though contemporary anthropology focuses on cultural processes inherent in globalization, transnationalism, and migration. Anthropologists know that people globally are in movement and in contact with each other, so the study of human culture is always intercultural. Therefore, anthropologists study culture to help translate cultural difference and the multitude of human experiences with a particular attention to underrepresented and marginal groups.

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Sociology and Anthropology'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 and cultural origins of harmony and strife in every area of experience. Our methods are varied, from large scale, statistical analyses, to longitudinal ethnographic case studies of a small community.

Sociologists and Anthropologists work professionally as researchers, policy consultants, professors, technicians, advisors, and counselors in private organizations and governmental agencies. Sociology and Anthropology help prepare students to work in a variety of fields such as public policy, social service, nonprofit organizations, law, community organizing, education, healthcare, counseling, human resources, criminal justice 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 major in Sociology with a concentration in Anthropology.

Major in Sociology (40 credits)

Required Courses:

111, 205, 304, 396 and 24 additional credits in sociology.

Major in Sociology with concentration in Anthropology (48 credits)

Required Courses:

SOCI 111, 121, 204, 205, 322, 337H, two anthropology electives/topics courses from 337 - one regional anthropology course and one topical anthropology course, 396, and 12 elective credits offered by SOCI.

Minor in Sociology (20 credits)

Required Courses:

111, 205 and twelve additional upper-division credits in sociology.

Minor in Anthropology (24 credits)

Required Courses:

111, 322, 337H, and twelve additional upper-division credits in sociology/anthropology.

Required Senior Year:

Ethnographic Portfolio

[Courses \(SOCL\)](#)

3.1.42 Saint John's School of Theology and Seminary

3.1.42.1 Admission Requirements

The application and recommendations should be submitted electronically whenever possible. Official transcripts may be mailed to Director of Admission, Saint John's School of Theology and Seminary, P.O. Box 7288, Collegeville, MN 56321. Most other documents can be submitted as email attachments to gradschool@csbsju.edu.

1. A completed [application form](#).
2. Submit an electronic photo.
3. A bachelor's degree from an accredited college or the equivalent. -- Applicants for the Master of Arts in Liturgical Music: A bachelor's degree in music or the equivalent from an accredited institution
4. Official transcripts of post-secondary coursework sent directly from the Registrar's Office to the Director of Admission for the School of Theology·Seminary (see address above). [Edit HTML Source](#)
5. Three letters of recommendation from educational or professional contacts who can attest to the academic ability, leadership qualities, communication skills, and overall readiness of the applicant for graduate theological study. Click on the link, copy and paste the url into an email to your recommenders: [Recommendation Form](#). **Note:** Recommendations are reserved for those who have the right to review documents in the applicant's admission file. The applicant waives access to the information. -- Lay applicants for the Master of Divinity: One of the three letters must come from an employer who can speak to the applicant's potential for ministry. -- Applicants for the Master of Arts in Liturgical Music: Two of the three letters must come from music instructors. -- Applicants from religious communities: One of the three letters must come from a major superior.

Results of either the [Miller Analogy Test \(MAT\)](#) or the [Graduate Record Exam \(GRE\)](#) sent directly to the director of admission for the School of Theology·Seminary (Institutional Code: 6624; Department Code: 4902).

The MAT/GRE requirement is waived for applicants who already have a masters and/or doctorate degree(s).

6. International students generally demonstrate proficiency in the English language with the [TOEFL \(Test of English as a Foreign Language\)](#) or [MELAB \(Michigan English Language Assessment Battery\)](#) should be sent directly to the director of admission for the School of Theology·Seminary.
7. Typewritten narrative of 1250 to 1500 words: Describe the life experiences that have had a significant impact on your personal growth and development with particular attention to the ways these experiences have revealed both your strengths and areas for improvement. Describe your view of the Church in the next decade and the role you might have in the ministry of the Church. Outline the desired goals you wish to achieve at Saint John's and how Saint John's can assist in the fulfillment of your personal, professional, and educational goals.
8. Résumé outlining personal, educational and professional backgrounds.

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9. List of books and articles read in the previous three years.
10. Applicants for the Master of Arts in Liturgical Music: An audition and interview with the music faculty is required. [Entrance Expectations: Audition and Interview](#)

Priesthood Candidates

Admission requirements for degree applicants, outlined above, are required for priesthood candidates as well as the following documents:

One of the three recommendations must come from the bishop, vocation director, or religious superior.

An autobiography of 7-10 pages.

Certificates of Baptism and Confirmation (photocopies accepted if the religious community has original documents).

A statement from a physician indicating the results of a recent physical examination.

3.1.43 Theater

Department Chair: Mark Hennigs

Faculty: Amelia Cheever, David DeBlieck, Sean Dooley, Mark Hennigs, Kaarin Johnston

The College of Saint Benedict and Saint John's University theater department is supportive of the mission statements of both institutions and dedicated to the education of the general student as well as the theater major. This is achieved by helping the student understand that theater is a formalization of human experience usually requiring rehearsed behavior, linked to text, within a designed visual environment and intended for live public display. This formalization serves several functions. These functions include: a confrontation with our own humanity, an illumination of diverse constructions of reality and a celebration of our spirits. Coupled with this understanding of function is a developed appreciation of the many artistic contributions necessary to the making of theater art.

The department is committed to scholarly and artistic creativity, to the integration of theory as experience, to the dynamics of theatrical process and to positive constructive human values. The program emphasizes the importance of a broad base of knowledge and theatrical experience as a foundation for later specialization. The faculty perceives the theatrical process as being a collaborative endeavor, unifying the diverse disciplines of costume, set, sound and lighting with the acting of the text. This collaboration establishes a strong creative community which builds integrated theatrical events; events that reflect and examine the given historical, societal and cultural context in which they are embedded. The curriculum and performance schedule are structured with sufficient theatrical range to supply the fundamentals for all the production and scholarly areas. To encounter work other than their own, students are required to attend a variety of performances both off and on campus. The department vigorously encourages students to accept a life-long responsibility for expressing their artistic ideas. Acknowledging that their artistic ideas are an expression of who they are as human beings, this expression requires the development of self-awareness, mindful reflection, a cultivation of their own integrity, intelligence and talent, as well as competence in basic theatrical skills.

Assessment

The theater department assesses student learning in a variety of ways which provide insight into the

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success of the department in achieving our learning goals and objectives. These methods include: (1) "Meet and Greet" and "Post Mortem" sessions to discuss learning goals and outcomes in production work for all departmental productions, (2) comparable rubrics for final projects in Sophomore Seminar and Senior Capstone, (3) interviews of sophomores upon application to the major with exit interviews of seniors, (4) portfolios of student work in the department, and (5) alumni/ae surveys at five-year intervals.

Major (44 credits)

Required courses:

All theater majors take a common sequence of 28 credits to include 4 credits in Stagecraft, 113; 4 credits in Acting Foundations, 117; 2 credits in Sophomore Seminar, 215; 4 credits in Costume, 253; 4 credits in Theater History, 337 or 338; 8 credits in Dramatic Literature, 327 and 368; and 2 credits in Theater Senior Capstone. Additional 16 credits, which are electives, are chosen from two different categories.

In order to fully understand the integration of theory as experience and the collaborative nature of theater, each theater major is expected to participate in the theatrical productions of the department. In addition to the classes above, each major is required to complete four semesters of either Theater 240 or 340. These production credits must be in two or more of the areas listed below: Acting, Scenography, Costume, Stage Management, and Dramaturgy.

Minor (22 credits)

Required Courses:

THEA 113/Stagecraft (4 credits), THEA 117/Acting Foundations (4 credits), THEA 215/Sophomore Seminar (2 credits), THEA 253/Introduction to the Costuming Process (4 credits), THEA 327/Drama Form (4 credits), THEA 240/Production Lab (0-2 credits) required two semesters, Electives (4 credits)

[Courses \(THEA\)](#)

3.1.44 Theology

Department Chair: Anna Mercedes

Faculty: Jon Armajani; Nickolas Becker OSB, Jennifer Beste; Charles Bobertz; Kristin Colberg; Shawn Colberg; Martin Connell; Kathryn Lilla Cox; Benjamin Durheim; J. Andrew Edwards; Daniel Finn; Hans Gustafson, Juliann Heller; Noreen Herzfeld; Kathy Janku; Jeffrey Kaster; Patricia Kennedy, OSB; Dale Launderville, OSB; Brendan McInerny, Anna Mercedes; John Merkle; Michael Patella, OSB; Anthony Ruff, OSB; Vincent Smiles; Laura Taylor; Kari-Shane Davis Zimmerman.

Religious faith, expressed in countless ways, has played a major role in the unfolding of human history and civilizations. Therefore, as the study of faith, theology is a vital part of a liberal arts education. Because religion intersects with all aspects of culture (for example, art, music, language, literature, history, philosophy, science), theological study offers a unique opportunity to connect the dots from multiple disciplines into a coherent world view.

Faculty members in our theology department are committed to helping students understand religion as a fundamental part of human experience. Exploring how faith and reason combine to form life-

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orienting perspectives, our faculty join students in grappling with major questions about God, the world, and human existence. This is done in a variety of ways, especially through the critical examination of the sacred texts and values of the Catholic tradition, other Christian traditions, and other religions.

Assessment

The theology department conducts assessment of student learning in order to determine how well the department and its students are accomplishing specified learning goals and objectives. This assessment activity provides the department with systematic feedback to make curricular and pedagogical improvements. While the department protects confidentiality, students should expect that their coursework may serve as evidence in the assessment process and that they may be asked to provide other data or participate in assessment reviews.

Major in Theology (44 credits)

THEO 111, Theological Explorations
 THEO 210, Historical Development of the Christian Church
 THEO 220, Philosophy for Theology
 THEO 221, Thinking Theologically
 THEO 300, Engaging Scripture
 THEO 390, Moral Theology
 THEO 396, Capstone: Theological Conversation

Four courses, four credits each, from at least two of the following areas:

- 1) Scripture (300-309)
- 2) Systematic Theology (320-329) and Moral Theology/Christian Ethics (340-349)
- 3) Spirituality (330-339), Liturgy (350-359), and Pastoral Theology (380-389)
- 4) Church History (310-319) and Jewish Studies/World Religions (360-369)

Major in Theology with a Concentration in Pastoral Ministry

Under revision; contact Department Chair.

Major in Theology with a Minor in Secondary Education

Under revision; contact Department Chair.

Minor in Theology (20 credits)

THEO 220, Philosophy for Theology or THEO 210, Historical Development of the Christian Church

THEO 221, Thinking Theologically

THEO 300, Engaging Scripture

8 upper division theology credits as electives

[Courses \(THEO\)](#)

4 Campus Support Services

4.1 Campus Services

4.1.1 Counseling & Psychological Services

The CSB/SJU Counseling & Psychological Services staff work in the CSB Health Center (Lower Level of Lottie Hall) and SJU Personal and Professional Development Center (Ground Floor of Mary Hall). The Professional Counseling Staff offer short-term individual and group counseling and psychological services for a wide range of personal, psychological, and academic concerns experienced by college students. In addition, workshops, presentations, and other programs are offered by professional and paraprofessional staff throughout the year on such issues as depression, anxiety, stress, eating disorders, alcohol and other drug use, and relationships. Students can access counseling on either campus.

4.1.2 Career Services

Career Services assists students in translating their liberal arts education into opportunities for work, graduate school and service. Our career development model emphasizes intentional and active engagement by students throughout their college careers and includes:

- Self-Exploration: identifying one's interests, skills, and values
- Major and Career Exploration: learning about and connecting major and career possibilities to one's interests, skills, and values
- Gaining Experience: integrating an honest awareness of self with career possibilities and testing through experiences (e.g., internships, undergraduate research, volunteer/service opportunities, study abroad, jobs)
- Planning for After Graduation: pursuing employment, striving for graduate school or engaging in full-time service/volunteer opportunities

Career Services offers an array of resources, services, and support to assist students with their career development.

- Individual appointments with a Career Counselor are available to discuss major and career options, goals, career tools (resumes, interviewing, networking, etc ...), strategies, and resources. These sessions may include assessment inventories focused on personal interests, skills, and values.
- Career programs cover a full-spectrum of topics; career seminars and workshops focus on major and career exploration, internship and job searches, graduate school, and full-time service.
- Career Services presents to classes including First Year Seminars and Capstone courses; topics range from leveraging a liberal arts education and resumes (for undergraduate research,

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graduate school, internships/jobs) to effective interviewing and standing out in the internship and job search.

- The Career website (<http://www.csbsju.edu/career>) offers information to explore majors and careers, develop career tools (resumes, interviewing skills, networks, etc.), research opportunities (internships, jobs, etc.), and learn about career events (workshops, fairs, etc.).
- E-link is the CSB/SJU Career site for postings (jobs, internships, volunteer opportunities), career events, and the On-Campus Interview Program.
- On-Campus Interviewing, coupled with career fairs, Career EXPO, and other events facilitated by Career Services, annually connects students to 600+ employers.
- Career Resource Centers (located on each campus) provide information and assistance (resume critiques, practice interviews, networking tips, links to alums, and more).
- Social media (Linkedin including the CSB/SJU Career Connections group, Facebook, Twitter, YouTube, and Pinterest) serves as another venue to connect to Career Services.

Career Services extensively partners with CSB/SJU alums; annually Career Services connects 400+ alums with students via seminars, panels, receptions, workshops, and fairs.

- Several alums sit on each Career Exploration Series panel and speak about careers, trends, industries, and job/internship opportunities. Topics focus on *What Can I do With a Major in ____?* or *Careers in _____*.
- Career EXPO consists of 15 seminars, a fair, and a networking reception. Over 175 alums participate by sitting on a seminar panels (*Standing Out: The Hiring Process, International Business, Applying to Graduate School*, etc.), representing their organization at the Fair or participating in a networking reception.
- Over 100 alums connect with students at the CSB/SJU Student-Alum Private Colleges Networking Reception.
- Several times a year Career Services partners with departments to offer informal student-alum meet and greets.
- Students can individually connect with alums via the Career Networking (CANE) files for information interviews, job shadows, professional contacts, and advice on careers, graduate school, and strategies.
- Career Services' LinkedIn Group provides a forum for students to professionally connect with alums and employers, pose questions, and peruse job and internship opportunities.

All these connections are vital to students whether they're learning about majors and careers, striving for graduate school or pursuing experience and jobs.

Annually Career Services surveys graduating seniors to understand their first step out of CSB/SJU. Graduating seniors are contacted within twelve months of their graduation; over 90% of CSB/SJU graduates respond to the survey. Of the 90%+ respondents to the CSB/SJU survey, 99% indicate that within one year of graduation they are situated including being employed, continuing their education or serving full-time (e.g., Peace Corps, AmeriCorps, faith-based organizations). These findings indicate that we can confidently confirm our graduates are finding opportunities that satisfy their interests and career goals. Visit <http://apps.csbsju.edu/grads/> to learn more about our recent graduates.

4.1.3 Bookstores

Quality liberal arts education is impossible without access to books and other educational materials. Both colleges have bookstores which provide competitively priced textbooks, available in new and used condition, digital books and offer a textbook rental program. The Bookstores also have a large variety of supplies, CSB/SJU clothing, insignia items, general books for leisure reading, health care products and snacks. For your convenience, you can charge textbooks and supplies to your tuition account for a short time at the beginning of every semester. For more information please access the bookstores' website at www.csbsju.edu/bookstore or call the bookstores at 1-800-420-4509.

4.1.4 Dining Services

Service and hospitality are the primary goals of the dining service programs. The dining services seek to provide well-balanced and nutritious meals for the entire campus community in an aesthetically appropriate environment.

All students living in residence hall housing are required to be on a meal program. Both campuses offer traditional all-you-care-to-eat dining and casual, informal eating. Our traditional dining rooms have a wide selection of food choices in settings that encourage student and faculty interaction. The casual eating facilities, with menus consisting of sandwiches, snack items, pizza and many specialty items, are very popular with students.

Dining services' role within the colleges also extends to services such as:

1. Educating students on the myths and realities of wellness and nutrition;
2. Student employment opportunities for students who are on a work-study program;
3. Catering for all special meals, refreshment breaks or any function that is sponsored by a campus group and hosted by the colleges; and
4. Planning and incorporating special event meals for students into the regular menus. (Events traditionally include holiday meals and ethnic dinners.)

Both dining services strive to attain excellence in service and to satisfy the needs of students, faculty, staff and the entire community.

4.1.5 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.

The Campus Mail Center on each campus distributes all mail and provides free delivery service for on-campus and inter-campus mail. Notices will be given for items too large for the PO Box. These items may be picked up at the Campus Mail Center during regular office hours.

Please remember to use the following formats for your incoming mail via US Postal Service,

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UPS, FedEx or any other carrier:**CSB**

Student Name
CSB Box # xxxx (fill in box #)
37 S College Ave
St. Joseph, MN 56374

SJU

Student Name
Saint John's University
2746 Sexton Drive
P O Box # xxxx (fill in box #)
Collegeville, MN 56321

Your box # and combination can be obtained through the **Banner Web Self Service** link.

Once inside the menu, click on **Personal Information**, then click **View Addresses and Phone Numbers**.

4.1.6 Health Services

Health Services at the College of Saint Benedict

The College of Saint Benedict (CSB) Health Services clinic is located in the CSB Health Center (Lower Level Lottie Hall). The mission of CSB Health Services is to provide quality, cost effective primary and preventative health care to meet CSB students personal and community needs. Travel consultations for CSB/SJU Education Abroad Programs and many of the immunizations/vaccines recommended for travel abroad are offered. Some students may be referred to off-campus travel clinics based on their education abroad/travel plans and health needs. Since this clinic is funded by CSB student fees, only CSB students are eligible to utilize CSB Health Services.

Note: New CSB students are required to submit their completed CSB Health Form to CSB Health Services. This may necessitate visits with their health care providers to review immunizations, health history and to complete physical.

Health Services at Saint John's University

HealthPartners Central MN Clinics operates a clinic on the Saint John's campus. The Health Partners Central MN Clinics - SJ Campus is located in the Quadrangle and is a fee-for-service health care clinic serving the SJU campus community and the greater Collegeville area. This clinic is a primary care clinic which bills insurance for health care provided by HealthPartners. Students, faculty, and staff are welcome to utilize this clinic.

Note: New SJU students are required to have their health care providers complete the SJU Immunization Record and send this form to the SJU Counseling & Health Promotion office.

Health Insurance

Students who are not covered under personal or family health insurance, may choose enroll in the group accident and sickness (health) insurance policy offered to students. For further information, contact the CSB Student Accounts Office or the SJU Student Accounts Office.

4.1.7 Health Promotion

College of Saint Benedict/Saint John's University Health Promotion

The Health Promotion (HP) offices, part of the CSB/SJU Counseling & Health Promotion department, are located in the CSB Health Center (Lower Level Lottie Hall) and the SJU Personal and Professional Development Center (Ground Level of Mary Hall). HP professional and student (peer health promotion) staff advocate for a healthy campus culture and empower students to take responsibility for lifestyle choices and behaviors that result in enhanced well-being now and throughout their lives by identifying and confronting health-related issues facing our campus communities and providing creative, dynamic, evidence based programs, services, resources, opportunities, and leadership. The philosophy of HP is that as students increase their knowledge regarding their health they are empowered to make informed choices.

4.2 Academic Services

4.2.1 OARCA

Overview

The Office of Academic Review and Curricular Advancement (OARCA) provides (a) guidance and support for CSB/SJU academic departments and programs undergoing disciplinary program review, (b) guidance and support for academic departments and programs preparing for required annual academic reporting, (c) the administration of end-of-semester course evaluations of the faculty, (d) leadership and guidance for accreditation by the Higher Learning Commission (HLC) and (e) administration of CSB/SJU's participation in some national research studies and programs.

Institutional Accreditation

CSB and SJU are accredited by the Higher Learning Commission. OARCA provides direct leadership and support to the institutions as we prepare for accreditation.

Program Review

Every 10 years, each academic department and program conducts disciplinary program review. Program review is a process where departments evaluate, among other criteria, their curricula, pedagogy, student learning, and cite achievements of students and faculty. Departments and programs create a self-study document. An external disciplinary evaluator visits campus typically for 2-3 days and provides an independent evaluation of the department or program. At the end of the process, an action plan is developed to provide accountability and to ensure continued quality improvement.

Assessment

OARCA supports the improvement of teaching and learning on the campuses using student outcomes assessment. We support faculty efforts to advance the quality of teaching and student learning by assisting in the design, implementation, and measurement of assessment activities. We collaborate with faculty, staff, academic and non-academic departments.

End-of-Semester Course Evaluations of Faculty

OARCA administers course evaluations of the faculty for the campuses through an online system for all credit bearing courses each semester. OARCA supports faculty by assisting in developing course evaluations questions, educating them on the uses and features of the system, and providing technical support.

4.2.2 Math Skills Center

The Math Skills Center (with locations on both campuses) provides services to Saint Benedict's and Saint John's students, offering assistance with concepts and skills that are used in lower division mathematics courses. One-to-one tutoring help (from student tutors and/or a professional staff member) is available on a walk-in basis or by appointment.

Reference books, workbooks, worksheets, and computer materials are also available to students who may be looking for help with math content in other courses, or who are preparing for pre-professional or graduate school exams.

The Math Skills Center also administers the Quantitative Skills Inventory (mathematics course pre-requisite exam) and provides follow-up services to assure that students can review and practice the skills necessary to pass the exam and be eligible to enroll in a mathematics course.

4.2.3 The Writing Center

[The Writing Center](#) provides 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 Center, with an office on each campus, welcomes writers at all skill levels: honor students, first-year writers, writers from every major, students with learning disabilities, students for whom English is not a first language, graduate students, staff and faculty. Writers are welcome to bring in any piece of writing, ranging from essays, lab reports, or letters of application to works of reflection, fact, or fiction. Some writers want a one-time-only appointment for work on a particular piece of writing; others want to establish a series of appointments to achieve personal or program goals.

During an appointment, the writer and the tutor work together to identify and meet the writer's needs. Usually writers who use Writing Center services seek help in one of three general areas:

1. initiating the writing process (figuring out the assignment, talking through a topic, organizing ideas),
2. revising (refocusing the text to better support the thesis, polishing an introduction or conclusion, taking the text to the next level),
3. managing conventions of standard written English (correcting sentence structures or grammatical forms).

Writers can make an appointment online or by telephone; walk-in appointments are welcome if a tutor is available.

4.2.4 Faculty and Academic Advising

Faculty and academic advising serve to support and challenge the student in developing meaningful

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educational plans that are consistent with academic, personal and professional goals.

Faculty Advising

Each student is required to have one primary faculty advisor, beginning with the First-Year Seminar or Honors Seminar professor for first-year students. In spring of the first year each student selects a new faculty advisor, usually from the department of the student's intended major. (The undecided student may select a faculty member from a department of interest.) In the spring of the sophomore year, the student applies for acceptance into a major department and chooses or is assigned a faculty advisor in that department. Students may enlist additional faculty advisors from areas related to other academic or pre-professional interests.

During registration each semester, the student is required to consult with the primary faculty advisor and obtain the Personal ID Number (PIN) before being able to access the registration system online.

Academic Advising

The Academic Advising Office provides assistance and support to students and faculty across the campuses. The office monitors academic progress, oversees academic probation, and reaches out to a variety of student groups.

Student Accessibility Services

The Student Accessibility Services Office at CSB/SJU is dedicated to reducing barriers in our campus community for individuals with disabilities by:

- Providing appropriate accommodations for students with disabilities
- Educating the campus community regarding issues of accessibility
- Advocating for the rights of individuals with disabilities
- Fulfilling the institutional obligations in accordance with federal disability laws
- Empowering students to become more effective self-advocates
- Providing exceptional student support in an organized and timely manner

4.2.5 Libraries

The libraries at the College of Saint Benedict and Saint John's University serve the combined student body with a joint staff and coordinated programs and services. The libraries support the development of critical thinking, personal inquiry, and lifelong learning in addition to providing resources needed for assignments. Together, Clemens Library at Saint Benedict's and Alcuin Library at Saint John's hold nearly a million items, including over 900,000 volumes, 600 active paper periodical subscriptions, over 29,000 electronic periodical titles, 150,000 electronic books, and 40,000 media materials. The libraries' online catalog, (see <http://csbsju.worldcat.org/>) allows students to search the collections of both facilities, as well as thousands of libraries around the world.

Twelve librarians, thirteen support staff and 5 media services staff provide a full range of services to students, including personalized reference consultations and classroom instruction in library use and

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research strategies. Users can borrow from the collections of the University of Minnesota, other Minnesota libraries (MINITEX), as well as libraries in the Upper Midwest through an interlibrary lending service. Both libraries feature Media Centers with extensive audio and video resources.

The joint [libraries' website](#) provides access to the online catalog and also to a wide variety of services and information resources, periodical information, many locally developed subject guides to electronic information resources, library catalogs worldwide, and the Internet. The campus computing network enables students and faculty to utilize these resources from virtually any computer connected to the internet. Wireless network access is available at both libraries.

Clemens Library at the College of Saint Benedict provides study spaces for 300 students, as well as a computer lab with 100 computers available plus an 18-workstation computer classroom and 3 collaborative work rooms. In addition to an excellent core collection of resources to support the curriculum of both colleges, Clemens Library features materials in the fields of health sciences, education, fine arts, literature, religion and women's studies. The resources of the Music Library at the Benedicta Arts Center are also available to students at both schools.

Alcuin Library at Saint John's University, designed by architect Marcel Breuer at the same time the Abbey Church was built, features many study alcoves as part of the seating capacity of about 400. The library also includes a rare book room, two auditoriums with seating capacities of 148 and 62, 2 small group study rooms and controlled access to the Hill Museum & Manuscript Library which is adjacent to the library building. In addition to its core collection, Alcuin Library includes many specialized and scholarly works, especially in the areas of theology, life sciences, environment, and history.

4.3 Student Life

4.3.1 Peer Resource Program

The Peer Resource Program (PRP) seeks to enhance the personal development of the CSB/SJU community. An extension of Saint John's Outdoor University, PRP focuses on leadership development by integrating elements such as healthy risk-taking, trust, awareness, wellness, and self-growth into both formal and non-traditional settings. To this end, the PRPs host programs including wilderness trips, [Collegebound](#), and a variety of on and off-campus events throughout the year. In addition, the PRPs are trained to facilitate the low-elements [Challenge Course](#) which provides groups with an opportunity to examine themselves in terms of leadership, teamwork, problem-solving, and communication. The Peer Resource Program helps new student groups, challenges and aids in the development of existing groups, and encourages individual growth. PRP members are CSB/SJU students who receive continuous training in facilitation, listening, leadership, communication, and group dynamics.

4.3.2 Health Advocate Program at the College of Saint Benedict

The CSB Health Advocates is a women's peer health education and promotion group sponsored and supervised by the CSB/SJU Counseling & Health Promotion department. The mission of the Health Advocates is to promote student wellness by integrating living, healthy choices, and self-responsibility. The Health Advocates promote this mission by providing programming that encompasses the health of the whole person -body, mind, and spirit. The HA's often collaborate with the Saint John's University Health Initiative on campus-wide health education and promotion programming.

4.3.3 Health Initiative at Saint John's University

The Saint John's University Health Initiative (HI) is a men's peer health education and promotion team sponsored and supervised by the CSB/SJU Counseling & Health Promotion department. The mission of the Health Initiative is "empowering men to care for themselves and others." The HI promotes this mission using the team members' creativity, energy, time, commitment and knowledge of health and health promotion to provide holistic men's health outreach programming. The HI's often collaborate with the College of Saint Benedict Health Advocates on campus-wide health education and promotion programming.

4.3.4 CERTS (Consent-Equality-Respect-Talking-Safety)

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The CERTS team is a student/staff partnership designed to facilitate honest, open conversation regarding sexual health issues in order to foster healthy, safe decisions around sex and an environment that does not tolerate, accept, or condone sexual activity without consent.

4.3.5 Residential Programs

As liberal arts colleges, the College of Saint Benedict and Saint John's promote the development of the individual within the context of living and learning in community. As Benedictine institutions, we believe that living in community is of central importance to the student experience and all students are required to live on campus. 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. Upper-class students have an opportunity to select from a variety of housing options including apartments, suites, single rooms and traditional doubles.

The Residential Life staff consists of upper-class students and professional staff who are resources and can assist students with connections to a network of support services. Residential staff can provide information on academics, career development, campus involvement, spiritual development and life planning. The staff is an integral part in the college's focus on teaching students about living in a community. The standards of expected behavior reflect the values in the Benedictine tradition of worship and work. Through developing quality personal relations in activities, students learn about individual respect and responsibility for personal growth, sensitivity to people, stewardship of common property, and care for the environment.

While the residential programs are separate in order to address the specific developmental needs of women and men, the interaction between the residents of both campuses is supportive of the joint academic mission of the colleges. Residential areas on both campuses have computer connections to individual rooms as well as to common access computer labs. Residential staff both promote and plan social and educational activities outside of the classroom by supporting campus athletics, intramural teams, service projects, career development outreach programs, health awareness programs and a multitude of other activities across campus. Students who live on campus have a greater use of campus libraries, computer labs, athletic facilities, intramural facilities, and contact with faculty and staff. The lifelong friendships developed on a residential campus come from the quality of time students spend with faculty, staff and other students from both campuses. As Catholic institutions of higher learning, the residential programs of the colleges seek to promote a balanced practice of physical, spiritual, emotional, intellectual, recreational and social living. An outline of regulations governing residential living can be found in each college's Housing Agreement and the Saint Benedict's Bennie Book or Saint John's J-Book.

4.3.6 International Student Resources

Students from countries throughout the world are welcomed at Saint Benedict's and Saint John's. Currently there are about 240 students enrolled from about 40 countries. Efforts are made to integrate international students within all aspects of the colleges' academic and residential life.

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All non-native speakers of English enrolled at Saint Benedict's or Saint John's are welcome in the English as Second Language classes, even those students who are not required to take ESL to fulfill their foreign language proficiency. Other support services offered include the ESL Coordinator, the Academic Skills Center (which includes the math skills, reading and writing centers), an international student academic advisor, international student mentors, and the International Student Program Office. The International Student Program office advises students on F-1 visa issues and also does personal and cultural student advising.

4.3.7 Campus Ministry

It is the role of Campus Ministry to invite and nurture students, along with the total academic communities, in the Christian, Catholic and Benedictine way of life. Campus Ministry envisions itself as a catalyst of discussion within the two colleges. By engaging students, faculty, staff and administrators in ongoing conversations about what it means to be Christian, Catholic, and Benedictine, Campus Ministry hopes to empower our communities to bring meaning and authenticity to our mission.

To fulfill this role, Campus Ministry offers many programs.

Liturgy: Since liturgy is the "source and summit" of the Christian life, students, faculty and staff are invited to participate in campus worship. Besides the regular Sunday evening Eucharist, Campus Ministry also provides Liturgy in the Halls (CSB), small group prayer, Bible study and reconciliation services.

Education: The Rites of Christian Initiation for Adults incorporate students seeking to join the Catholic Church to enter into this worshiping community. Campus Ministry responds to the Gospel by promoting peace and justice issues and groups on the two campuses. Campus Ministry sponsors retreats, days of reflection, spiritual companionship, marriage preparation, speakers and panels.

Service: Each year during Christmas break, spring break, and summer break, Campus Ministry offers a variety of service trips throughout the United States and abroad that seek to awaken consciousness of social issues and the need for Christians to embrace the Church's preferential option for the poor. Last year, a total of more than 140 students participated in thirteen service trips. Campus Ministry promotes Christian service through the Volunteers In Service To Others (VISTO) program in which students direct and coordinate the recruitment and training of student volunteers from both campuses. VISTO coordinates its volunteers with a wide variety of educational, social and religious organizations throughout the surrounding area.

Ecumenism: Campus Ministry welcomes people of all faiths and ethnic backgrounds through ecumenical/inter-religious gatherings, Muslim/Christian encounters, celebration of the Day of the Dead, Our Lady of Guadalupe, Advent celebration of diversity and more.

Campus Ministry calls forth and empowers student leadership through the Student Campus Minister program (SCM). Students working in the Campus Ministry office, in conjunction with the professional staff, are involved in planning and implementing many of the programs sponsored by Campus

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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.

CSB and SJU have Campus Ministry Departments on each of their campuses. To learn more about what CSB Campus Ministry Department offers please follow the link:

<http://www.csbsju.edu/csb-campus-ministry> . For SJU Campus Ministry Department follow the link: <http://www.csbsju.edu/sju-campus-ministry> .

4.3.8 Athletics

Saint Benedict's and Saint John's realize the importance of intercollegiate, club, and intramural 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 student-athletes, but also provide a source of recreation for other students, faculty, staff, graduates and friends, as well as opportunities for the expression of school spirit.

Saint Benedict's and Saint John's are members of the National Collegiate Athletic Association (NCAA), Division III, and the Minnesota Intercollegiate Athletic Conference (MIAC). Both colleges support in principle and in practice the policies of the MIAC and NCAA regarding student recruitment, academic achievement, course selection, accommodations and financial aid. The colleges control, budget and staff their athletic programs through the same general procedures that apply to other departments.

4.3.9 Student Government

Saint Benedict's Senate

As a women's college, Saint Benedict's provides a unique opportunity for women to participate in leadership positions. Student members of the Saint Ben's Senate (SBS) serve to provide a means for expression of and action on student views and interests. A group of 16 executive board women serve on a variety of institutional committees, take on special projects and are responsible for the disbursement of the student activity fee.

Saint John's Senate

The Senate is made up of 17 members: the president, regent and three standing committees. These committees include: Student Services, Judicial Board and the Activities and Allocation Board, which is responsible for dispersing the student activity fee. The following vision is from the Saint John's Senate Constitution: We are seventeen men comprising an integral group whose mission is to address and represent student interests, concerns, and welfare as well as the mission and values of the

University. Our job is to continually examine our individual roles as student leaders, as a student Senate, and how our actions affect not only students and administrators, but surrounding communities.

4.3.10 Student Activities

Clubs and organizations

There are abundant opportunities for student involvement and leadership development on Saint Benedict's and Saint John's campuses. The Joint Events Council, made up of students from both colleges, plans social, cultural, recreational and educational events for the campus community. Approximately 80 other clubs and organizations exist to meet students' specific interests in a wide variety of areas including academic, cultural, media, service, social justice, sports/recreational and special interest.

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, flag football and other sports like kickball and dodgeball. One-day special events programs are part of the intramural schedule, including the campus wide dodgeball tournament at Saint John's. There is variety of equipment available at the CSB Intramural Desk and the SJU Fitness Center to check-out for use as well. An Olympic-size swimming pool is available for daily open swimming. The fitness center provides students with resistance training machines and free weights for strength building workouts. Information is sent to students prior to each intramural season.

4.4 Admission

4.4.1 Admission Statement

Admission to the College of Saint Benedict and Saint John's University is open to all qualified students who demonstrate in their application promise of success in college. The traditional indicators of ability-college preparatory curriculum, college entrance exams, grade point averages and high school rank-are important and carefully considered. In addition, Saint Benedict's and Saint John's seek to enroll students who show promise of community contribution and productive participation in the classroom as evidenced by both their academic record and their participation in extra-curricular activities.

A campus interview and tour are recommended for interested students. Call the Admission Office to set up an appointment.

Saint Benedict's and Saint John's review applications for admission beginning November 15. Students who submit a completed application by November 15 will receive an admission decision by December 15 with scholarship notification by December 20. An application is considered complete when we have received the following: Application for admission and scholarship, personal statement, official high school transcript, ACT or SAT results, extra curricular and personal activities, teacher recommendation. Following November 15, we recommend students apply by the December 15 priority deadline date with a final application date of January 15. To guarantee enrollment, students must submit their enrollment deposit by May 1.

4.4.2 Requirements for Admission

1. Graduation from an accredited high school or the equivalent. Although the colleges do not insist on a rigidly structured secondary school program, a candidate's academic preparation should include four years of English, three years of mathematics through Algebra II, two years of social science, two years of laboratory science and six other college preparatory electives. The study of a foreign language is recommended but not required for admission.
2. Scholastic achievement, rank in class and personal qualifications that give promise of success in college.
3. 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.

4.4.3 Application Procedure

Applicants should see that the following documents are sent to the Admission Office as early as possible:

1. A completed application for admission. The Common Application may also be used.

An official transcript of the high school academic record through junior year. An applicant's high school rank must also be included on the transcript if the school ranks students.

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2. It is not unusual for some candidates to be deferred for seventh or eighth semester (senior year) grades, (additional) recommendations or additional test information. All incoming first-year students must send a final transcript at the end of their senior year.
3. A report of the score achieved on the ACT or the SAT. At the request of the student, these reports are sent directly to the college by the testing companies. In addition, ACT and SAT results are usually sent to us with the high school transcript. Information about these tests may be obtained from the high school guidance counselor, the high school principal or by contacting the following centers:

For ACT:

ACT Registration
P.O. Box 414
Iowa City, IA 52243-0414

● 319-337-1270

For SAT:

College Board SAT Program
PO Box 6200
Princeton, NJ 08541-6200

● 609-771-7600

4. Official report(s) for scores received for Advanced Placement Tests of the College Board (AP), International Baccalaureate (IB) or College Level Examination Board (CLEP), if any. At the request of the student, these reports are sent directly to the college by the testing companies. No credit for AP, IB or CLEP work may be awarded without an official report of scores.

4.4.4 Enrollment Procedure

Candidates who are accepted for admission are required to indicate their intention to enroll by making an enrollment deposit of \$300. To guarantee enrollment, students should make this advance payment by May 1. This payment, which is not refundable, is credited to the student's account for the first semester of enrollment.

4.4.5 Homeschool Student Admission

As stated in the general admission section, admission to the College of Saint Benedict and Saint John's University is open to all qualified students who demonstrate in their application promise of success in college. For homeschool applicants this means both traditional and nontraditional indicators of ability are important and carefully considered in the admission decision. The traditional indicators include appropriate documentation of college preparatory curriculum and college entrance exams. Nontraditional indicators that are considered, but not required for admission, include GED scores, study of a second language, accelerated courses, correspondence coursework, post-secondary enrollment option courses, community service and life experiences such as work, travel, published writing or art shows. It is not unusual for the Admission Committee to ask for other supporting evidence of academic readiness. This additional information may include recommendations, senior coursework, an additional test or a personal visit with admission personnel.

4.4.6 Non-Immigrant International Student Admission

The College of Saint Benedict and Saint John's University welcome international students. Currently there are approximately 140 students enrolled from 35 countries. The colleges are authorized under United States federal law to enroll non-immigrant alien students.

In addition to fulfilling the admission requirements and completing the procedures for admission, international students whose first language is not English must prove their English language proficiency. An applicant's English proficiency level may be demonstrated by means of score reports of such exams as TOEFL (Test of English as a Foreign Language); the Michigan Test; the British GCE (General Certificate of Education); the U.S. SAT I: Reasoning Test (Scholastic Assessment Test); the U.S. ACT (American College Test); the International Baccalaureate and other approved exams; by reports of results and level of completion in a U.S. intensive English language program; or at least one year of post secondary education in the United States which includes English composition.

All international students must have health insurance. If students are not included in their parents' insurance plan, they must subscribe to the colleges' group health insurance program (approximately \$810 annually).

4.4.7 Test of English as a Foreign Language

1. Students who have a TOEFL score of 500-525 (173-195 computer) or an iBT score of 70 may be granted admission for degree studies, but must first enroll in an upper-level intensive English program. Only under special circumstances, and with the requirement of additional intensive English language studies, will students be admitted with less than a 500 (173 computer) on the TOEFL or 70 on the iBT.
2. Students who have a TOEFL score of 525-550 (195-213 computer) or an iBT score of 70-80 may be granted admission and may enroll for a combination of degree studies and certain English language courses, depending on an evaluation by our ESL instructor prior to registration for courses.
3. Students who have a TOEFL score of 550 (213 computer) or an iBT score of 80 may be granted admission and may be allowed to enroll for degree studies on a full-time basis.

For additional information about recommended intensive English programs, write to the Director of International Admission, Admission Office, CSB/SJU, Collegeville, 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

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AdmissionWWW: <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.

4.4.8 Credit for International Examinations and Certificates

Credits may be granted for national examinations or certificates of education depending on the type of exam or certificate, type of subjects and marks achieved. Among those recognized are the International Baccalaureate Higher Level exam, the British General Certificate of Secondary Education (GCSE) "A" level exam, the East/West African "A" level exam (EASCE) (WASCE), the French Baccalaureate II exam, the Norwegian Upper-Secondary School Certificate, German Abitur exam, and other country-

specific exams.

4.4.9 International Application and Financial Aid Deadlines

Preferred Application Dates

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: 320-363-2263 or FAX: 320-363-3206 or e-mail aschleper@csbsju.edu.

International applicants are considered for partial tuition scholarships. Scholarships are awarded based on academic and extra-curricular achievement and financial need. 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.

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, affidavits 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 as possible after your final decision is made. A second confirming deposit of \$2,500 is due June 1 for the fall semester (August); December 1 for spring semester (January). It is recommended that international candidates apply for the fall semester (August); only a very limited number of openings are held for spring semester (January).

4.4.10 Transfer Students

Students transferring from other colleges are considered for admission on the combined basis of both high school and college achievement. Transfer applicants are required to have a minimum college GPA of 2.75 to be considered for admission. They may apply by submitting the following documents:

1. An application for admission.
2. An official transcript of the high school academic record.
3. An official transcript of courses and credits earned at other colleges and universities.
4. College Official's Report Form.

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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

4.4.11 Readmission

Students who have previously attended Saint Benedict's or Saint John's and who (1) were not enrolled the previous semester or (2) did not complete the previous semester must submit a formal application for readmission to the Admission Office. Readmit applications and procedures may be obtained by writing the Saint Benedict's/Saint John's Admission Office or by downloading the application at <http://www.csbsju.edu/admission/apply/readmit> . If a student has attended another college or university since the time of withdrawal, official transcripts of such college or university work must also accompany the application for readmission.

4.4.12 Transfer Application and Financial Aid Deadlines

Preferred Application Deadlines

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Fall semester (September-December): April 1

Spring semester (February-May): December 1

Applications may be considered after these dates on a space-available basis.

Preferred Financial Aid Deadlines

Fall semester (September - December): March 15

Spring semester (February - May): November 15

4.5 Financial Information

4.5.1 Joint Policies

Student expenses at the College of Saint Benedict and Saint John's University are governed by a number of common policies. Other policies are specific to each college. Please consult both the joint policies below and those pertaining to either Saint Benedict's or Saint John's.

Joint Policies

Tuition

Tuition for full-time students (those carrying at least 12 credits) is an annual fee charged one-half for fall semester and one-half for spring semester. Special rates apply to students with a class load of fewer than 12 credits or more than 18 credits. Tuition applies to all courses whether taken for credit, audit or no credit.

Advance Payment from First-year Students and Transfers

Accepted applicants to Saint Benedict's and Saint John's will receive notice of an advance payment, that should be submitted upon the acceptance of the offer of admission. This advance payment deposit will be credited to the students' tuition account with the first-semester charges.

General

All charges assessed by the colleges (tuition, fees, room and board) are due and payable before completion of registration. The initial payment covering a semester of the college year is due no later than the beginning of that semester; the final payment is due no later than the end of that semester. Remittances are made payable to the college in which the student is enrolled and sent to the Student Accounts Office.

The colleges reserve the right to withhold statements of honorable dismissal, transcripts or records or diplomas until all college bills have been paid or until satisfactory arrangements have been made with the Student Accounts Office. Registration may be blocked or cancelled by the Student Accounts Office for failure to pay fees. Amounts owed from the previous semester must be paid before starting each new semester.

Tuition, fees and other charges are good-faith projections for the academic year. They are, however, subject to change from one academic semester to the next as deemed necessary by the colleges in order to meet their financial commitments and to fulfill their roles and missions.

There are other fees and charges which are attendant upon a student's matriculation or course enrollment at Saint Benedict's or Saint John's. These fees or charges may be determined by contacting

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the college or university offices which administer the programs or activities in which the student intends to enroll or engage.

Refunds

Refunds of tuition, fees, room and board are made for students who withdraw 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

The charges for tuition, fees, room, and board will be reduced based on the percentages listed above.

If a student withdraws after the sixth week of classes, there is no refund on tuition and room; however, refunds on food may 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.

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.

4.5.2 Saint Benedict's Policies

Campus Housing and Residency Requirement

As a residential university, all students are required to live on campus. Housing questionnaires are made available, to all CSB students who enroll to assist the Residential Life and Housing Office in the roommate and room assignment process. Housing forms are due each year by June 1 for new incoming students. Assignments are sent out to new incoming students in mid-July. For returning students, housing arrangements are determined through participation in the [room selection process](#) . Returning students are required to be registered for Fall courses in order to participate in the on-campus room selection process. All students who wish to select on campus housing must be registered at least 24 hours in advance of the date on which the Room Selection Process they will participate in takes place.

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Room rentals are on an academic year basis (September through May) as outlined in the CSB Campus Housing Agreement. Room changes are permitted only with direct permission from the Residential Life and Housing Office. Students who need to remain in their campus housing during the break periods must make special arrangements with the Residential Life Office. Failure to make these arrangements will result in unauthorized access fee for \$25 per day, up to \$100 per week.

A copy of the CSB Campus Housing Agreement can be found on the CSB Residential Life website at www.csbsju.edu/csbreslife or can be obtained from the CSB Residential Life & Housing Office.

Board Contracts

All Saint Benedict's students living in residence halls are assigned and required to participate in a continuous meal plan. Students who live in an apartment or townhome are assigned an apartment meal plan with the option to select an alternative board plan within the contract when meeting the appropriate timelines. The meal plan/board contract is non-transferable and ends at the end of each semester.

Contracts do not include meals during Thanksgiving, Christmas, Easter and Spring vacations or during recesses between terms. Additional information, including limited services and hours of operation, is available through the CSB Culinary Services office and website.

Deferred Payments

Various payment options are available at Saint Benedict's, options include payment before the semester begins, or four installment payments during the semester. Additional information is available through the Student Accounts Office.

4.5.3 Saint John's Policies

Campus Housing and Residency Requirement

As a residential university, all students are required to live on campus. Housing questionnaires are made available to all Saint John's students who enroll to assist the Residential Life and Housing Office in the roommate and room assignment process.

Housing questionnaires for new, incoming students are due each year by June 1. Housing assignments are sent out to new students in mid-July. For returning students, housing arrangements are determined through participation in the [on-campus housing selection process](#). Returning students are required to be registered for Fall courses in order to participate in the on-campus room selection process. All students who wish to select on-campus housing for the Fall must be registered for courses at least 24 hours in advance of the date on which the Room Selection Process they will participate in takes place.

Room rentals are on an academic year basis as outlined in the SJU Campus Housing Agreement. Room changes are permitted only with direct permission from the Residential Life and Housing

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Office.

Saint John's students who wish to remain in their rooms during break periods must make special arrangements with the Residential Life and Housing Office. Failure to make advanced arrangements will result in unauthorized access fee for \$25 per day, up to \$100 per week.

Board Contracts

All students living in residence halls are required to participate in a Comfort plan. Students will be placed on a 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. More information regarding payment plans can be found on the Saint John's Student Account website: <http://www.csbsju.edu/SJU-Student-Accounts.htm> .

4.6 Financial Aid

4.6.1 Scholarships

Saint Benedict's and Saint John's believe in recognizing students for demonstrated academic, leadership and service achievements. Scholarships are available to eligible applicants based solely on achievement and not on financial need. These scholarships are awarded on a competitive basis at the point of admission. All scholarships awarded by the College and University are given for an academic year and are credited to the student's account in equal portions (one-half) each semester. A student who is enrolled for only one semester is eligible for only one-half of the annual award. The following scholarships are renewable each year (unless otherwise noted) as long as the student maintains satisfactory academic progress.

4.6.2 College of Saint Benedict/Saint John's University Scholarships

Trustees' Scholarships

These scholarships are awarded to first-year students who demonstrate superior academic achievement in college preparatory high school curriculum and who are recognized leaders in high school. Eligible applicants must have a minimum high school GPA of 3.60 and score a minimum composite of 30 on the ACT exam or 1980 on the SAT. Scholarships are awarded based on demonstrated academic, leadership and service achievements, and a faculty interview. Trustees' scholarships are renewable for a maximum of three additional years with satisfactory academic progress.

President's Scholarships

These scholarships are awarded to first-year and transfer students who have demonstrated superior academic achievement in high school or college and who are recognized leaders. Eligible applicants typically have a high school or college grade point average of 3.50-4.0 and ACT composite scores of 25-29. 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 3.15-3.45 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.

Bonner Leader Scholarships

The Bonner Scholarship provides financial support for those students who demonstrate financial need and commitment to service.

Benedictine Scholarships

For **low-income** students who have completed a college access program (Upward Bound, Admission Possible, etc.), or for students from urban high school without college access programs where the predominant enrollment is students from low-income families.

Future Chemists Scholarships and Support (FoCuS)

The Future Chemists Scholarships and Support (FoCuS) program is a special program for students interested in [Chemistry](#) and [Biochemistry](#) at CSB/SJU. While all students with a strong interest in Chemistry and Biochemistry are encouraged to apply, preference will be given to students who have been historically underrepresented - minorities, women and students with significant financial need.

MapCores Scholarships

Women majoring in Math, Physics, Computer Science or Engineering are encouraged to apply.

National Merit Recognition Scholarships

Students recognized as National Merit finalists, semi-finalists, or commended students in the national competition are eligible for these awards.

Fine Arts Scholarships

Fine Arts Scholarships recognizing ability in art, music and theater are available to first-year students who have excelled in the fine arts. Fine Arts Scholarships are renewable for a maximum of three additional years provided the recipient meets participation requirements as defined by the individual Fine Arts departments.

Intercultural Leadership, Education and Development Fellowship

Campus Support Services Financial Aid

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 the room and board expense.

4.6.3 Need-Based Financial Aid

Saint Benedict's and Saint John's have always sought to educate well-qualified young women and men regardless of their economic backgrounds. Financial aid is renewable provided the student continues to demonstrate financial need and is making satisfactory academic progress.. The financial aid satisfactory academic progress policy is outlined at <http://www.csbsju.edu/FinancialAid/PoliciesandCodeofConduct.htm>

Determining financial need

Saint Benedict's and Saint John's, like all colleges in the United States that offer federal and state student financial aid, use a federal formula to determine eligibility for need-based financial aid. This formula takes a "snapshot" of the family's financial situation for a given year to determine eligibility for grants, on-campus employment and loans. To be considered for need-based financial aid, students must complete a Free Application for Federal Student Aid (FAFSA) and CSB/SJU Financial Aid Application each year.

4.6.4 Types of Financial Aid

CSB and SJU Grants

Each college offers need-based institutional grants to qualified students. Eligibility is determined annually based on a review of the student's Free Application for Federal Student Aid (FAFSA) and CSB/SJU Financial Aid Application.

Minnesota State Grant Program

The Minnesota State Grant is a need-based program available to eligible Minnesota

Campus Support Services Financial Aid

residents. Eligibility is based on an aid applicant's FAFSA results and awarding parameters defined by the state. The state requires students to enroll for 15 credits per semester to be considered full-time and receive maximum State Grant funding. Enrollment of less than 15 credits will result in proration of any State Grant eligibility.

Federal Pell Grants

The Federal Pell Grant is targeted at undergraduate students from low-income, high-need families. Eligibility is determined annually based on the federal Expected Family Contribution (EFC) from the FAFSA. The amount of *Pell Grant* funds a student may receive is limited by federal law to be the equivalent of six years of funding.

Federal Supplemental Educational Opportunity Grants

Federal Supplemental Educational Opportunity Grants (SEOG) are awarded to U.S. citizens and certain categories of noncitizens with exceptional financial need.

Student Employment

Approximately 1,150 part-time jobs are available on each campus, with a limited number of jobs also available off campus in non-profit organizations. Student employment is awarded on the same basis as other types of financial aid - documented financial need and satisfactory academic standing (2.0 cumulative GPA). Students normally work 5 to 10 hours per week and generally may earn up to \$1,650 to \$3,150 per year. Wages for student employment are paid from federal work-study, institutional or State funding. Students may use their earnings to pay for tuition, room and board costs or personal expenses.

4.6.5 Loans

Loans

A variety of loans are available to assist in paying for college. The financial aid office encourages the use of federally subsidized loans before a student pursues a private student loan. The first step in applying for loans is to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA) at (www.fafsa.gov) and the CSB/SJU Financial Aid Application (available online at www.csbsju.edu/financialaid.) After applying, the Financial Aid Office will send an award letter or notification via email which will indicate the loan options available.

The terms of the loans listed below are as of July 1, 2014. These are subject to change based on federal or state legislative action or private lender decisions. The financial aid section of the web page (www.csbsju.edu/financialaid) contains the most recent interest rates and loan terms.

Federal Student Loan Programs

Federal Perkins Loan

Campus Support Services
Financial Aid

- Based on financial need and awarded to students demonstrating greatest need
- 5% fixed interest rate
- Interest-free while enrolled at least half-time
- Repayment begins nine months after student is no longer enrolled at least half-time

Subsidized Direct Loans

- Based on financial need
- 4.66% fixed interest rate
- Interest-free while enrolled at least half-time
- Repayment begins six months after student is no longer enrolled at least half-time
- 1.07% origination fee.

Unsubsidized Direct Loans

- 4.66% fixed interest rate
- Interest accrues while student is enrolled. (Student is encouraged but not required to pay interest while in school.)
- Repayment begins six months after student is no longer enrolled at least half-time
- 1.07% origination fee.

Additional Loan Options**Federal PLUS Loan (Parent Loan for Undergraduate Students)**

- Parent is borrower
- Loan approval based on credit review
- 7.21% fixed interest rate
- 4.29% fee.
- Parent may borrow up to the cost of attendance less all other aid
- Repayment begins 60 days after loan is fully disbursed. Borrower may request deferment of repayment while student is enrolled at least half-time.

Private Loan Options

- Credit-worthy cosigner required
- Variable or fixed interest rate may be determined by cosigner's credit rating
- Depending on lender, and the cosigner's credit, fees may be deducted.

4.6.6 Packaging of Aid

Students demonstrating financial need often receive funds from several of the types of aid described above. It is common for applicants to receive a scholarship or grant, student employment and a loan. "Packaging" aid in this manner allows Saint Benedict's and Saint John's to make more funds available to a larger number of aid applicants. If applicants receive outside assistance not considered when the award was determined, the award may need to be adjusted to reflect the additional resources. A student's total aid award may not exceed documented financial need or the cost of attendance.

Saint Benedict's and Saint John's are committed to equal opportunity in financial aid distribution in accordance with applicable federal and state laws.

4.6.7 Application Procedures

Students applying for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA) and the CSB/SJU Financial Aid Application each year. The FAFSA is available online at <http://www.fafsa.gov>. The CSB/SJU Financial Aid Application available online at <http://www.csbsju.edu/financialaid>.

Applicants are encouraged to complete the application process as soon as possible after January 1. Financial aid award notifications for new students are sent beginning in March and for returning students beginning in May.

4.6.8 Renewal of Aid

All financial aid awards are made for an academic year. A student's financial aid will normally be renewed in subsequent years as long as he/she maintains satisfactory academic progress, continues to demonstrate financial need and applies by the annual deadline (May 15). Exception: Students who have completed four years of post-secondary education may not be eligible for college scholarships or grants.

5 Appendices

5.1 Administration

5.1.1 College of Saint Benedict Presidents Emeriti

Beverly Miller

President, 1974-79; B.A., Western Reserve University, 1945; M.A., Michigan State University, 1957; Ph.D., University of Toledo, 1967.

Colman O'Connell OSB

President, 1986-96; B.A., College of Saint Benedict, 1950; M.F.A., Catholic University of America, 1954; Ph.D. University of Michigan, 1979.

5.1.2 Saint John's University Presidents Emeritus

Hilary D. Thimmesh OSB

Director of the Benedictine Institute, 2009-; Professor of English, 1956-2009; President, 1982-91; Dean of the College, 1967-69; B.A., Saint John's University, 1950; M.A., Cornell, 1956; Ph.D., 1963.

Robert Koopmann OSB

Professor of Music, 1975-; President, 2009-2012; B.A., Saint John's University, 1968; M.A., University of Wisconsin, Milwaukee, 1970; D.M.A., University of Iowa, 1976; M.Div., Saint John's University, 1981.

5.2 Faculty

5.2.1 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](#)

Jeffrey Anderson

Associate Professor of Peace Studies, 1992 ; B.S., Saint John's University, 1986; Ph.D., The American University, 1994.

Jon Armajani

Professor of Theology, 2004-; B.A., Oberlin College, 1988; M.Div., Princeton Theological Seminary, 1991; Ph.D., University of California, Santa Barbara, 1999.

David Arnott

Associate Professor of Music, 2001-; B.M., Philadelphia College of Performing Arts, 1986; D.M.A., University of Southern Mississippi, 2001.

B

Pamela Bacon

Professor of Psychology, 2003-; B.A., Carleton College, 1993; M.S., Iowa State University, 1996; Ph.D., 2001.

Dennis Beach, OSB

Associate Professor of Philosophy, 1995 ; B.A., Saint John's University, 1978; Ph.D., Pennsylvania State University, 1997.

Nickolas Becker

Instructor of Theology, 2016-; B.A., University of Notre Dame, 1998; M.A., Saint Meinrad Seminary, 2000; M.Div., 2002; S.T.D., Accademia Alfonsiana, 2016.

Robert Bell

Associate Professor of Accounting and Finance, 2010-; B.A., Saint John's University, 1994; J.D., University of Minnesota Law School, 2001.

Appendices
Faculty

Bret Benesh Professor of Mathematics, 2008-; B.S., University of Minnesota, 1998; M.A., University of Wisconsin-Madison, 2002; Ph.D., 2005.

Kelly Berg

Associate Professor of Communication, 2002-; B.A., University of Wisconsin-Stevens Point, 1990; M.A., 1995; Ph.D., University of Missouri-Columbia, 2002.

Mary Jane Berger, OSB

Visiting Assistant Professor of First Year Seminar, 1996 ; B.S., Dickinson State College, 1968; M.A., St. Cloud State University, 1990; Ph.D., Union Institute and University, 2009.

Rachel Bergerson

Visiting Assistant Professor of Biology, 2016-; B.A., Augustana College, 2003; Ph.D., University of Minnesota, 2010.

Jodi Berndt

Assistant Professor of Nursing, 2009-; B.S., College of Saint Benedict, 1998; M.S., Walden University, 2010; Ph. D., Capella University, 2013.

Eleonora Bertranou

Associate Professor of Hispanic Studies, 2003-; B.A., University of Iowa, 1993; M.A., 1995; Ph.D., University of Minnesota, 2004.

Jennifer Beste

Professor of Theology, 2012-; Koch Chair in Catholic Thought and Culture, 2012-; B.A., Valparaiso University, 1993; M. Div., Vanderbilt University School of Divinity, 1997; Ph.D., Yale University, 2003.

Ellen Block

Assistant Professor of Sociology, 2014-; B.A., University of Notre Dame, 2002; M.A., University of Michigan, 2007; M.S.W., 2007; Ph. D., 2012.

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.

Catherine Bohn-Gettler

Associate Professor of Education, 2014-; B.A., University of Notre Dame, 2002; M.A., University of Minnesota, 2005; Ph. D., 2007

Patricia Bolaños Fábres

Professor of Hispanic Studies, 1994 ; B.A., McGill University, 1986; M.A., 1990; Ph.D., University of Kentucky, 1998.

Christopher Bolin

Appendices
Faculty

Instructor of First Year Seminar, 2010-; B.A., University of Montana, 2000; M.F.A., University of Iowa, 2003.

Warren Bostrom

Associate Professor of Accounting and Finance, 2004-; B.A., Saint John's University, 1995; M.B.T., University of Minnesota, 2004; C.P.A., 1997.

Rachel Brandwein

Adjunct Assistant Professor of Music, 2012-; B.M., University of Michigan, 2005; M.M., The Julliard School, 2008; D.M.A., Stony Brook University, 2012.

Carol Brash

Associate Professor of Art, 2003-; B.A., University of Minnesota, 1991; B.A., 1994; M.A., 2002; Ph.D., 2009.

Carie Braun

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.

Jayne Byrne

Associate Professor of Nutrition, 1994 ; B.A., College of Saint Catherine, 1978; M.S., Pennsylvania State University, 1980.

Philip Byrne

Professor of Mathematics, 1985 ; B.A., American International College, 1975; M.A., Pennsylvania State University, 1978; Ph.D., 1981.

C**Kathleen Cahalan**

Professor of Theology, 2000-; B.A., Mundelein College, 1983; M.A., University of Chicago Divinity School, 1985; Ph.D., 1998.

William Cahoy

Associate Professor of Theology, 1990 ; Dean, School of Theology, 1999-2015; B.A., Saint John's University, 1973; M.A.R., Yale University, 1976; Ph.D., 1989.

Matthew Callahan

Appendices
Faculty

Visiting Assistant Professor of English, 1999-; B.A., Saint John's University, 1983; M.F.A., University of Alaska, 1994.

Brian Campbell

Associate Professor of Music, 1997-; B.A., Oberlin College Conservatory of Music, 1980; M.A., University of Minnesota, 1984; Ph.D., 1997.

Bruce Campbell

Professor of Hispanic Studies, 1999-; B.A., College of William and Mary, 1987; M.A., Middlebury College, 1993; M.A., University of Minnesota, 1992; Ph.D., 1999.

Robert Campbell III

Visiting Assistant Professor of Mathematics, 2012-; B.A., University of California, San Diego, 2006; M.S., University of California, Irvine, 2009; Ph.D., 2012.

Manuel Campos

Professor of Biology, 1997-; B.S., Pennsylvania State University, 1986; M.A., 1989; Ph.D., 1993.

Shirley Cardozo

Instructor of Hispanic Studies, 2000-2009; 2012-; B.A., University of California, Berkeley, 1991; M.A., Princeton University, 1996; Doctoral Candidate.

Dawn Carrillo

Visiting Instructor of Theology, 2015; B.A., Moorhead State University, 1981; M.A., Saint John's University, 2002; D.M., Aquinas Institute of Theology; 2015.

Terence Check

Dean of the Faculty, 2017-; Professor of Communication, 1994 ; B.S., Northwestern University, 1989; M.A., University of Pittsburgh, 1992; Ph.D., 1997.

Amelia Cheever

Assistant Professor of Theater, 2011-; B.A., College of Saint Benedict, 1987; M.F.A., University of Wisconsin-Madison, 1992.

Sunil Chetty

Associate Professor of Mathematics, 2011-; B.A., University of California, Berkeley, 2003; Ph.D., 2009.

Philip Chu

Professor of Biology, 1998-; B.A., Calvin College, 1982; Ph.D., University of Michigan, 1993.

Clausen, Sue Ford

Adjunct Instructor of Education, 2015-; B.A., College of Saint Benedict, 1968; M.A., Seattle University, 1989.

Jeanne Cofell

Appendices
Faculty

Visiting Assistant Professor of Education, 2011-; B.A., College of Saint Benedict, 1979; M.A., Saint Mary's University, 1998; Ed. D., University of Saint Thomas, 2014.

Susan Cogdill

Assistant Professor of Education, 2013-; B.A., University of Wyoming, 1996; M.A., University of Nebraska, 2003; Ph.D., 2013.

Kristin Colberg

Assistant Professor of Theology, 2011-; B.A., University of Notre Dame, 1994; M.Div., Yale Divinity School, 2000; Ph.D., University of Notre Dame, 2009.

Shawn Colberg

Associate Professor of Theology, 2011-; B.A., St. Olaf College, 1997; M.Div., Yale Divinity School, 2000; Ph.D., University of Notre Dame, 2008.

Ana Conboy

Assistant Professor of Languages and Cultures, 2015-; A.B., Bowdoin College, 2004; M.A., New York University, Paris, 2008; Ph.D., Boston College, 2015.

Martin Connell

Professor of Theology, 1998-; B.A., Saint Charles Seminary, 1983; M.A., Villanova University, 1988; M.A., Notre Dame, 1990; Ph.D., 1995.

Christopher R. Conway

Assistant Professor of Theology, 2016-; B.A., Georgetown University, 2002; M.Div., Princeton Theological Seminary, 2005; Th.M., 2006; Ph.D., Boston College, 2014.

Jeanmarie Cook

Professor of Communication, 1989 ; B.A., St. Cloud State University, 1983; M.A., Southern Illinois University, 1984; Ph.D., University of Iowa, 1991.

Alexander Corbett

Adjunct Assistant Professor of Music, 2015-; B.M., Concordia College, 2010; M.M., D.M.A., University of Minnesota, 2014.

Kathleen Costello

Instructor of First Year Seminar, 2009-; B.A., Beloit College, 1997; Doctoral Candidate, Indiana University.

Clark Cotton

Assistant Professor of Biology, 2012-; B.A., St. Olaf College, 2000; M.S., University of Wyoming, 2005, Ph.D., 2012

Whitney Court

Assistant Professor of Political Science, 2013-; B.S. University of Wisconsin-La Crosse, 2003; M.A., St. Mary's University, 2006; M.A., University of Kansas, 2009; Ph.D., 2012.

Appendices
Faculty

Kathleen Proff
Professor of Theology, 2007-; B.S., University of Detroit, 1989; M.A., Fordham University, 1999; M.Phil., 2000; Ph.D., 2007.

James Crumley

Professor of Physics, 2002-; B.S., University of Wisconsin-Madison, 1996; Ph.D., University of Minnesota, 2002.

Patti Cudd

Adjunct Assistant Professor of Music, 2005-; B.M., University of Wisconsin-River Falls, 1989; M.M., State University of New York at Buffalo, 1992; D.M.A., University of California, San Diego, 1998.

Anthony Cunningham

Professor of Philosophy, 1991 ; Blecker Professorship in the Humanities, 2004-2007; B.A., Colby College, 1980; Ph.D., University of Pennsylvania, 1987.

D

Yvonne Danielson

Adjunct Instructor of Education, 2011-; B.A., Macalester College, 1968; M.A., University of Wisconsin-River Falls, 1996.

Limei Danzeisen

Instructor of Chinese, 2010-; B.A., Shandong Teachers University, 1985; M.A., Minnesota State University- Mankato, 2005.

Karyl Daughters

Professor of Communication, 2000-; B.S., St. Cloud State University, 1990; M.A., University of Minnesota, 1997; Ph.D., 2005.

David DeBlicke

Visiting Assistant Professor of Theater, 2015-; B.A., Augsburg College, 1988; M.F.A., University of Hawaii at Manoa, 1997.

Charles Demm

Adjunct Instructor of Education, 2004-; B.S., University of Minnesota, 1967; M.S., St. Cloud State University, 1977.

Joseph DesJardins

Gross Chair in Global Business Leadership, 2014-; Vice Provost, 2011-2014; Associate Provost and Academic Dean, 2006-2011; Professor of Philosophy, 1990 ; B.A., Southern Connecticut State University, 1973; M.A., University of Notre Dame, 1976; Ph.D., 1980.

Jean Didier

Associate Professor of Global Business Leadership, 2006-; B.A., Marquette University, 1974; J.D., 1978.

Appendices
Faculty

David Dies
Assistant Professor of Music, 2015-; B.A., Bemidji State University, 1996; M.M., State University of New York at Potsdam, Crane School of Music, 2001; D.M.A., University of Wisconsin-Madison, 2007.

Sean M. Dooley

Visiting Assistant Professor of Theater, 2016-; B.A., University of Wisconsin-Eau Claire, 1994; M.F.A., University of Minnesota, 1998.

Dana Drazenovich

Instructor of Communication, 2001-; B.A., St. Cloud State University, 1992; M.A., 2006.

Lisa Drontle

Adjunct Instructor of Music, 2007-; B.A., College of Saint Benedict, 1997; M.M., St. Cloud State University, 2007.

Jeffrey DuBois

Assistant Professor of Japanese, 2014-; B.A., University of Rochester, 2003; M.A., Cornell University, 2010; Ph.D., 2013.

William duPont IV

Assistant Professor of Economics, 2015-; B.A., Rice University, 2003; M.A., University of Texas, 2006; Ph.D., University of Hawaii at Manoa, 2013.

Benjamin Durheim

Visiting Assistant Professor of Theology; 2016-; B.A. Saint John's University, 2007, M.A., Saint John's University, 2009; Ph.D., Boston College, 2014.

E

Nelsy Echávez-Solano

Professor of Hispanic Studies, 2002-; B.A., Universidad de Bogotá, 1990; B.A., University of Minnesota, 1995; M.A., 1997; Ph.D., 2002.

James Edwards

Adjunct Instructor of Theology, 2015-; B.A., Virginia Wesleyan College, 1998; M.Div., Union Theological Seminary and Presbyterian School of Christian Education, 2001; Th.M., 2002; M.Phil., Saint Mary's College, University of Saint Andrews, 2007; Ph.D., University of Saint Michael's College, 2015.

Bernadette Elhard

Associate Professor of Nutrition, 2002-; B.S., College of Saint Benedict, 1982; M.B.A., St. Cloud State University, 1991.

Lisa Engstrom

Visiting Assistant Professor of Chemistry, 2016-; B.A., College of Saint Benedict, 2006; Ph.D., University of California, Davis, 2011.

Appendices
Faculty

Karen Erickson
Professor of French, 1987 ; Academic Dean, 2014-2017; B.A., Gustavus Adolphus College, 1980; Ph.D., Yale University, 1987.

Emily Esch

Associate Professor of Philosophy, 2006-; B.A., Reed College, 1997; M.A., Cornell University, 2003; Ph.D., 2008.

Shannon Essler-Petty

Assistant Professor of Education, 2008-; B.A., Bethel University, 2000; M.Educ., Saint Mary's University, 2007; Ed.D., Hamline University, 2013.

Alexa Hanson Evenson

Visiting Assistant Professor of Nutrition, 2011-; B.S., University of Minnesota, 2004; M.S., 2008; Ph.D., North Dakota State University, 2013.

F

Benjamin Faber

Associate Professor of Psychology, 2008-; B.A., University of California, Santa Cruz, 2000; M.A., University of Rochester, 2005; M.A., 2007; Ph.D., 2008.

Md Abul Fazal

Associate 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.

Luke Feierabend

Adjunct Instructor of Education, 2008-; B.A., Saint John's University, 2002; M.Ed., Saint Mary's University, 2005.

Diana Miller Fenton

Assistant Professor of Education, 2015-; B.S. , North Dakota State University, 1994; M.S., University of Minnesota, 1996; M.S., St. Cloud State University, 2001; Ed.D., Bethel University, 2015.

Carolyn Finley

Professor of Music, 1988 ; B. Mus., North Texas State University, 1977; M. Mus., 1981; D.M.A., University of Minnesota, 1989.

Daniel K. 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

Professor of Exercise Science and Sports Studies, 2001-; B.A., St. Cloud State University, 1991; M.S., Beaver College, 1993; Doctoral Candidate, University of Minnesota.

Appendices
Faculty

James Forsting
Adjunct Instructor of Education, 1988 ; B.A., Saint John's University, 1970; M.S., St. Cloud State University, 1977.

Marietta Franulic

Instructor of Hispanic Studies, 1997-2000, 2006-; B.A., Arizona State University, 1988; M.A., 1993.

John Friend

Adjunct Assistant Professor of Political Science, 2015-; B.A., University of California, Berkeley, 2004; M.S., Missouri State University, 2007; Ph.D., University of Hawaii at Manoa, 2014.

G**Jennifer Galovich**

Associate Professor of Mathematics, 1986 ; B.A., Reed College, 1969; M.A., Brown University, 1972; Ph.D., University of Minnesota, 1993.

Michael Gass

Associate Professor of Mathematics, 1982 ; B.A., Rutgers University, 1975; Ph.D., Pennsylvania State University, 1984.

Kazimir Gazdzik

Adjunct Instructor of Education, 2015-; B.A., Saint John's University, 1995; M.A., St. Cloud State University, 2007.

Zhihui Geng

Associate Professor of Chinese, 2007-; B.A., Shandong Teachers' University, 1998; M.A., Beijing Foreign Studies University, 2001; Ph.D., University of Minnesota, 2007.

Margarita Geraskina

Instructor of Chemistry, 2017-; M.S./B.S., Saratov State University, 2007; M.S. University of Minnesota, 2012.

Marcie Givens

Adjunct Assistant Professor of Music, 2002-; B.A., Luther College, 1990; M.M., University of Illinois at Urbana-Champaign, 1993; D.M.A., University of Minnesota, 2001.

Mark Glen

Adjunct Assistant Professor of Nutrition, 2006-; B.S., University of Wisconsin-Stout, 1989; M.S., 1996.

Tania Gomez

Assistant Professor of Hispanic Studies, 2008-; B.A., Pedagogical and Technological University of Colombia, 1997; M.A., Minnesota State University-Mankato, 2002; M.A., University of Minnesota, 2004; Ph.D., 2008.

Theodor Strollo Gordon

Appendices
Faculty

Visiting Assistant Professor of First Year Seminar, 2013-; B.A., Muhlenberg College, 2006; M.A., University of California, Riverside, 2007; Ph.D., 2012.

Kate Graham

Associate Professor of Chemistry, 1994 ; B.S., Montana State University, 1989; M.S., Cornell University, 1991; Ph.D., 1994.

Amy Grinsteiner

Assistant Professor of Music, 2012-; B.A., University of Colorado-Boulder, 1998; M.M., Eastman School of Music, 2000; D.M.A., University of Washington, 2010.

Janet Grochowski

Visiting Professor of Education, 2009-; B.S., University of Wisconsin-Madison, 1971; M.S., University of Minnesota, 1976; Ed.D., 1986; Ph.D., 1997.

Corrie Grosse

Instructor of Environmental Studies, 2017-; B.A., University of Idaho, 2011; M.A., University of California Santa Barbara, 2013.

Vicky Jo Grove

Adjunct Instructor of Nursing 2012-; B.S.N., Bemidji State University, 2001.

H**G. Claire Haeg**

Associate 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.

Roxanne Hand

Adjunct Instructor of Education, 2007-; B.A., University of Minnesota, 1993; M.A., University of St. Thomas, 1999.

Colin Hannigan

Instructor of Political Science, 2017-; B.A., Saint John's University, 2012; MA, University of New Mexico, Doctoral Candidate, University of New Mexico.

Deirdre Harkins

Adjunct Instructor of Music, 2013-; B.S., University of Mary, 1982; M.M., University of Michigan, 1986.

Jessica Harkins

Associate Professor of English, 2006-; B.A., University of Oregon, 1995; M.F.A., Washington University, 2000; Ph.D., 2007.

Matthew Harkins

Appendices
Faculty

Associate 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

Professor of Global Business Leadership, 1989 ; B.A., Gustavus Adolphus College, 1981; M.B.A., University of Minnesota, 1985; J.D., 1985.

Nathanael Hauser, OSB

Instructor of Art, 2000-; B.A., Saint John's Seminary College, 1974; S.T.B., Pontificio Atenco di Sant' Anselmo, 1983.

Nicholas Hayes

Visiting Professor of History, 2000-; University Chair of Thinking, 2000-; B.A., University of Minnesota, 1969; M.A., University of Chicago, 1970; Ph.D., 1976.

Juliann Heller

Adjunct Instructor of Theology, 1998-; B.A., Grinnell College, 1991; M.A., The Catholic University of America, 1994, 1995; Doctoral Candidate, Boston College.

James Hendershot

Associate Professor of Art, 1971 ; B.F.A., Cleveland Institute of Art, 1967; M.F.A., Syracuse University, 1970.

Kristi Hendricks

Instructor of Education, 2012-; B.A., University of Minnesota, 1984; M.S., University of Wisconsin-River Falls, 1992.

Mark Hennigs

Associate Professor of Theater, 2003-; B.A., Grand View College, 1994; M.F.A., University of Arizona, 1997.

Michael Heroux

Scientist-in-Residence, 2005-; Visiting Assistant Professor of Computer Science, 1998-; B.A., Saint John's University, 1983; M.S., Colorado State University, 1986; Ph.D., 1989.

Noreen Herzfeld

Reuter Professor of Science and Religion, 2011-; Professor of Computer Science and Theology, 1982 ; Director of Koch Chair in Catholic Thought and Culture, 2004-2007; B.A., St. 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

Appendices
Faculty

Associate Professor of Mathematics, 2001-; B.A., Saint John's University, 1991; M.S., University of Minnesota, 1996; Ph.D., 1997.

Emily Heying

Assistant Professor of Nutrition, 2014-; B.A., Wartburg College, 2010; Ph.D., University of Wisconsin-Madison, 2014.

André Heywood

Adjunct Instructor of Music, 2008-; B.Sc., University of Western Ontario, 2005; B.Mus., 2005; M.Mus. 2007.

Janelle Hinchley

Instructor of First Year Seminar, 2004-; B.A., Concordia College, 1992; M.A., University of Denver, 1994.

Georgia Hogenson

Assistant Professor of Nursing, 2011-; B.S., College of Saint Benedict, 1998; M.S.N., University of Phoenix, 2006; Ph.D., South Dakota State University, 2013.

J. Andrew Whitford Holey

Professor of Computer Science, 1991 ; B.A., Luther College, 1976; M.Div., Yale Divinity School, 1980; M.S., University of Minnesota, 1990; Ph.D., 1991.

Kurt Hollender

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Assistant Professor of Sociology, 2017-; B.A., University of Notre Dame, 2002; M.A., University of Arizona, 2009; Ph.D., University of Arizona, 2016.

Linda Shepherd

Associate Professor of Nutrition, 2002-; B.S., Robert Gordon University, 1996; M.P.H., University of Minnesota, 2002.

Corey Shouse

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., St. Olaf College, 1973; Ph.D., Boston University, 1980.

Matthew Siers

Adjunct Instructor of Education, 2009-; B.S., St. Cloud State University, 2003; M.Educ., Saint Mary's University of Minnesota, 2007.

Anne Sinko

Assistant Professor of Mathematics, 2011-; B.A., Queens University of Charlotte, 2003; B.S., 2003; M.S., University of Alabama in Huntsville, 2006; Ph.D., 2008.

Laura Sinville

Associate Professor of Psychology, 2005-; B.A., Southwest State University, 1999; M.S., University of New Orleans, 2002; Ph.D., Baylor University, 2005.

Christi Siver

Associate Professor of Political Science, 2010-; B.A., Lewis and Clark College, 1998; M.A., John Hopkins School of Advanced International Studies, 2002; M.A., University of Washington, 2005; Ph.D., 2009.

Appendices
Faculty

Professor Smith
Professor of Theology, 1992 ; Lecturer in Theology (Nassau, Bahamas), 1976-92; Ushaw College Seminary, 1970; M.A., Saint John's University, 1976; Ph.D., Fordham University, 1989.

Katherine Smith

Visiting Assistant Professor of Biology, 2011-; B.A., College of Saint Benedict, 2005; Ph.D., University of Minnesota, 2011.

Shannon Smith

Assistant Professor of History, 2013-; B.A., George Fox University, 1996; M.A., University of Nevada, Reno, 2005; Ph.D., Indiana University, 2013.

Thomas Speckhard

Adjunct Instructor of Music, 2005-; B.A., University of Wisconsin-Eau Claire, 1988; M.M., University of Minnesota, 2004.

Allison Spenader

Associate Professor of Education, 2008-; B.A., University of Illinois at Urbana-Champaign, 1997; M.A., 1998; Ph.D., University of Minnesota, 2005.

Gretchen Starks-Martin

Adjunct Assistant Professor of Education, 2008-; B.A., University of Michigan, 1970; M.A., Western Michigan University, 1973; Ed.D., Syracuse University, 1989.

Stephen Stelzner

Professor of Psychology, 1986 ; B.A., University of Saint Thomas, 1980; M.A., University of Illinois at Chicago, 1984; Ph.D., 1989.

Mary Stenson

Associate Professor of Exercise Science and Sports Studies, 2010-; B.S. Niagara University, 2006; M.S., Springfield College, 2008; Ph.D., 2012.

Matthew Stenson

Visiting Assistant Professor of Psychology and Exercise Science and Sports Studies, 2010-; B.A., St. Olaf College, 1994; Post-baccalaureate studies, University of Nebraska-Lincoln, 1996; M.S.Ed., University of Wisconsin-Stout, 2003; Ph.D., Springfield College, 2010.

Wendy Sterba

Professor of German, 1988 ; B.A., Reed College, 1979; M.A., University of Georgia, 1983; Ph.D., Rice University, 1988.

Columba Stewart, OSB

Professor of Theology, 1983 ; B.A., Harvard University, 1979; M.A., Yale University, 1981; D.Phil., University of Oxford, 1989.

Erica Stonestreet

Appendices
Faculty

Associate Professor of Philosophy, 2008-; B.A., Gustavus Adolphus College, 2000; M.S., Carnegie Mellon University, 2003; M.A., University of Michigan, 2006; Ph.D., 2008.

Joseph Storlien

Assistant Professor of Environmental Studies, 2014-; B.S., St. Cloud State University, 2006; M.S., 2008; Ph.D., Texas A&M University, 2013.

Julie Strelow

Associate Professor of Nursing, 2004-; B.S.N., Minnesota State University-Moorhead, 2001; M.S.N., Minnesota State University-Mankato, 2003; Ph.D., 2011.

Christen Strollo

Assistant Professor of Chemistry, 2013-; B.S., Muhlenberg College, 2006; M.S., University of California, Riverside, 2007; Ph.D., 2012.

Erin Szabo

Professor of Communication, 2001-; B.A., Augustana College, 1993; M.S., Illinois State University, 1995; Ph.D., University of Wisconsin-Madison, 2000.

T

Mary Tacker

Adjunct Instructor of Education, 2017-; B.S., St. Cloud State University, 1998; M.S., St. Cloud State University, 2001; Ph.D., Capella University, 2007.

Gregory Taft

Visiting Associate Professor of Physics, 2015-; B.A., Saint John's University, 1992; M.Sc., Washington State University, 1994; Ph.D., 1997.

Michael Tangredi

Associate Professor of Mathematics, 1980 ; B.S., Massachusetts Institute of Technology, 1974; M.A., University of Wisconsin-Madison, 1977; Ph.D., 1980.

Laura Taylor

Assistant Professor of Theology, 2010-2012; 2013-; B.A., Fairfield University, 1998; M.T.S., Harvard Divinity School, 2001; Ph.D., Vanderbilt University, 2013.

Linda Tennison

Professor of Psychology, 1999-; B.A., Western Michigan University, 1985; M.S., 1988; Ph.D., Washington State University, 1992.

Axel Theimer

Professor of Music, 1969 ; B.A., Saint John's University, 1971; M.F.A., University of Minnesota, 1974; D.M.A., 1984.

Bruce Thornton

Appendices
Faculty

Associate Professor of Music, 1995 ; B.S., Dickinson State University, 1980; M.M., University of Minnesota, 1984; D.M.A., 1990.

Kristina Timmerman

Instructor of Biology, 2007-; B.A., University of California, Davis, 1983; M.S., San Jose State University, 1995.

Bethany Tollefson

Instructor of Nursing, 2013-; B.A., Concordia College, 2006; M.S.N., Saint Xavier University, 2013.

Christina Tourino

Associate Professor of English, 2000-; B.A., Willamette University, 1990; Ph.D., Duke University, 2001.

Benjamin Trnka

Instructor of Accounting and Finance, 2014-; B.A., Saint John's University, 2011.

Yauheniya Trubnikava

Adjunct Instructor of Music, 2013-; B.M., Belarus State Academy of Music, 2004; M.M., 2005.

Edward Turley

Professor of Music, 1981 ; B.Mus., Northwestern University, 1974; M.M., University of Colorado, 1976; D.M.A., 1982.

U

V

W

Stephen Wagner

Professor of Philosophy, 1984 ; Blecker Professorship in the Humanities, 2013-; B.S., City College of New York, 1967; M.A., Manhattan College, 1972; Ph.D., New York University, 1982.

Marcus Webster

Professor of Biology, 1989 ; B.S., Lewis and Clark College, 1976; Ph.D., Washington State University, 1983.

Steven Welch

Associate Professor of Accounting and Finance, 2008-; B.S., California State University-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.

Appendices
Faculty

Wolf Parker Whealey, 2005-; B.A., The University of the South, 1993; M.A., George Mason University, 1999; Ph.D., University of Minnesota, 2004.

Adam Whitten

Visiting Assistant Professor of 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 at Manoa, 1971; M.A., 1973; Ph.D., 1977.

Stuart G. Winikoff

Visiting Assistant Professor of Chemistry, 2016-; B.A., University of Minnesota-Morris, 2009; M.S., University of Minnesota, 2011; Ph.D., 2014.

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.

Y

Quing Yan

Assistant Professor of Global Business Leadership, 2013-; A.B., Aihui University of Technology, 1993; M.A., Yangzhou University, 2000; M.A., University of Memphis, 2003; M.A., Clemson University, 2009; Ph.D., University of Missouri-Saint Louis, 2013.

Sarah Yost

Associate Professor of Physics, 2007-; B.Sc., University of Manitoba, 1996; Ph.D., California Institute of Technology, 2004.

Z

Justin Zanchuk

Instructor of Music, 2014-; B. Musc., Texas Tech University, 2004; M. Musc., University of Miami, 2006; Doctoral Candidate, University of Northern Colorado.

Kari-Shane Davis Zimmerman

Associate Professor of Theology, 2004-; B.A., College of the Holy Cross, 1996; M.T.S., Duke Divinity School, 1999; Ph.D., Marquette University, 2007.

David Zoeller

Visiting Assistant Professor of Accounting and Finance, 2005-; B.S., Minnesota State University-Mankato, 1979; M.B.A., 1988.

5.2.2 Professors Emeriti

Richard Albares

Professor Emeritus (Sociology), 1975 ; B.A., University of California at Berkeley, 1965; M.A., University of Chicago, 1968; Ph.D., 1981.

Ingrid Anderson, OSB

Professor Emerita (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 (Psychology), 1969-; B.S., Purdue University, 1964; M.S., 1967; Ph.D., 1970.

Annette Atkins

Professor Emerita (History), 1980-; Flynn Professorship, 2004-2014; Blecker Professorship in the Humanities, 2001-2004; B.A., Southwest State University, 1972; M.A., Indiana University, 1976; Ph.D., 1981.

David Bennetts

Professor Emeritus (History), 1973-; B.A., Northern Michigan, 1965; M.A., Southern Illinois University, 1967; Ph.D., University of Illinois, 1972.

Carol Berg, OSB

Professor Emerita (History), 1969-; B.A., College of Saint Benedict, 1966; M.A., University of Arizona, 1969; Ph.D., University of Minnesota, 1981.

Ann Marie Biermaier, OSB

Professor Emerita (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 Emerita (Gender Studies), 1981-; Blecker Professorship in the Humanities, 2009-2013; B.A., University of Minnesota, 1970; M.A., Princeton University, 1972; Ph.D., 1975.

P. Richard Bohr

Professor Emeritus (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.

Allan Bouley, OSB

Professor Emeritus (Theology), 1969-; B.A., Saint John's University, 1959; S.T.L., Pontifical International Institute of Saint Anselm, Rome, 1966; S.T.D., 1973.

Gary Brown

Professor Emeritus (Mathematics), 1983-; B.A., University of California at Los Angeles, 1973; M.S., University of Washington, 1978; Ph.D., Illinois State University, 1987

Appendices
Faculty

William Coffey
Professor Emeritus (Education), 1953 ; B.A., Saint John's University, 1949; M.A., University of Minnesota, 1952.

Margaret Cook

Professor Emerita (Classics), 1989-; B.A., University of Michigan, 1966; B.A., University of Washington, 1974; M.A., 1976; Ph.D., 1981.

Alberic Culhane, OSB

Professor Emeritus (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.

Cynthia Curran

Professor Emerita (History), 1995 ; B.A., University of New Orleans, 1973; M.A., University of New Orleans, 1975; A.M.L.S., University of Michigan, 1976; M.A., Tulane University, 1990; Ph.D., 1994.

Thomas Darnall

Professor Emeritus (Theater), 1975-; B.S., Southwest Missouri State College, 1962; M.A., Wayne State University, 1969.

Larry Davis

Professor Emeritus (Geology), 1998-; B.A., Western Michigan University, 1966; B.S., Boise State University, 1980; M.S., Washington State University, 1983; Ph.D., 1987.

Shobha Deshmukh

Professor Emerita (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 (Education), 1975-; B.S., University of Wisconsin, 1966; M.S., Florida State University, 1969; D.A., Idaho State University, 1975.

Ernest Diedrich

Professor Emeritus (Economics), 1980-; B.A., University of Cincinnati, 1971; M.I.M., American Graduate School of International Management, 1972; Ph.D., Colorado State University, 1983.

Nathaniel Dubin

Professor Emeritus (French), 1975-; B.A., Cornell University, 1965; M.A., University of Washington, 1970; Ph.D., 1974.

M. Angeline Dufner

Professor Emerita (English), 1961-; B.A., College of Saint Benedict, 1957; M.A., University of Notre Dame, 1966; D.A., Idaho State University, 1973.

Robert Dumonceaux

Appendices
Faculty

Regents Professor Emeritus (Mathematics), 1961-1962, 1964-; B.A., Saint John's University, 1961; M.A., University of Wisconsin, 1963; Ph.D. University of Missouri, 1969.

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.

Bernard Evans

Professor Emeritus (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.

Joseph Farry

Professor Emeritus (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.

Mara Faulkner, OSB

Professor Emerita (English), 1976-; B.A., College of Saint Benedict, 1962; M.S., Saint Cloud State University, 1976; Ph.D., University of Minnesota, 1988.

Norman Ford

Professor Emeritus (Biology), 1967-; A.B., University of Kansas, 1957; M.S., University of Michigan, 1962; Ph.D., 1967.

Mary Forman, OSB

Professor Emerita (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.

Dennis Frandrup, OSB

Professor Emerita (Art) and Artist-in-Residence, 1973-; B.A., College of Saint Benedict, 1965; M.F.A., Siena Heights, 1973.

Joseph Friedrich

Professor Emeritus (Economics), 1967, 1970-; Acting Vice President of Academic Affairs, 1992-1995; B.A., Saint John's University, 1964; M.A., University of Wisconsin, 1970.

Robert Fulton

Professor Emeritus (Chemistry), 1969-; B.A., University of Minnesota-Duluth, 1964; Ph.D., University of Minnesota, 1968.

John Gagliardi

Regent's Professor Emeritus (Exercise Science and Sports Studies), 1953-; B.A., Colorado College, 1949.

Eugene Garver

Appendices
Faculty

Regents Professor Emeritus (Philosophy), 1985 ; McNeely Chair in Thinking, 1985 - 1996; A.B., The University of Chicago, 1966; Ph.D., 1973.

Clayton Gearhart, Jr.

Professor Emeritus (Physics), 1979 ; B.S., Rensselaer Polytechnic Institute, 1963; M.S., University of Minnesota, 1967; Ph.D., 1977.

Ronald Henry

Professor Emeritus (Biology), 1973-; B.A., Wisconsin State University at LaCrosse, 1965; Ph.D., University of Minnesota, 1972.

Ephrem Hollerman, OSB

Professor Emerita (Theology), 1987-; Koch Chair in Catholic Thought and Culture, 2007-2012; 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

Donald Hoodecheck

Professor Emeritus (Education), 1965 ; Ph.B., University of Notre Dame, 1958; B.S., Mankato State University, 1960; M.S., 1965; Ph.D., University of Minnesota, 1980.

Eva Hooker, CSC

Regents Professor Emerita (Poetry), 1992-; Poet-in-Residence, 2005-; Vice President for Academic Affairs, Saint John's University, 1983-1992; B.A., Saint Mary's College, Notre Dame; M.A., University of Notre Dame, 1965; Ph.D., State University of New York at Buffalo, 1976.

Janet Hope

Professor Emerita (Sociology), 1994-; B.A., University of Tennessee, 1986; M.A., University of North Carolina, 1989; Ph.D., 1992.

Telan Hu, OSB

Professor Emerita (Chinese), 1968-1970, 1972-; B.A., College of Saint Benedict, 1958; M.Ed., College of Saint Thomas, 1960.

Margaret Hughes

Professor Emerita (Physical Education), 1966-; B.S., University of Minnesota, 1962; M.S., Saint Cloud State University, 1972.

Mark Hughes

Professor Emeritus (Chemistry), 1958, 1966 ; B.A., Saint John's University, 1953; Ph.D., Iowa State University, 1958.

Willem Ibes

Professor Emeritus (Music), 1957; 1965-; B.A., Saint John's University, 1958; Diplome de fin d'Etudes, Diplome de Concert, Conservatory, Amsterdam, 1952; Ecole d'Haute Virtuosite' et d'Interpretation Marguerite Long-Jaques Thibaud, Paris, 1952-1955.

Diane Veale Jones

Appendices
Faculty

Professor Emerita (Environmental Studies), 1985 ; B.A., San Jose State University, 1969; M.S., Cornell University, 1973.

Kim Kasling

Professor Emeritus (Music), 1977 ; B.S., State University of New York at Potsdam, 1963; M.M., Indiana University, 1964; A.Mus.D., University of Michigan, 1969.

Jane Kathman

Professor Emerita (Management), 1977 ; B.A., Barat College, 1969; M.A., DePaul University, 1971; M.B.A., Illinois Institute of Technology, 1977.

Roger Kasprick, OSB

Professor Emeritus (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.

Wendy Klepetar

Professor Emerita (Global Business Leadership) 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.

Rita Knuesel

Provost Emerita, 2015; Provost, 2006-2015; 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.

Cheryl Knox

Professor Emerita (Biology), 1988 ; Dean of the College of Arts and Sciences, Saint John's University, 1996-2003; B.A., The University of Texas at Austin, 1970; M.A., The University of Texas at Arlington, 1975; Ph.D., Texas A & M University, 1980.

Judith Knutson

Professor Emerita (Nursing), 1977-; B.S.N., College of Saint Scholastica, 1963; M.P.H., University of Minnesota, 1977.

Linda Kulzer, OSB

Professor Emerita (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.

Deanna Lamb

Professor Emerita (Education), 1982-; B.A., Rivier College, 1966; M.A., Ohio State University, 1974; Ph.D., 1978.

John E. Lange

Professor Emeritus (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

Appendices
Faculty

Louis University, 1954; Ph.D., University of Wisconsin, 1961.

Lucy Larson

Professor Emerita (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 (Classics), 1967; B.A., University of Minnesota, 1961; M.A., 1966; Ph.D., 1974.

Gerald Lenz

Professor Emeritus (Mathematics), 1965-; B.S., Wisconsin State College at LaCrosse, 1961; M.S., University of Notre Dame, 1965.

Willene Mangham

Professor Emerita (Theater), 1984-; B.A., Middle Tennessee State University, 1978; M.A., 1982; M.F.A., University of Southern Mississippi, 1982.

Oswald Mayers

Professor Emeritus (English), 1979-; Professor of Gender Education and Development, 2007-2013; B.A., University of Southwestern Louisiana, 1968; M.A., University of Arkansas, 1971; Ph.D., University of Oregon, 1981.

Kilian McDonnell, OSB

Professor Emeritus (Theology), 1965; B.A., Saint John's University, 1947; S.T.L., University of Ottawa, 1960; S.T.D., University of Trier, 1964.

Lynn Moore

Professor Emerita (Education), 1989-; B.S., Bemidji State University, 1968; M.S., 1975; Ph.D., University of Nebraska, 1992.

William Muldoon

Professor Emeritus (Chemistry), 1979-; B.S., Massachusetts College of Pharmacy, 1972; Ph.D., University of Minnesota, 1980.

Thomas Murray

Professor Emeritus (Accounting), 1966; B.A., Saint John's University, 1953; M.B.A., University of Chicago, 1959; C.P.A.

Colman O'Connell, OSB

Professor Emerita (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.

Anna Lisa Ohm

Professor Emerita (German), 1988-; B.A., University of Colorado, 1962; M.A., 1979; Ph.D., University of California, 1986.

Appendices
Faculty

John Olson
Professor Emeritus (Economics), 1985-; B.A., DePauw University, 1972; M.A., University of Rochester, 1975; Ph.D., 1984.

James O'Meara

Professor Emeritus (Accounting and Finance), 1974-; B.S., University of South Dakota, 1962; M.S., University of Minnesota, 1971; C.P.A., 1972.

Manju Parikh

Professor Emerita (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.

Violeta G. de Pintado

Professor Emerita (Spanish), 1968 ; Ph.D., University of Havana, 1950.

Paul Pladson

Professor Emeritus (Accounting and Finance), 1975; B.A., Saint Cloud State University, 1968; M.B.A., 1971; C.P.A., 1970; P.F.S., 1994.

Phyllis Plantenberg, OSB

Professor Emerita (Biology), 1963-; B.A., College of Saint Benedict, 1948; M.S., Marquette University, 1961.

James Poff

Professor Emeritus (Biology), 1976 ; B.A., Miami University of Ohio, 1969; M.A., 1972; Ph.D., Utah State University, 1976.

Gary Prevost

Professor Emeritus (Political Science), 1977 ; B.A., Union College, 1969; M.A., University of Minnesota, 1972; Ph.D., 1976.

Emmanuel Renner, OSB

Professor Emerita (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.

Mary Reuter, OSB

Professor Emerita (Theology), 1981-; Prioress of the Monastery of Saint Benedict, 1981-1995; B.A., College of Saint Benedict, 1964; Duquesne University, 1978; Ph.D., 1982.

Frank Rioux

Professor Emeritus (Chemistry), 1968 ; B.A., Bradley University, 1964; M.S., Iowa State University, 1967; Ph.D., 1969.

Timothy Robinson

Professor Emeritus (Philosophy), 1981-; A.B., University of Georgia, 1969; M.A., 1972; Ph.D., 1980.

Appendices
Faculty

Charles Rodell
Professor Emeritus (Biology), 1979-; B.S., University of Wisconsin, 1965; M.S., University of Minnesota, 1967; Ph.D., 1972.

Helen Rolfson, OSF

Professor Emerita (Theology), 1980-; B.A., College of St. Teresa, 1962; M.A., University of Notre Dame, 1967; Dr. es Sc. Rel., Universite de Strasbourg, 1972.

Michael Ross

Professor Emeritus (Chemistry), 1980 ; B.S., Sioux Falls College, 1969; Ph.D., University of Minnesota, 1981.

Edmund Sass

Professor Emeritus (Education), 1977-; B.A., Marquette University, 1968; M.A., Illinois State University, 1972; Ed.D., Northern Illinois University, 1977.

James Schnepf

Professor Emeritus (Computer Science), 1996 ; B.A., Saint John's University, 1975; M.A., University of Minnesota, 1991; Ph.D., 1995.

Carleen Schomer, OSB

Professor Emerita (Chemistry), 1973-; B.A., College of Saint Benedict, 1966; M.S., Marquette University, 1973; D.A. University of Illinois at Chicago, 1984.

James Smith

Professor Emeritus (Exercise Science and Sports Studies), 1964-; B.A., Marquette University, 1956; M.Ed., 1961.

Anthony Sorem

Professor Emeritus (Psychology), 1971-; B.A., University of Minnesota, 1963; M.A., 1969; Ph.D., University of Kansas, 1972.

Daniel Steck

Professor Emeritus (Physics), 1976-; B.S., University of Michigan, 1968; M.S., University of Wisconsin, 1970; Ph.D., 1976.

Joan Steck

Professor Emerita (Communication), 1978-; B.S., University of Utah, 1965; M.S., University of Oregon, 1966; Ph.D., University of Wisconsin, 1980.

Don Talafous, OSB

Professor Emeritus (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

Appendices
Faculty

Professor Emeritus (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 (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 (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 (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 (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.

Kathleen Twohy

Professor Emerita (Nursing), 1974 ; Walter Reed Army Institute of Nursing, 1971; M.P.H., University of Minnesota, 1980; Ph.D., University of Minnesota, 1995.

Leonard Valley

Professor Emeritus (Physics), 1960-; B.A., Saint John's University, 1955; Ph.D., Iowa State University, 1960.

Gregory Walker

Professor Emeritus (Music), 1978-; B.A., University of Minnesota, 1976; M.A., 1978; Ph.D., 1986.

Robert Weber

Professor Emeritus (Political Science), 1968-; B.A., Saint John's University, 1964; Ph.D., University of Rochester, 1976.

Philip Welter

Professor Emeritus (Music), 1971-; B.A., Saint John's University, 1959; M.Mus., University of Notre Dame, 1960.

Dale White

Professor Emeritus (Music), 1979-; B.Mus., Maryville College, 1973; M.M., Yale University, 1975; D.M.A. University of Colorado, 1984.

Gladys White

Appendices
Faculty

Professor Emerita (Hispanic Studies), 1995-; B.A., Universidad de Antioquia, Columbia, 1977; M.A., University of Washington, 1982; Ph.D., Stanford University, 1989.

Richard White

Professor Emeritus (Chemistry), 1986 ; B.S, University of Virginia, 1980; Ph.D., Virginia Polytechnic Institute and State University, 1986.

Kay Wolsborn

Professor Emerita (Political Science), 1984-; B.A., Washington State University, 1977; M.A., 1980; Ph.D., 1987.

Elizabeth Wurdak

Professor Emerita (Biology), 1984 ; B.A. Boston University, 1967; Ph.D., Dartmouth College, 1978.

Lynn Ziegler

Professor Emeritus (Computer Science), 1990-; B.A., Saint Olaf College, 1971; M.S., Ohio State University, 1981; Ph.D., University of Michigan, 1977.

5.2.3 Professors Alumni

Leigh Dillard

Professor Alumna (Theater), 2000-; B.A., Randolph-Macon Women's College, 1971; M.F.A., University of Wisconsin at Madison, 1973.

David Huber

Professor Alumnus (Chemistry), 1980-; B.S., Saint John's University, 1964; M.S., Ohio State University, 1967; Ph.D., University of Minnesota, 1991.

Andreas Kiryakakis

Professor Alumnus (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.

Christine Manderfeld, OSB

Professor Alumna (Education), 1981-; B.A., College of Saint Benedict, 1965; M.M.E., Indiana University, 1970.

Sandy Bot Miller

Professor Alumna (Education) 1996 ; B.S., Mankato State University, 1978; M.A., Saint John's University, 1991.

Jean Ochu

Professor Alumna (Accounting and Finance), 1979-; B.S., Saint Cloud State University, 1970; M.B.A., 1974; C.P.A.

Appendices
Faculty

Shelley Rausch, OSB (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 (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.

Charles J. Villette

Professor Alumnus (French), with special commendation for contributions in academic leadership, 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.

Vilma Walter

Professor Alumna (Hispanic Studies), 1994 ; B.A., Eastern Kentucky University, 1983; M.A., St. Cloud State University, 1992.

Lois Wedl, OSB

Professor Alumna (Education), 1986 ; B.A., College of Saint Benedict, 1966; M.Ed., Ohio University, 1982; Ph.D., 1986.

Virginia Wieland

Professor Alumna (Nursing), 1976-; B.S., Cornell University, 1952; M.A., New York University, 1957.

5.2.4 Librarians

Jonathan D. Carlson

Science Librarian, 2012-; B.A., Gustavus Adolphus College, 2006; M.S., Michigan Technological University, 2009; M.A., University of Wisconsin, Madison, 2012.

Molly O'Hara Ewing

Humanities Librarian, 1985 ; B.A., Nazareth College of Rochester, 1977; A.M.L.S., University of Michigan, 1978; M.A., Saint Cloud State University, 1993.

Violet B. Fox

Metadata Librarian, 2015- ; B.A., Metropolitan State University of Denver, 2005; M.L.I.S., University of Washington, 2013.

Sarah Gewirtz

Information Literacy Librarian, 2004-; B.A., Michigan State University, 1996; M.L.I.S., University of South Carolina, 2004.

Kelly K. Kraemer

Appendices
Faculty

Business Information and Outreach Librarian, 2013-; B.A., University of St. Thomas, 2010; M.A.L.I.S., University of Wisconsin-Madison, 2012.

David Malone

Fine Arts Librarian, 1990 ; B.A., University of Houston, 1976; M. Div., Abilene Christian University, 1980; M.S. in Library Science, Columbia University, New York, 1988.

Kathleen Parker

Director of Libraries, Media and Archives, 2006-; M.L.S., State University of New York at Geneseo, 1980.

James Parsons

Associate Director for Research, Reference and Instruction, 1987-; B.A., University of Michigan, 1985; M.I.L.S., University of Michigan, 1987.

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.

Diana Symons

Social Sciences Librarian, 2010- ; B.A., Willamette University, 2004; M.A., The University of Iowa, 2009.

David Wuolu

Collection Development Librarian, 2004-; B.A., Saint John's University, 1992; M.A., University of Wisconsin-Madison, 1994.

5.3 Directory

	Saint Benedict's	Saint John's
General Information	(320) 363-5011	(320) 363-2011
Academic Dean	(320) 363-5401	(320) 363-3147
Admission		
Toll Free	(800) 544-1489	(800) 544-1489
Local	(320) 363-5060	(320) 363-5060
Fax	(320) 363-5650	(320) 363-5650
Advising	(320) 363-5687	(320) 363-2248
Alumnae/Alumni	(320) 363-5682	(320) 363-2591
Career Services	(320) 363-5707	(320) 363-3236
Communication and Marketing Services	(320) 363-5407	(320) 363-2594
Conferences and Events	(320) 363-5868	(320) 363-2240
Continuing Education	(320) 363-5687	(320) 363-3395
Financial Aid	(320) 363-5388	(320) 363-3664
Fine Arts Programming	(320) 363-5777	(320) 363-5777
Human Resources	(320) 363-5500	(320) 363-2508
Institutional Advancement		
Toll Free	(800) 648-3468	(800) 635-7303
Local	(320) 363-5027	(320) 363-3099
Library	(320) 363-5611	(320) 363-2122
Monastery	(320) 363-7100	(320) 363-2011
President	(320) 363-5505	(320) 363-2882
Registrar	(320) 363-5260	(320) 363-3396
Residential Life	(320) 363-5580	(320) 363-3512
School of Theology/Seminary		(320) 363-2100
Security/Life Safety	(320) 363-5000	(320) 363-2144
Student Accounts	(320) 363-5387	(320) 363-2193
Student Development	(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.