The 2007-2008 Academic Catalogue is

Dedicated

In Honor of

Dr. Michael Reidy
Associate Professor of Business and Sports Management

For almost forty years Dr. Michael P. Reidy has been a welcomed confrere in the work and life of Belmont Abbey College. As a teacher, coach, administrator, and mentor at the College, and as an advocate in the broader community for those with special needs, Dr. Reidy practices well the Benedictine virtues of hospitality and humility, stewardship and community. Belmont Abbey College is a richer, more compassionate place to live and learn because of his tireless dedication to our students and his friendship with his colleagues.
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NOTICES

This Catalogue is not to be considered a contract. The Board of Trustees reserves the right to make changes in the provisions of this Catalogue at any time to ensure the welfare of the College Community.

Each Student is responsible for meeting the requirements for graduation as stated in this Catalogue. Although an advisor is available for counsel, the responsibility remains with the student.
GENERAL INFORMATION

Vision Statement  Belmont Abbey College finds its center in Jesus Christ. By his light, we grasp the true image and likeness of God which every human person is called to live out. We aim to renew that likeness in all dimensions of life for our students and members of our community through curricular and co-curricular programs of excellence and virtue based in the liberal arts as practiced in the Catholic and Benedictine intellectual traditions.

By excellence and virtue, we mean the skills, attitudes and stable dispositions of character that make possible the consistent practice of the good throughout the full range of human pursuits (scholarly, professional, community, personal). Recognizing that each field has its own standards of excellence, we strive to achieve them, led by St. Benedict's desire “that in all things God may be glorified.”

As a Benedictine institution, we find this glory especially revealed in the development of the whole person, guided by the liberal arts, as a responsible steward of the true, the beautiful, and the good. We welcome the talents of everyone, from any background and tradition, who is committed to fostering that development and contributing to the mission of the college. To the members of the Belmont Abbey College community, we offer an environment and community animated by this vision where they may work towards their own full potential.

Major institutional objectives:
• Embrace and instill the habit of excellence and virtue in all that we do.
• Foster the development of each member of the Belmont Abbey College community as a total person in keeping with the Rule of St. Benedict.
• Provide our students with a liberal arts education that prepares them—mind, body and spirit—to pursue the good for themselves and for their communities.
• Share the richness of our Catholic and Benedictine identity through College activities and communications so that we may inspire others to become part of the worldwide Belmont Abbey College community.
Mission Statement

The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition—guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine monastic tradition. This heritage is sustained through fidelity to the Christian message as it comes to us through the Church. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and a successful career.

In pursuit of this mission, the College also provides preparation in professional studies to enable its students to face successfully the challenges of a changing society, and to equip them in directing their own learning throughout a lifetime. In addition, the College provides quality undergraduate programs for which there is a demand in the local areas served by the College, and in other areas where programs are sustainable through collaborative arrangements.

In keeping with its Benedictine spirit, the College also provides the local community with educational, religious, artistic, and cultural benefits through its tradition of liturgy, theater, distinguished speakers, scholarly research, library access, athletic events, and other outreach services.

History

Shortly after the Civil War, the Caldwell Place, a tract of some 500 acres in Gaston County, North Carolina, was purchased by the Reverend Jeremiah O’Connell, a missionary priest. It was his desire that this tract be accepted by a religious community which would develop on it an institution for the education of youth. At the request of Bishop James Gibbons of Richmond, Virginia, the Benedictine monks of Saint Vincent Archabbey in Latrobe, Pennsylvania agreed to accept the land and to found a community and school. On 21 April 1876, the Reverend Herman Wolfe, O.S.B., arrived to take possession of the property. The young foundation became an independent abbey on 19 December 1884, with the Right Reverend Leo Haid, O.S.B., elected as the first abbot on 14 July 1885.

The College was chartered as St. Mary’s College by the State of North Carolina on 1 April 1886. The College’s name was changed to Belmont Abbey College in 1913. Reorganized as a junior college in 1928, it became a four-
year college in September 1952. In 1972, the College became coeducational for resident students.

Accreditation

Belmont Abbey College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award the B.A. and B.S. degrees. A member of the North Carolina Independent Colleges and Universities, Belmont Abbey College is on the approved list of the American Medical Association. Its degrees are accepted by graduate and professional schools. It is designated by the state-approving agency as an institution qualified to offer training to veterans.

Philosophy

As a Catholic educational institution, Belmont Abbey College reflects a Christian inspiration, recognizing the importance of faith in and reverence toward God. The College encourages all members of the community to cultivate a relationship with God by providing opportunities for moral and spiritual growth, by a curricular program in Theology and Philosophy, and by example through a continuing close relationship with a monastic community and ecumenical programs.

The College maintains commitment to the people of God and to the human family. Belmont Abbey encourages service by all members of the College to the local community through outreach programs. The College further asks faculty and administrators to be involved in the local community. Through these activities, the College recognizes the inherent dignity of all individuals and expresses its desire to promote the common good through social justice, an active concern for others, and the rejection of all prejudice.

Because it is a Catholic educational institution, the College recognizes its responsibility to search for understanding in the context of the Scriptural message as it comes to us through the Church. This requires constant application of the intellect and careful study of the human experience, together with reflection on, and reverence for, God. In its curriculum, the College exposes students to many of the world’s major problems and helps them develop a responsible social consciousness guided by Catholic teaching.
The College recognizes that intolerance or narrow sectarianism retards learning and the pursuit of truth and understanding. The institution, therefore, benefits from the presence within the community of people of different faiths, racial backgrounds, and cultures.

Outside the classroom, the Campus Ministry program offers students an opportunity to build a faith community through participation in sacramental liturgy and through involvement in social issues and group interaction.

The Benedictine heritage and tradition are based on the Rule of Saint Benedict. It is necessary to examine some basic elements of the Rule in order to appreciate the corresponding values that influence the College community.

The Rule begins with the word “Listen.” Listening places a person in a receptive mode and promotes an openness to life, to truth, and to communication. The monk is instructed to listen in order to be open to God, to others, and to all of creation. St. Benedict says in the Rule that he is establishing the monastery as a school for the Lord’s service. In this school, the monk seeks to learn wisdom and grow in holiness.

Correspondingly, the College encourages its faculty and students to cultivate a deep love for learning and an appreciation of the human faculties of mind and spirit. The College ensures that sufficient places and times of silence will be available to students so that they can cultivate the habits of serious study and healthy reflection.

The Rule is permeated with the idea of reverence for God, for others, and for all of creation. Reverence for God is expressed through prayer. Prayer reminds the monk of God’s importance, and it points to the presence of God in our midst, the divine dimension in human life.

The College provides students with programs and opportunities designed to nourish their faith and encourages expressions of prayer and worship.

Reverence for others is expressed through living in community. Community is the context in which the monk must
live his daily life and relate to other people. Community living is designed to moderate the extremes of individualism and competitiveness and to promote the common good.

The College fosters a spirit of community and helpfulness on campus through appropriate social activities that complement its intellectual aims. The Office of Student Life promotes programs and activities that provide wholesome and responsible social interaction. Reverence for others is encouraged by ensuring an effective, just, and responsible development of social discipline on campus. The Judicial Board and other means of correction try to develop in the students an appreciation of good order and of the need to relate to others in a responsible and peaceful way.

Reverence for creation is expressed through the monk’s use of the environment and of the goods and property of the monastery. The monk understands that material goods and property are intended to serve the good of all and enhance the quality of life.

Accordingly, the College actively encourages all to exercise a responsible care for buildings, equipment, and the campus grounds so that our environment will enhance and promote our academic mission. To help promote reverence for the environment, the College employs competent and effective maintenance, ground, and housekeeping crews and provides them with leadership and supervision.

As a Liberal Arts institution, Belmont Abbey College, in pursuing its educational mission, seeks to assist its students to become both liberally educated and well prepared for the tasks and responsibilities of professional life. Such an education implies a curriculum that combines or integrates traditional ends and means of liberal education with major and minor concentrations that help to prepare students for particular professions.

In an era when most college students need to think ahead about the kind of profession that they will pursue and in which they must begin fairly early the specialization necessary for the practice of a chosen profession, the College makes available to its students various concentrations of
courses in particular areas (majors). In doing so, it familiarizes students with those facts, principles, and questions that serve as important groundwork for particular kinds of professional involvement or for further studies in a professional area. In the promotion of such studies and programs, the College aims to convey facts that are of permanent or fundamental import as well as current developments and research in particular fields. In the course of such studies, due appreciation of work and professional values is fostered along with growing competence in special areas of learning.

Also, because profession oriented studies take place in the context of an institution that is Catholic and Benedictine in character and in a curriculum that is based on liberal learning and studies, the College helps its students perceive professions in the broader perspectives of just action, the common good, and environmental concern. Such an approach helps nurture a sense of commitment that goes beyond autonomous efficiency and can temper unrestrained pursuit of profit and prestige.

Most broadly stated, liberal education consists in cultivation of the mind. A mind properly cultivated enhances one’s humanity and graces with thoughtfulness, openness, and the spirit of inquiry the most important endeavors and areas of life: faith, citizenship, community, family, friendship, profession, and leisure.

Although the core curriculum is a prominent focus of liberal education at Belmont Abbey College, the intent of the core and of liberal education also falls within the purview of other courses in the general curriculum. The tone of liberal learning and specific goals of the core curriculum can coincide with or even permeate courses that are taken as electives or as part of a major concentration. Indeed, some of the specific objectives of liberal education cannot be adequately attained unless they receive sustaining attention throughout the curriculum.

In the curriculum of the College, liberal education takes place in three ways or at three different levels of emphasis. First, liberal education seeks to promote the acquisition of knowledge through particular arts, skills, and abilities. Traditionally, these have been known as the “liberal arts,”
because of their liberating character and because of their close connection to the intellect, as opposed to those arts which are manual in character or ordered primarily to some external product. The liberal arts, strictly speaking, aim at development of the mind in and for itself. The arts, skills, and abilities to be developed are reading, writing, speaking, listening, and reasoning (mathematical, analytical, synthetical, and critical).

Second, liberal education aims to acquaint or introduce students to particular areas of investigation and knowledge and to the questions, facts, principles, and methods found in them. Most important are those areas having to do with humanity, nature, and God. No one of these three fields of study belongs exclusively to one particular discipline. They may be treated in different ways and from differing perspectives in several disciplines. Among the disciplines shedding light on one or more of these matters are theology, philosophy, literature, history, the natural sciences, political science, sociology, economics, and psychology.

Third, liberal education seeks to foster exploration of life’s most important questions and the various answers that great, thoughtful, and influential persons have given to them in past and present times. Here, too, the formulation of questions and responses is not the exclusive domain of any one discipline. Indeed, adequate appreciation of such issues often requires reaching across disciplines or transcending disciplines in order to confront questions in a holistic fashion as opposed to fragmenting oneself as a person of faith in one part of life, a citizen in another, and a narrow specialist in still another.

In the final analysis, however, the culminating elements or leading components of liberal education lie in those parts of the curriculum which foster an appreciation of what is beautiful, a growing awareness of what is good, and a quest for truth by the considered examination of diverse ways of life and alternative responses to the most important perennial and contemporary questions.

In pursuit of these goals, Belmont Abbey College seeks to attract students who are compatible with its purpose and educational mission, namely students:
—who have the potential, the commitment, and the char-
acter to master the skills, knowledge, and concepts of liberal learning;
—who are open to the transcendent dimension of life and willing to cultivate a deeper relationship to God through faith and prayer;
—who have, or who have the potential to develop, sufficient maturity and self-discipline to respect other persons, property, and the campus environment and to make a meaningful contribution, whether inside or outside the classroom, toward constant improvement in the quality of campus life; and
—who are mostly drawn from various geographical locations both inside the state of North Carolina and within the eastern portion of the United States so that the College maintains its regional identity while providing a diversity of viewpoints to enrich intellectual and social development.

Environment
Belmont Abbey College is located in the historic town of Belmont, ten miles west of Charlotte, the largest city in the Carolinas. Students who come from other areas have a chance to see and become part of the educational, economic, and cultural dynamism of the Piedmont in North Carolina.

Interstate 85 conveniently abuts the campus on its way to other thriving areas in the Piedmont. Charlotte/Douglas International Airport, one of the South’s major transportation hubs, is ten minutes away.

The campus is an impressive sight. Most of the older buildings were engineered and built by the monks themselves before the turn of the century. They provide charm and atmosphere to the campus. In addition, there are numerous modern buildings, while the wooded and landscaped grounds provide an ideal setting for study. The entire central campus was designated as a National Historic District in 1993.

The oldest building on campus is the Monastery, the residence of the monastic community. Robert Lee Stowe Hall contains administrative offices and classrooms for many of the liberal arts courses. Located in St. Leo Hall, are the Grace Auditorium, Career Services, the College
Bookstore, The Catholic Shoppe, and faculty offices. Laboratory facilities and equipment are located in the William Gaston Science Building. To the east of the academic area is a residential complex of four residence halls. O’Connell, Poellath, and Raphael Arthur Halls are built in a modular style, with suites of four rooms and bath to serve four to eight students; Cuthbert Allen is a four-building complex, each housing thirty two students. The Abbot Walter Coggin Student Commons houses the dining hall and Student Life Offices. The Haid includes the Abbey Theater, a ballroom for College functions and the Division of Marketing and Public Relations. Maurus Hall houses Holy Grounds, a campus coffee house serving Starbucks Coffee, and the campus post office. The Wheeler Center for Physical Education houses a gymnasium seating 1,500, instructional facilities, an auxiliary gymnasium, and a recently renovated fitness center, both open to the entire College community. The newest building on campus, The Lowry Alumni House, is near completion and construction for the St. Joseph Eucharistic Adoration Chapel will soon be underway.

Adjoining the residential complex and the physical education building, large playing fields provide excellent space for outdoor athletics. This area for student activities includes tennis courts, a baseball diamond, a soccer field, a softball field, and intramural fields. A quarter mile track of asphalt circles the soccer field.

The Abbey Church, Mary Help of Christians, built in neo Gothic style in 1892, was completely renovated in 1965, in a most striking manner. The church, which contains prize-winning painted glass windows and a unique baptismal font, is listed on The National Register of Historic Places. In 1998, the Church was named a minor Basilica by the Vatican.

The Abbot Vincent Taylor Library contains more than 115,000 books, periodicals, and microfilms. The main floor houses the reading and reference area, the on-line catalog, technical services department, internet access, and reproduction facilities. On the lower floor are the current and bound periodicals, the rare books, the monastic collection in the Benedictine Room, audiovisual materials and
The Bradley Institute for the Study of Christian Culture was founded in June, 1996, to honor the Reverend John P. Bradley who served as President of Belmont Abbey College from 1970-1978. Fr. Bradley was a native of Glasgow, Scotland and held the degree of *Literae Humaniores* from Oxford University. He was the author of more than 20 books and was the principal compiler and editor of the 10-volume *Catholic Layman’s Library*. The purpose of the Bradley Institute is to provide opportunities for business executives, career professionals and clergy to examine relevant ethical, theological and philosophical topics within the context of their lives and the present-day culture as presented by respected academicians, authors and public officials. Sponsored by Belmont Abbey College, the Institute supports the mission of the College by fostering an understanding of the Catholic intellectual heritage and by advancing the truths of Christian thought and an appreciation of their unique impact upon the development of Western culture. These opportunities for the exchange of ideas, experiences, problems, concerns and remedies will positively affect and influence both the personal and professional lives of the Institute’s participants. The work of the Institute is of particular importance at this time since the Christian culture that has nourished our civilization for many centuries is under attack. Lectures are held on a monthly basis during the academic year. The Bradley Institute also has been chosen to administer the Richard M. Weaver Prize for Scholarly Letters by the Ingersoll Foundation of Rockford, IL. The Weaver Prize is a gift of $25,000 presented annually to a distinguished scholar writing in defense of the Western Christian tradition. The prize is usually awarded during the month of October at a symposium held on the College campus.

Belmont Abbey College is a member of the Charlotte Area Educational Consortium, a cooperative venture which includes twenty-five colleges and universities in the greater Charlotte area. The free exchange of library facilities and transfer credits multiplies educational opportuni-
ties for all. Member institutions in the consortium are Belmont Abbey College, Cabarrus College of Health Sciences, Carolinas College of Health Sciences, Catawba College, Catawba Valley Community College, Central Piedmont Community College, Cleveland Community College, Davidson College, Gardner-Webb College, Gaston College, Gordon-Conwell Theological Seminary, Johnson C. Smith University, Lenoir-Rhyne College, Livingstone College, Mitchell Community College, Pfeiffer University, Queens College, South Piedmont Community College, Stanly Community College, University of North Carolina at Charlotte, University of South Carolina at Lancaster, Wingate University, Winthrop University, and York Technical College.

UNDERGRADUATE PROGRAMS ADMISSION PROCEDURES

Admission Procedures: Before the Admission Committee can consider an application for entering freshmen, the applicant must present the following:

1. An application filled out by the applicant and signed by a parent or guardian (if the applicant is under 18 years of age).
2. An official secondary school transcript showing academic achievement and rank in class. Since most applications are filed during the senior year, the applicant must request that a final transcript also be sent after graduation. The minimum grade point average for acceptance is an un-weighted 2.25.
3. Scores on the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). The minimum SAT or converted ACT score is a combined verbal and math score of 900.
4. Scores for the Test of English as a Foreign Language (TOEFL) for all applicants whose native language is not English must be at least 550.
5. The following high school academic units are required:
   6. English 4 units
   7. Foreign Language 2 units
   8. Social Science (including History) 2 units
   9. Science 2 units
10. Mathematics 3 units  
11. Additional academic units 3 units  
12. Students must submit a final high school transcript showing proof of graduation.

**International Students.** In addition to the regular Admissions Procedures, these students are required to:

- Take the TOEFL (Test of English as a Foreign Language) exam, if English is not the student’s native language. A minimum score of 550 PBT, 213 CBT OR 79 IBT is required. A satisfactory SAT or ACT score may substitute for the TOEFL requirement.
- Provide a statement of financial resources to cover education costs—including tuition, housing, meals and other expenses (students must have these funds available when they register for classes each semester). The financial verification is also required by the American Embassy or Consulate when applying for a student visa to enter the United States.
- Submit academic transcripts of secondary school, college, university and other postsecondary schools which must be certified as official. Transcripts in languages other than English must include official certified English translations, verifying statements and signatures.
- Provide a certificate of insurance verifying that the student is covered by standard health and accident insurance for a minimum of 12 months. This insurance coverage must continue for the entire period of enrollment at the College.
- Request a Certificate of Eligibility (SEVIS I-20) from the College.

All International Students are encouraged to apply before July 15 for Fall admission and before November 15 for Spring admission to ensure that an adequate amount of time is available for the student visa process.

International Transfer students must be in good standing at the last institution attended in order to be accepted into Belmont Abbey College.
The College is required to report to the Department of Homeland Security any non-immigrant alien students who:

- Do not register at the College at the time expected;
- Do not maintain a full-time course of study with a minimum of 12 credits per semester;
- Transfer schools or work off campus without proper authorization;
- Terminate their attendance at the College.

**Advanced Placement**
Belmont Abbey College will consider for advanced placement students of superior ability who have taken the Advanced Placement Tests of the College Entrance Examination Board and have scored 3 or higher. By this examination, a student may meet the requirements of some college courses, with credit, and thus qualify for more advanced work. In addition, the College accepts College Level Examination Program (C.L.E.P.) general and subject area credit for scores at or above the 50th percentile. Credit is awarded only for courses in the current curriculum of the college. A maximum of thirty (30) academic credits will be offered for advanced placement and college level learning acquired in non-traditional settings.

**Credit by Competency Assessment/Challenge Examination**
Belmont Abbey College offers the qualified student an opportunity to demonstrate through records, examinations on campus or national test scores, and/or certain projects the acquisition of skills or learning ordinarily acquired through courses. Through competency assessment, the qualified student may obtain full college credit for certain courses. When credits are granted by competency assessment, a grade of Pass is submitted and recorded on the student’s permanent record card. Further information may be obtained in the office of the Chief Academic Officer.

**Transfer Students**
To be considered for acceptance into Belmont Abbey College as a transfer student, an applicant should:

1. Be in good standing with the college or university last attended or in which currently enrolled. This precludes academic or disciplinary suspension.
2. If transferring into the freshman or sophomore years (less than 60 hours), have a 2.00 grade point average (4 point system). If transferring as a junior
or senior (60 hours and above), have a 2.50 grade point average (4 point system).

3. Transfer students who are accepted while attending another college or university are only accepted provisionally. They should ask the registrar of that institution to forward to the Admissions Office of Belmont Abbey College a transcript bearing the latest record of grades. If applicants are suspended, they may not be admitted until they are in good standing at the same or another college or university. Transfer applicants who fail to meet the requirements stated above may be asked to submit additional information concerning their record at other institutions, and a limited number of such applicants will be accepted.

A student who has met all of the above requirements, has earned 24 acceptable semester credits, and desires to be considered for admission, must first submit:

1. An application filled out by the applicant and signed by a parent or guardian (if applicant is under 18 years of age).

2. An official transcript from every college or university attended. A transfer student who is transferring fewer than 24 semester credits must submit the same credentials and meet the same admissions requirements as those required of entering freshmen (in addition to any college credentials).

**Transfer of Credits**

Belmont Abbey College participates in the comprehensive articulation agreement with the North Carolina Community College System. Students transferring from a North Carolina Community College enjoy the terms of this agreement. Transfer credits for courses taken from regionally accredited colleges and universities in which a grade of “C” or better was earned are normally acceptable.

Belmont Abbey College will accept a maximum of sixty (60) credit (semester) hours from a community college. Belmont Abbey College will transfer a maximum of sixty-four (64) credit (semester) hours for students who graduate under the North Carolina community college articulation agreement and receive an AA degree. Credit hours, not grade points, are transferred.
First-Year Student Orientation

All first-year students are required to attend Orientation, which takes place the four days preceding the first day of classes in the Fall semester. The Orientation program is designed to assist students with their transition into college, to familiarize them with the Belmont Abbey campus and services, and to introduce them to their peers, professors, and support staff. Each student is assigned to a First-Year Symposium class which meets for the first time during Orientation. Selected upperclassmen also work with new students throughout Orientation to answer questions and give guidance to the new students. The Orientation program also features social events that provide students the opportunity to get to know one another and feel more comfortable as they begin their first semester. Special events and informational activities are planned for parents during the first two days of Orientation. For more information about the Orientation program, please contact the Office of Student Life at 704.825.6724.

Readmission to the College

Students who leave the College in good standing may be readmitted to the College by completing an application for readmission. This application and official transcripts from any other college attended must be submitted to the Admissions Office. There is no application fee required in this case.

Students who were dismissed for either academic or disciplinary reasons may be considered for readmission after
1. remaining out of Belmont Abbey College for two (2) semesters and
2. completing—with a grade of “C” or better—at another accredited college or university a total of 24 credit hours.

The request for readmission must be made in writing and must be accompanied by an application for readmission and official transcripts of all college work completed. This request will be considered by a committee composed of the Dean of Enrollment Management, the Dean of Students, and the Chief Academic Officer or their designates. The Committee may require the student to agree to a contract specifying conditions for readmission. Students previously dismissed for academic reasons will be readmitted on pro-
bation, and will be subject to the policies and procedures outlined in the sections of this Catalogue on Academic Probation, Academic Dismissal, Student Grievance, and Scholastic Dishonesty.

Degree-seeking students who were enrolled at Belmont Abbey College for at least four consecutive semesters and who left the College while not in good academic standing may apply for readmission to the College under the Readmission Policy for Former Students. To be eligible for this policy, the student must not have been enrolled at Belmont Abbey College for a period of five years, and must give evidence that the conditions which caused the initial academic difficulties are no longer present.

Under this policy, the former student’s academic transcript will be evaluated. With regard to required courses for the student’s proposed major, only such courses with the grade of “C” or better will be applied toward the major. The student’s historical transcript will remain intact. All grades for previous courses will not be calculated in the student’s grade point average, but a grade point average of 0.0 will be assigned for all credits earned to this point.

This policy may be used only once by any student. Former students who are interested in taking advantage of this policy should contact the College’s Admissions Office.

Non-Discrimination Policy

Belmont Abbey College admits students of any race, color, age, religion, national and ethnic origin, sex, or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, age, religion, national and ethnic origin, sex, or disability in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.
STUDENT FEES AND EXPENSES

Transcripts cannot be obtained, sent to another institution, or sent to places of employment unless all fees incurred have been paid.

### Full-Time Traditional Students

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Full-Time Tuition (12-18 Credit Hours or More)</td>
<td>$8,940</td>
</tr>
<tr>
<td>Additional Credit Hours (Above 18)</td>
<td>$596 per credit hour</td>
</tr>
<tr>
<td>O’Connell or Poellath</td>
<td>$2,688</td>
</tr>
<tr>
<td>Cuthbert Allen Apartments</td>
<td>$3,013</td>
</tr>
<tr>
<td>Raphael Arthur</td>
<td>$2,807</td>
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<tr>
<td>Single-Room Charge</td>
<td>$639</td>
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<tr>
<td>19-Meal Plan</td>
<td>$2,050</td>
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<tr>
<td>14-Meal Plan + Flex Dollars</td>
<td>$2,050</td>
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<tr>
<td>10-Meal Plan + Flex Dollars</td>
<td>$2,050</td>
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<tr>
<td>(Cuthbert Allen Residents Only)</td>
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<tr>
<td>General College Fees (12-Credit Hours or More)</td>
<td>$458</td>
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<td>Freshman Fee</td>
<td>$884, one-time charge</td>
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<td>Enrollment Deposit</td>
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<td>New Resident Student</td>
<td>$400, once per year</td>
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<tr>
<td>New Commuter Student</td>
<td>$200, once per year</td>
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<tr>
<td>Returning Student</td>
<td>$300, once per year</td>
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<tr>
<td>(Resident/Commuter)</td>
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<td>International Student</td>
<td>$2,500, once per year</td>
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<td>Application Fee</td>
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### Part-Time Traditional Students

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<th>Description</th>
<th>Amount</th>
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<tr>
<td>Part-Time Day Tuition (1-11 Credit Hours)</td>
<td>$596, per credit hour</td>
</tr>
<tr>
<td>General College Fees</td>
<td>$38, per credit hour</td>
</tr>
</tbody>
</table>

**NOTE:** The above rates do not reflect any discounts that may be available from Federal, State, or Institutional Financial Aid.

### Other Specific Charges

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration</td>
<td>$50, flat fee</td>
</tr>
<tr>
<td>Bad Check</td>
<td>$50, per occurrence</td>
</tr>
<tr>
<td>Replacement of Registration Card</td>
<td>$20, per occurrence</td>
</tr>
<tr>
<td>Meal Card (each)</td>
<td>$25, per occurrence</td>
</tr>
<tr>
<td>Lost Room Key</td>
<td>$250</td>
</tr>
<tr>
<td>Placement File (after second)</td>
<td>$5, per request</td>
</tr>
<tr>
<td>Application for Credit Life Experience</td>
<td>$60, per credit hour</td>
</tr>
</tbody>
</table>
Challenge Examination for
Course Credit $ 60 per credit hour
Audit Fee (any undergraduate course) $ 125

Summer School $ 279 per credit hour

WITHDRAWALS AND REFUNDS

Under ordinary circumstances, any student who withdraws from the College during the semester must notify the Registrar in person on the day of withdrawal. Failure to complete the formal written process may result in failing grades for all courses affected by the withdrawal, as well as forfeiture of refund, if applicable.

“Withdrawal” means voluntary withdrawal, either partial or complete (i.e. from one or all classes) after the end of the add/drop period. Belmont Abbey College uses the federal refund policy to calculate Title IV refunds for students receiving Title IV funds. That policy is explained below:

**Students Receiving Title IV Aid**

If a student withdraws from Belmont Abbey College during a payment period or period of enrollment (semester) during which the student received Title IV Aid (federal financial aid), and the withdrawal date is before 60% of the semester has been completed, Belmont Abbey College must calculate the percent of Title IV aid the student did **not earn**. The *percent earned* equals the number of days completed, up to the withdrawal date,* divided by the total number of days in the semester. The percent of **unearned** federal financial aid is determined by the following: 

\[(100\% - \text{percent earned}) \times \text{the amount of aid disbursed toward institutional charges}\]

The unearned Title IV aid will be returned to the Title IV programs. The order of return is dictated by federal regulation and stated below. If 60% or more of the semester has been completed, the student shall be considered to have earned all of his/her Title IV assistance.

**Order of Return of Title IV Funds**

- Unsubsidized Stafford Loans
- Subsidized Stafford Loans
- Perkins Loans
- PLUS Loans
Federal Pell Grant
FSEOG
Other assistance under Title IV

*Withdrawal Date is defined as the actual date the student begins the withdrawal process.

**School Responsibility**
Belmont Abbey College returns unearned Title IV Aid up to an amount that is equal to the total institutional charges for the payment period times the percentage of the Title IV aid that was unearned.

**Student Responsibility**
The student is responsible for returning unearned Title IV assistance minus the amount the school returns.

A student or parent repays the calculated amount attributable to a Title IV loan program according to the loan’s terms.

If a student is required as a result of withdrawal to return grant funds to the Title IV programs, the student will only be responsible for returning 50% of that grant amount. (The other 50% is forgiven.)

**Students Not Receiving Title IV Funds and Non-Title IV**
There will be no refund on room and board. First day of class through the fifth day of class (meaning the first five times the class meets) – 80% refund tuition only. Sixth day of class through the tenth Funds day of class (meaning the sixth time the class meets through the tenth time the class meets) – 50% refund tuition only. Withdrawals after the tenth class day receive no refund.

**Order of Return of Non-Title IV Funds**
State programs
Institutionally funded programs
Privately funded programs
Student

Copies of Refund worksheets are available in the Financial Aid Office.

**Adult Degree Program Students.** Adult Degree Students will receive refunds based on the Federal Refund Policy as stated above.
FINANCIAL ASSISTANCE

Belmont Abbey College believes that the primary responsibility for providing for educational expenses rests with students and their parents. However, students who cannot provide for their entire expenses, and can demonstrate need are encouraged to apply for assistance. We also encourage those students who excel in academics to apply for aid.

All Federal and State financial aid funds are administered under the guidelines of the U.S. Department of Education and the State Government, as supported and previously agreed by Belmont Abbey College upon acceptance of these funds.

Belmont Abbey College-supported scholarships and grants are awarded each year to applicants based on their entering GPA and SAT scores. A scholarship or grant recipient must meet the particular academic requirements of their award and must maintain satisfactory grades and good conduct. The College reserves the right to adjust or cancel the scholarship for extenuating circumstances.

All students receiving Belmont Abbey College Scholarships and/or Grants are required to attend five on-campus cultural events and complete 10 hours of community service per semester. Failure to complete the cultural or community service requirements will result in a reduction of Belmont Abbey College Scholarships and Grants. See Financial Aid Office for complete details.

Funded Scholarships

(To apply for any of the scholarships listed below, students must complete the Free Application for Federal Student Aid.)

Abbey Catholic School Residential Assistance Grant. The Abbey Catholic School Residential Assistance Grant is awarded annually to students graduating from a Catholic high school within the past 12 months with a minimum 2.5 GPA, 1000 SAT and recommendation from guidance counselor, faculty member or high school administrator.

The Pearl Dixon Balthis Foundation Scholarship. The Pearl Dixon Balthis Foundation Scholarship is awarded
annually to students who have completed the associate degree at Gaston College and wish to transfer to Belmont Abbey College.

**Anselm G. Biggs, O.S.B., Scholarship.** The Anselm G. Biggs, O.S.B., Scholarship honors Fr. Anselm G. Biggs, O.S.B., who gave more than sixty years of his life to Belmont Abbey College as a teacher and administrator. The scholarship, which was established by alumni of the History Department, is awarded annually to history majors chosen by that department.

**Abbot Walter Coggin, O.S.B., Philosophy Scholarship.** The Abbot Walter Coggin, O.S.B., Philosophy Scholarship is awarded annually to philosophy majors demonstrating academic excellence. Recipients must be juniors or seniors with an overall grade point average of 3.2 and a 3.5 grade point average in their philosophy courses. This scholarship was established by the late Abbot Walter’s colleagues in the Philosophy Department in honor of his fifty years of service to the College as teacher, administrator, chancellor and president.

**The Community Foundation of Gaston County Scholarship.** The Community Foundation of Gaston County Scholarship is awarded to Gaston County residents who major in premedicine, predentistry, prepharmacy, pre-nursing, preveterinary medicine, or medical technology. The scholarship was established by the Community Foundation of Gaston County, Inc., to assist students who demonstrate financial need and academic promise.

**Crescat Scholarship.** The Crescat Scholarship is a full merit scholarship, renewable annually, offered to outstanding graduates of Benedictine high schools who apply with the endorsement of their principals. The scholarship was established by the Monks of Belmont Abbey who choose the recipients.

**The Stanley J. Dudko Soccer Scholarship.** The Stanley J. Dudko Soccer Scholarship is awarded to an outstanding soccer player. The scholarship fund was established by former Belmont Abbey College soccer players in honor of Stanley J. Dudko, who coached the Abbey team from 1967 to 1977.
Dr. Gilbert J. Farley Scholarship. The Dr. Gilbert J. Farley Scholarship honors the late Dr. Gilbert Farley, longtime chairman of the Business Department. It is awarded to qualified juniors or seniors majoring in business.

Gaston Gazette Scholarship. The Gaston Gazette Scholarship is awarded to residents of Gaston County, N.C., with preference given to students interested in careers in journalism, who demonstrate academic ability.

The Good Game Guy Award. The Good Game Guy Award provides scholarship assistance to students involved in the tennis program. Recipients must be full-time students in good academic standing and who make significant contributions to campus life. The scholarship fund was established by Ms. Johnnie Lowry, a graduate of the College.

Foster E. Goodrich Memorial Scholarship. The Foster E. Goodrich Memorial Scholarship is awarded to academically superior students in memory of Foster E. Goodrich, an alumnus of Belmont Abbey College.

The Professor John Hanahan Scholarship. The Professor John Hanahan Scholarship is awarded to the sons and daughters of Belmont Abbey College graduates. The scholarship was established by an alumnus, Mauro Ruggieri, in honor of Mr. Hanahan’s many years of service to the College as a Professor of Geology.

The Felix Hintemeyer Scholarship for Catholic Leadership. The Felix Hintemeyer Scholarship recognizes those Catholic college-bound students who have excelled academically and who hope to pursue their academic development and to grow in their faith in a challenging and richly faith-based environment. Recipients are required to participate fully in the leadership program.

The Martin T. and Irene Kehoe Scholarship. The Martin T. and Irene Kehoe Scholarship is awarded to academically superior junior and senior accounting majors.

The Johnnie Lowry Travel Scholarship. The Johnnie Lowry Scholarship is awarded on a competitive basis to students approved for study abroad to help defray the cost
of travel to programs abroad.

**The Robert F. Lynch Scholarship.** The Robert F. Lynch Scholarship is awarded on the basis of financial need, with preference given to military veterans. This scholarship was established in memory of Mr. Lynch by his wife, Marysusan, and by his sons, Sean and Brian.

**Charles Merrill Trust Scholarship.** The Charles Merrill Trust Scholarship is awarded to academically superior Catholic students.

**Monsignor Lawrence Newman Scholarship.** The Monsignor Lawrence Newman Scholarship is a partial scholarship for students who intend to study for the priesthood. Applicants should contact the Abbot of Belmont Abbey. The scholarship fund was established by Monsignor Lawrence Newman, a priest of the Diocese of Raleigh and of the Diocese of Charlotte.

**Madeline H. Nichols Scholarship.** The Madeline H. Nichols Scholarship is awarded to academically qualified students with a declared major in biology or premedicine.

**Father John Oetgen, O.S.B., Excellence in Theatre Scholarship** is awarded annually to students demonstrating a willingness to participate enthusiastically in major productions staged on campus each year. Separate application is required.

**The Charles Montgomery Rogers Scholarship.** The Charles Montgomery Rogers Scholarship is awarded to juniors and seniors majoring in accounting. The scholarship was established by an alumnus, Bryan G. Rogers, in memory of his father, Charles Montgomery Rogers.

**Scholl Scholarship.** The Scholl Scholarships are awarded annually to residents of North Carolina who demonstrate financial need, academic achievement, and good citizenship. The scholarship fund was established by Mrs. Myrtle Scholl Hopson in memory of her father, Mr. Sebastian Scholl, who attended Belmont Abbey College in 1886-87.

**The Edward and Mary Showfety Family Scholarship.** The Edward and Mary Showfety Family Scholarship is
awarded to students based on financial need and academic performance.

**J. P. Smith Scholarship.** The J. P. Smith Scholarship is awarded to academically strong Accounting majors in their junior or senior year. The scholarship is in memory of J. P. Smith, a longtime treasurer, business manager, and Chair of the Accounting Department at Belmont Abbey College.

**E. J. Snyder Family Scholarship.** These scholarships are awarded annually to second-, third-, and fourth-year students in need of financial assistance. The E. J. Snyder family established these scholarship funds to assist those students who make substantial contributions to the quality of life on campus.

**The Carl Van Orden Scholarship Fund.** The Carl Van Orden Scholarship Fund is awarded to juniors or seniors pursuing a major in computer information systems or a minor in management information systems, computer science, or computer studies. Recipients must maintain a 2.75 grade point average. The scholarship honors Carl Van Orden, who developed the computer information systems major at Belmont Abbey College in 1980.

**Wachovia Fund For Excellence.** The Wachovia Fund for Excellence was established by Wachovia Bank and Trust Company as a scholarship fund for academically superior students from North Carolina.

**The Lettie Pate Whitehead Foundation Scholarship.** Lettie Pate Whitehead Foundation Scholarships are awarded on the basis of financial need to Christian women who live in Virginia, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi and Louisiana. Funding for the scholarships is provided by the Lettie Pate Whitehead Foundation of Atlanta, Georgia.

**George L. and Lois Wrenn Scholarship.** George L. and Lois Wrenn scholarships are awarded each semester to academically superior business majors. Mr. and Mrs. Wrenn of Charlotte, North Carolina helped establish the fund in 1974.
North Carolina Legislative Tuition Grant

The State of North Carolina provides fulltime students who are legal residents of North Carolina a tuition grant of $1,800 per academic year. (Amount subject to change – based on North Carolina’s budget).

Other Programs

The Director of Financial Aid administers the following:

- Federal Pell Grant Program
- Federal Supplementary Educational Opportunity Grant Program
- Federal Perkins Loans
- Federal College WorkStudy Program
- William D. Ford Federal Direct Loan Program
- North Carolina State Contractual Scholarship Fund

The student aid programs are “packaged” to meet demonstrated financial need, and to supplement other sources of financial assistance. A student with considerable need may expect assistance which may include employment, loan and/or scholarship and aid.

Conditions of Award

A financial aid award is assigned for one academic year. Students receive credit for one-half of the award each semester. Students do not receive credit or advance payment for a workstudy award. Students will be paid an hourly wage for the number of hours worked. If students do not work, they are not paid.

If students receive aid in any form from another source, they are obliged to inform the Director of Financial Aid in writing immediately. Student awards are reviewed when they accept aid from sources other than the College, and the awards of college administered assistance are subject to adjustment and/or reduction. This does not apply to entitlement awards. Financial assistance granted to a student is to be used only for legitimate educational purposes.

The Director of Financial Aid informs the student of all conditions under which an award is granted at the time that the award is made. Financial aid awards are contingent upon funds being made available from supporting agencies, including the federal and state governments. Students receiving awards under federal and state aid programs must abide by the regulations governing these programs. The College serves only as a conduit for these funds, and
awards may be modified or cancelled if anticipated funds are reduced or not received.

To be eligible for financial assistance, applicants must have been accepted by the College through the Admissions Office and/or be making “satisfactory academic progress.” The student who is enrolled in an approved curriculum and meets the academic standards outlined in the Catalogue is considered to be making satisfactory progress.

Application

The principal application instrument is the Free Application for Federal Student Aid (FAFSA). Filing the applications will enable students to be considered for one—or more—sources of aid for which they are eligible and qualified. Students are encouraged to file the application by February 15 each year. The preferred filing method is on the Internet.

Student applicants must file all necessary application forms and have them reviewed by the Director of Financial Aid before any student aid may be committed. Students must re-apply each year if they wish to receive consideration for financial assistance.

Detailed information regarding financial assistance at Belmont Abbey College may be found on the College website: www.belmontabbeycollege.edu.

ACADEMIC PROGRAMS AND POLICIES

The Belmont Abbey College Undergraduate Curriculum

Belmont Abbey College groups all instructional areas under four main divisions:

1. Division of Humanities: English, Fine Arts, Foreign Languages, History, Humanities, Philosophy, and Theology.
3. Division of Social Sciences: Criminal Justice, Political Science, Psychology, and Sociology.
Undergraduate Degree Requirements

To qualify for the Bachelor of Arts or the Bachelor of Science Degree, a student must complete the following requirements:

1. Core Curriculum (59 credits).

2. Area of Major Concentration
   A. Meet all requirements of the major as listed in the appropriate section of this Catalogue.
   B. Achieve a minimum of a “C” average in upper-level (300 and 400 level) courses taken in the major.

3. A minimum of 120 credits, including the core curriculum and all courses required by the major department.

4. Earn at least the last 30 credits and complete a predominance of the major courses at Belmont Abbey College.

5. Achieve a cumulative grade point average of at least 2.00 (“C”).

6. Pass Comprehensive Examinations, or successfully complete some equivalent work or project according to the requirements of the major department.

7. Students anticipating December graduation must make a formal application for degree in the Registrar’s Office by May 1. Students anticipating May graduation must make a formal application for degree in the Registrar’s Office by November 1.

Department Requirements
Major departments may specify certain courses which must be taken in the core curriculum, major concentration, and elective areas. Consult the major concentration outlines and the departmental chairperson.

Electives
The student may elect a certain number of courses according to interest. Such choices should be made in consultation with his or her academic advisor. Specific departmental requirements may reduce the number of options. Course prerequisites must be observed.

Course Substitution Policy
A specific course requirement of the core curriculum of the College or of any particular major may be waived or another course substituted in the place of that requirement.
under either of the following conditions:
1. When it is determined the substituted course will be more appropriate for the student’s preparation.
2. When the student has been exposed to the same material in a course taken at another accredited college and has transferred those credits to Belmont Abbey College.

All substitutions or waivers of core requirements must be approved by the Chief Academic Officer. The request must also be approved by the Chair of the Department if the course is required for a major.

**Major Fields**
The College offers several four-year curricula. Listed below are the areas in which a Bachelor of Arts and/or a Bachelor of Science degree is awarded.

**Bachelor of Arts**
- Accounting
- Applied Psychology (ADP Only)
- Biology
- Business Management and Security Studies
- Criminal Justices
- Economics
- Education Studies
- Elementary Education
- English
- History
- Liberal Studies (ADP Only)
- Philosophy
- Political Science
- Psychology
- Sociology
- Theology

**Bachelor of Science**
- Biology
- Business Management
- Computer Information Systems
- International Business
- Psychology
- Sociology

**Declaration of Major**
Students are encouraged to declare a major after their first year. By the second semester of the sophomore year, each student must have chosen a major field. The student must obtain a Candidacy for Major form from the Registrar’s Office, get it signed by the chairperson of the major department, and return the completed form to the Office of the Registrar.

**Double Majors**
A student may major in two departments with the written
permission of the chairperson of each department, provided that the student fulfills all requirements for the major in both departments. For administrative purposes, the student should designate one of the two fields as the primary major—which will be the field in which the student takes Comprehensive Examinations. It shall be the student’s responsibility to consult with faculty advisors in the appropriate departments to ensure that all requirements are being met in both majors.

**Concentration**

A concentration is a sequence of prescribed courses, determined by an academic department or departments, which offers a specialized focus of studies. Consult specific department course listings for further information.

**Minors**

In addition to the major field of concentration, a student may choose one or more minors. A minor consists of fifteen (15) approved credits at the 200 level and above. The preponderance of courses for the minor must be taken at Belmont Abbey. Students must consult with the chairperson in the minor department in designing an approved program.

**Academic Advising**

Most faculty serve as academic advisors; they assist with decisions related to course requirements, academic majors, and career choices; meet with their advisees periodically each semester to explore the students’ needs and interests; assist their advisees with various administrative procedures (i.e., course registration, drop-add, or withdrawal), and generally monitor their advisees’ academic progress. Faculty who teach the First-Year Symposium serve as advisors for students enrolled in their symposium sections. The first-year advisor is specially trained to help students make an effective transition from high school to college and to adjust to the particular academic demands and expectations of Belmont Abbey College. Once a student officially declares an academic major, a professor within the academic department that supports the major will become the student’s new advisor. Students may declare a major as early as the end of their first year. Students who believe that they are not receiving adequate advising may contact the Chief Academic Officer for a review of their concerns. The student, however, is ultimately responsible for seeing that all degree requirements are fulfilled.
**Change of Major or Advisor**  
Students desiring to change their major field of concentration or advisor must complete the necessary forms in the Office of the Registrar.

**Class Attendance**  
Student attendance at class is governed by the following policy: All students are expected to attend classes regularly and punctually. **Students must understand that they are responsible for the academic consequences of absence.**

Students’ grades are based on academic performance; classroom attendance and participation may also be considered.

Students are accountable to their professors for all work. Professors should provide make-up opportunities for students who are absent with adequate cause. Should a student and teacher disagree in their interpretation of “adequate cause” as it applies to a particular absence, such disagreement will be resolved by the Chief Academic Officer.

The number of absences permitted shall allow students an opportunity to participate in College-sponsored extra-curricular activities.

An absence policy shall be prepared by each professor, who shall publish the policy in the syllabus for each course and distribute it to the students in the class within one (1) week of the beginning of the semester.

**College Assembly**  
From time to time, on such days and at such hours as the President or his designate may appoint, a general meeting of the entire student body may be held. Since this assembly is an official College function, all students are required to attend.

**Resident Requirement**  
Students are required to complete the final 30 credit hours for their degree at Belmont Abbey College. For cause, a waiver of this policy may be requested by written petition to the office of the Chief Academic Officer. The petition must include the college where the student intends to complete the work, and the specific courses to be completed. Any courses which will be taken to satisfy requirements in a major must be approved by the Chair of the Department.
of that major as well as by the Chief Academic Officer. Students ordinarily will not be permitted to complete more than six of the final 30 hours out-of-residence. Students granted permission to complete courses out-of-residence must do so within one calendar year of the end of the last semester in residence.

Registration

The student’s course schedule for registration must be worked out with his or her academic advisor. Any subsequent changes (e.g., the dropping or adding of any course, or withdrawal from a course after the add period) must be approved in writing by the advisor. The student must present this permission to the Registrar before any change will be made.

Course Schedule

The normal semester course schedule is 15 to 18 credits. Anyone taking more than this number requires the permission of the Chief Academic Officer. Credits above 18 will be charged per credit hour.

Permission for Courses Elsewhere

Degree-seeking students in good standing at Belmont Abbey College who wish to take courses at another institution for the purpose of transferring the credits toward their degree at Belmont Abbey College should consult with the Registrar and with their academic advisor before registering for such courses. (Credit hours, not grade points, are transferable.)

Students on academic probation at Belmont Abbey College must have the prior written permission of the Chief Academic Officer before registering for such courses. (Credit hours, not grade points, are transferable.)

Dropping or Adding the A Course

To drop a course, a student must obtain a signed drop/add form from his or her advisor and must present this form to Registrar’s Office. At the beginning of each semester, during the add/drop period, a student may drop a course without a grade by following the above procedure. Students may voluntarily drop a course and receive a grade of “W,” up to the date indicated on the College calendar for the academic session in progress. No student may withdraw from a course after that date.

Full time and part-time traditional students may add a class
through the last day of add/drop. (Please see the current academic calendar for specific dates.)

A student in the Adult Degree Program may add a class only on the first night of each eight-week session. Weekend College students and students enrolled in a 16-week session (with class meeting one night per week) may add a class on the first day of the session. Approval of the Director of the Adult Degree Program or faculty advisor is required.

All students who receive approval to drop or to add classes to their schedule must meet with their academic advisor. Students may drop or add a class on IQ Web or by filling out a drop/add form. That form must be presented to the Registrar’s Office. The Registrar’s Office will notify the Financial Aid and Business Offices of the changes. If the drop/add creates an additional charge, this charge must be paid before the student is permitted to attend class. If the drop/add results in a change to a student’s financial aid, the Financial Aid Office will notify the student in writing. **Students who have financial aid are encouraged to ask the Financial Aid Office how the drop/add will effect their financial aid, before making the change.**

**Pass/Fail Credits** Among courses chosen as electives, the student may take one course each semester on a pass-fail basis; i.e., although subject to all course requirements, the student’s grade will be either a pass (P) or fail (F). Notice of intent to take a course on a pass-fail basis must be given to the Registrar by the student’s academic advisor by the end of the drop-add period. No changes are permitted after this time.

**Auditing Courses** Auditing courses will be permitted only upon the presentation of a written request that has been signed by the instructor and the student. The student will not be given a grade or receive credit for an audited course, but must follow the regular requirements for registration and class attendance.

Fees for auditors are $120.00 for each undergraduate course. After the drop-add period, credit registrations may not be changed to audit, and audit registrations may not be changed to credit. The fee is non-refundable after the
beginning of the class session.

**Academic Probation**

Standards for acceptable academic progress at Belmont Abbey College have been established to assist students in assessing the quality of their performance and to assure the quality of our academic programs. Academic probation is used to alert students to potential serious academic difficulty in their progress toward a degree and as a warning that their level of academic achievement is falling below the level expected.

**Acceptable Academic Progress.** Belmont Abbey College students are expected to maintain at least a 2.00 cumulative grade point average. Students whose cumulative grade point average falls below a 2.00 will be placed on academic probation. In order to be removed from Academic Probation the student must earn a cumulative grade point of at least a 2.00.

Academic Probation will become a part of the official transcript.

**Requirements while on Academic Probation.** Students on academic probation are advised to meet the following conditions to increase their potential for academic success:

- Register for no more than 16 credit hours while on probation.
- Satisfy all course requirements, including attendance.
- Meet regularly with academic advisor.
- Meet regularly with tutors, if appropriate.

All students placed on academic probation are strongly encouraged to contact the Director of Academic Assistance, who will provide them with counseling and with resources designed to help them succeed at Belmont Abbey College.

**Academic Dismissal**

**Continuing Students.** If while on Academic Probation the student’s semester grade point average falls below 2.00 and the cumulative remains below 2.00, the student will be dismissed from Belmont Abbey College. Academic Dismissal will become part of the official transcript.

**New Students.** Any new student with a cumulative grade point average of less than 1.25 may be dismissed at the
end of the first semester without being offered a semester on probation. Academic Dismissal will become part of the official transcript.

**Requirement for Readmission.** Students who have been academically dismissed must complete the equivalent of two full-time semesters (a total of 24 credit hours) of satisfactory academic work at an accredited college or university in order to be considered for re-admission. Students returning to Belmont Abbey College following dismissal must follow the standard readmission procedures for any student and will automatically be placed on probation for their first semester.

**Appeal of Dismissal.** A student who has been academically dismissed may submit a written appeal to the Academic Dean. The Academic Dean, in consultation with the Registrar, the Director of Academic Assistance, and an appointed faculty member, will review all appeals of dismissal. A decision regarding an appeal will be communicated to the student in writing by the Academic Dean in a timely fashion. If readmission is granted, a student will be readmitted on academic probation and will be informed in writing of any special conditions of re-enrollment. Students reinstated by appeal may not, if dismissed again in subsequent semesters, submit any further appeals for readmission. The College uses the following guidelines for probation:

<table>
<thead>
<tr>
<th>2.00 Term GPA</th>
<th>2.00 Cumulative GPA</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Good Standing</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Continued on Probation</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Academic Dismissal</td>
</tr>
</tbody>
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**Student Grievance Procedures**

Students who believe that they have been treated contrary to College policies may seek redress through the grievance process. Any student with a complaint, whether that complaint concerns an academic matter, a financial aid decision, or an issue in Student Life or Housing, should first address the complaint with the faculty or staff member involved. If a resolution of the concern is not achieved, the student may appeal in writing to the appropriate Director, Dean, or Vice President.
Academic grievances should be made, in writing, to the Chief Academic Officer, who has final authority in the academic process. Appeal of a financial aid grievance should be presented to the Director of Financial Aid. Appeals of Financial Aid decisions may be made in writing to a separate Appeals Committee whose procedures are governed by Federal regulations. A Student Life or Housing grievance should be made to the Dean of Students. A written response generally will be made to the student within ten days.

If the student believes a grievance exists in a non-academic matter, the student may appeal to the College Grievance Committee by sending a written appeal to the Grievance Committee in care of the President’s Office. The President’s Office will forward the complaint to the Chair of the Grievance Committee who will convene the committee in accordance with the requirements of the College Handbook.

Students should understand that the grievance procedure is not an avenue for appealing a disciplinary sanction. There is a separate judicial appeals procedure described in the Student Handbook for appeals regarding disciplinary sanctions.

Scholastic Dishonesty

In accordance with the moral and academic standards of Belmont Abbey College, scholastic dishonesty of any kind will not be tolerated. Academic dishonesty includes plagiarism (the appropriation of passages from the writing of another as one’s own), collusion (improper collaboration with another in preparation of notes, term papers, or other written work), cheating (giving or receiving, offering or soliciting information, or using illicit material in an examination or quiz), or fabrication of sources used in a paper and included in its bibliography. Stern disciplinary action will be taken against any student who is found guilty of scholastic dishonesty, and penalties levied will be clearly stated in each course syllabus. At the discretion of the instructor, a student may receive the grade of F for the test or paper on which there was dishonesty or the student may receive an F for the entire course. If a student receives an F for a course, the student may not drop the course to avoid the F grade. If a student is found guilty of an egregious
offense, or has demonstrated repeated or habitual scholastic dishonesty, the Chief Academic Officer may bypass the general procedure as outlined in the Student Handbook and either bring the case directly to the Disciplinary Committee of the College or dismiss the student from Belmont Abbey College without further adjudication.

Students are strongly advised to refer to the Student Handbook and to review the general procedures followed with regards to adjudicating incidents of scholastic dishonesty.

Withdrawal from the College

Students who wish to withdraw from Belmont Abbey College must complete an official withdrawal form (available in the Registrar’s Office). The student must obtain all of the required signatures on the withdrawal form and return the completed form to the Registrar’s Office. The official date of withdrawal is the date the student completes and returns the form to the Registrar’s office. If a student fails to return the completed withdrawal form to the Registrar’s Office, the student will not be officially withdrawn from the college. Withdrawal means voluntary withdrawal, either partial or complete. Except in the event of a serious illness or an emergency, withdrawals must be done in person. Telephone withdrawals will not be processed.

Leave of Absence or Medical Withdrawal

Students may withdraw from Belmont Abbey College in good standing on a leave of absence for treatment of a medical condition or for other good reasons. If the reason is non-medical, the student must apply to the office of the Chief Academic Officer for a leave of absence.

In the case of a medical reason, the student must apply to the Dean of Students for a leave of absence, with supporting documentation from a physician or counselor. These materials will be reviewed by campus medical personnel before a medical withdrawal or leave of absence is granted. All medical records will be considered confidential and will not be released to anyone other than the Director of the Health Center or Counseling Center.

A student granted a leave may return to the College by reapplying for admission, which is considered official noti-
fication of the student’s intention; application fees for such students will be waived.

Such notification of intent to return must be received by the College by May 1 if the student intends to return in the fall semester, and by December 1 if the student intends to return in the spring semester. In addition, transcripts must be sent to the Registrar if any work has been done at other colleges or universities during the time of the leave of absence.

Students who wish to receive campus mailings during their leave of absence may do so by notifying the Chief Academic Officer.

Students who are not in good standing at the time of their departure, or who are gone for more than two (2) semesters, are not eligible for the above leave of absence policy, and must complete the regular admissions process if they wish to return.

**Classification of Students**

A full-time student is one who is taking 12 or more credits, whether as a regular or as a special student.

A parttime student is one taking fewer than 12 credits.

A regular student is one enrolled in a degree-granting program at Belmont Abbey College. A regular student is further classified as follows:

- **Freshman:** 0-24 credits
- **Sophomore:** 25-58 credits
- **Junior:** 59-89 credits
- **Senior:** 90 or more credits

A special student is one not formally enrolled as a degree-seeking student. Under this classification come, for example, those students taking special work to complete teacher certification; and transient students enrolled for a limited time; and high school students.

**Grading System**

The following system of grades is employed on student permanent records:

- **A:** 4.00 4.00 quality points per credit
- **A-:** 3.67 3.67 quality points per credit
An “I” grade signifies incomplete work because of illness, emergency, or extreme hardship. It is a non-punitive grade. Ordinarily, incomplete course work must be completed by the end of the semester following the term in which the “I” was assigned; failure to do so will result in the assignment of an “F” for the course. However, individual faculty members may set a time limit within which the incomplete course work must be completed. In such cases, the student and the Registrar must be given written notice of the limit.

Grade “F” for the semester requires repetition of the whole work of the course.

Students who receive a passing grade in a course are not permitted to raise their grade by re-examination, but they may repeat the course for this purpose.

Grade Point Average

The grade point average (GPA) is the number of quality points earned divided by the number of credits attempted. A grade point average of 4.00 is an “A” average; 3.33 is a “B+” average; 3.00 is a “B” average; 2.00 is a “C” average; 1.67 is a “C-” average; 1.00 is a “D” average. The cumulative grade point average is determined by dividing the total number of quality points earned by the total number of semester hours attempted. If a student repeats a course, only the most recent grade and the credits attempted for it will be counted in the calculation of the grade point average. The original grade for the course and any subsequent
grade for the same course will remain on the transcript.

Grade Reports  Providing that all financial obligations to the College have been fulfilled, students can access their academic records, including course grades, on I.Q. Web. Mid-semester grades do not appear on the student’s permanent record.

STUDENT RECORDS AND THE PRIVACY LAW

Permanent Records  The Permanent Record is a chronological history of a student’s entire quantitative and qualitative achievement at the College. It reflects the basis on which the individual entered and left the institution. The Permanent Record includes the following information: the name of the school, the student’s name, area of study at time of graduation, record of work pursued, dates of attendance, and date of graduation.

All records other than the Permanent Record are destroyed by shredding except to the extent that the law requires their maintenance for a longer period of time. The permanent record is maintained indefinitely.

Access to Student Records  Belmont Abbey College, following the requirements of the Family Educational Rights and Privacy Act (FERPA), affords students certain rights with respect to their records.

FERPA is a Federal Law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

1. The College maintains records for each student that include name; address; student identification number; information on parents, guardian, or spouse; general
information on academic status at the College; previous school data; results of standardized admission examinations; and courses previously taken or being taken; credits; and grades. Applicants for financial aid have an additional file established holding those records.

2. The Registrar is responsible for maintaining all of these records, except for those involving financial aid. The records maintained by the Registrar are also available to the Dean of Students, the Chief Academic Officer, the Director of Financial Aid, the faculty of the College, and to their respective staff for the normal academic and business purposes of the College.

Records involving financial aid are maintained by the Director and staff of Financial Aid, the Chief Academic Officer, and by the Committee on Scholarships for the purpose of granting and administering the College’s financial aid programs. All of these records are also available to such other organizations and persons as are entitled to them under Part 99 of the Code of Federal Regulations. None of these records nor any personally identifiable information contained therein, other than directory information (see below), will be made available to anyone else, other than the student, without written consent. When consent is required and given, the student, upon request, will receive a copy of the records to be released.

Personal and Discipline records are maintained by the Dean of Students and are available to the student life staff and Disciplinary Committee as needed. The College will keep a record, available to the student and kept with the personal file, of all persons and organizations, other than those authorized within the College, requesting or obtaining access to the files. This record will indicate specifically the legitimate interest of each person or organization that obtains access to the records.

3. Students may inspect their academic transcripts during normal working hours.

To see other records, students must provide a written
request to the Registrar, the Director of Financial Aid, or the Dean of Students, as appropriate. A mutually convenient time will be arranged within ten (10) working days after receipt of the request for the student to examine the records in the file. At that time the student may examine all records in the file with the exception of those specifically exempted by Part 99 of the code of Federal Regulations. All reasonable requests for explanations or interpretations of the records will be honored.

If inaccurate, misleading, or otherwise inappropriate data are found in the records, they will be promptly corrected or deleted. The student also has the right to insert into the records a written explanation respecting the contents of such records. If the student and the Registrar, the Director of Financial Aid, the Dean of Students, or their deputies do not agree on any items contained in the records, the student may submit a written request to the Chief Academic Officer for a hearing to challenge the content of the records. The Chief Academic Officer will schedule such a hearing within thirty (30) days after receipt of the request and will notify the student a reasonable amount of time in advance of the date, time, and place of the hearing. The hearing will be before a board composed of the Chief Academic Officer, the Dean of Students (or their designated alternate), and at least one disinterested member of the faculty who shall be appointed by the Chief Academic Officer. None of those hearing the challenge may have a direct interest in the outcome. Students will be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney. The decision of the board on the correctness of the record, as determined by majority vote, will be in writing and will be final. This decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and of the reasons for the decision.

If, as a result of the hearing, the College decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student,
the College shall amend the records accordingly and so inform the student in writing. However, if, as a result of the hearing, the College decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the student of the right to place in the records a statement commenting on the information in the records and/or setting forth any reasons for disagreeing with the decision of the College.

4. The College considers the following to be directory information: student’s name; hometown address; student’s local address; telephone listing; email address; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational agency or institution attended by the student.

5. No student can be required, or will be asked, to waive rights under Part 99 of the Code of Federal Regulations. However, a student may voluntarily waive right of access to confidential statements made by third parties respecting admission to educational agencies or institutions, applications for employment, or the receipt of an honor or honorary recognition. In case of a waiver, the confidential statements will be used solely for the purposes for which they were specifically intended, and the student will, upon request, be notified of the names of all persons making such confidential statements.

6. The College reserves the right, after a five-year period, to destroy any and all records that it maintains on a student, except to the extent that law requires their maintenance for a longer period of time.

7. The College also maintains for each student a medical record showing history, treatment, etc. These records are maintained at the Student Health Center and, while specifically excluded from Public Law 90-247, are still available for inspection by the individual student on request. The College also maintains for each student
sent to the Counseling Center, the Placement Center, or to Disabled Student Services (DSS), records of those visits as well as other relevant records. These are available only to the staff member directly involved in counseling the student, and within the limits of the law, to the student upon reasonable request.

ACADEMIC RECOGNITION

Academic

**The President’s List.** Students achieving a grade point average of 4.00 for the semester, taking at least twelve credits on a graded basis, and with no “I” grades, are included on the President’s List. Credits with the grade of Pass are not considered as credits on a graded basis.

**The Dean’s List.** Students who achieve a minimum grade point average for the semester of 3.40, taking at least twelve credits on a graded basis, and with no “F” or “I” grades, are included on the Dean’s List. Credits with the grade of Pass are not considered as credits on a graded basis.

Students on these lists who do not wish to have their names published in the media are required to inform the Chief Academic Officer in writing by December 1 for the fall semester, and by May 1 for the spring semester.

**Who’s Who Among Students in American Colleges and Universities.** Every year based upon nominations from the administration, faculty, and student body the most outstanding juniors and seniors are selected on the basis of the following qualities: excellence in scholarship, leadership and participation in extra-curricular and academic activities, citizenship and service to the College, promise of future usefulness to business and to society. A short biography of each student honored by selection is published in the annual edition of *Who’s Who Among Students in American Universities and Colleges.*

**The Abbey Student of the Year.** This award is made by Belmont Abbey College to a senior who exemplifies the ideal Abbey student and who has contributed significantly to campus academic and extra-curricular life. The mini-
mum cumulative GPA a student must have to be considered for this award is 3.0. A committee appointed by the Vice President for Student Life makes the final selection from nominations received from faculty, administrators, and staff. The award is announced at Commencement.

**The Fr. Raphael Bridge, O.S.B., Academic Award.** The Fr. Raphael Bridge, O.S.B., Academic Award is presented to a junior or senior intercollegiate athlete who demonstrates superior academic achievement, and who participates fully in a sport.

**The Marty Thomas Sports Award.** This award is presented to a student selected as the best all-around athlete in intercollegiate and intramural sports.

**The Thomas Oestreich Award.** This award is presented by the History Department, when merited, to an outstanding history student.

**The Isabelle Ellis Hart Award.** This award is presented by the Department of Business and Economics to a student who excels in the fields of economics and finance.

**The Outstanding Departmental Award.** When appropriate, this award is presented by individual academic departments to outstanding junior and senior students in the respective major.

**The Michael A. Nalls, Sr. Memorial Award.** This award is presented to the outstanding freshman female and male athlete based on their contribution to the athletic program.

**The Larry Reidy Memorial Award.** This award is presented to an individual who has been of great service to a sports program or the athletic department. This service award is based on outstanding service that goes above and beyond the call of duty.

**The Pop Martin Memorial Award.** This award is presented to the outstanding female or male junior or senior all-around student-athlete. The recipient must possess over-all athletic and academic abilities and also demonstrate the true spirit and heart of Belmont Abbey College.
Athletics.

**The Carl Van Orden Award.** The Carl Van Orden Award is presented to a junior or senior who demonstrates academic excellence in business studies.

**Honor Societies**

**Accounting Honorary Society.** The College Accounting Honorary Society was established in 1982. It is a scholastic and professional accounting society with membership open to students, faculty, and alumni. The objectives of the organization are to encourage and recognize scholastic and professional excellence in accounting, to promote the study and practice of accounting, to cultivate a sense of ethical, social and public responsibility and service, and to promote opportunities for association among members and practicing accountants.

**Beta Beta Beta.** The Tau Upsilon Chapter of Beta Beta Beta National Biological Honor Society, established in 1982, encourages scholarly attainment in biology through academic achievement, research, and dissemination of knowledge through public lectures, meetings, publications, and other activities.

**Delta Epsilon Sigma.** The Gamma Iota Chapter of Delta Epsilon Sigma National Honor Society was established in 1959. Membership in this organization is an acknowledgment of scholastic achievement and a stimulus to further intellectual growth.

**Kappa Delta Pi.** The Upsilon Eta Chapter of Kappa Delta Pi, an international honor society in education, was established in 1994. The society aims to promote excellence in education, maintain a high degree of professional fellowship, encourage professional growth, and honor achievement in educational work. Membership is open to honor students in undergraduate education who espouse worthy educational ideals, and have demonstrated commendable personal qualities and sound scholarship.

**Phi Sigma Tau.** The Beta Chapter of North Carolina Phi Sigma Tau, the national honor society in philosophy, was established in 1979. Its aim is to promote debate of intellectual issues through discussion groups, annual lectures,
and other activities. Membership is open to all students who have shown both interest and excellence in the study of philosophy.

**GRADUATION**

**Participation in Graduation** Students may participate in graduation only if they have applied for graduation through the Registrar’s Office. Students must be within six (6) hours of completing graduation requirements at the end of the spring semester to participate in graduation. Student teaching credits are exempt from this requirement. The Registrar determines eligibility for participation in graduation.

**Persistence Rates** In compliance with federal law, persistence rates for first-time freshmen at Belmont Abbey College and for first-time freshmen athletes are available upon request in the Admissions Office.

**Graduation Honors** To graduate with honors, a student must have completed at least two years of course work at Belmont Abbey College (“P” graded courses are not included), and must have attained a cumulative grade point average as follows:

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.40</td>
<td>Cum laude</td>
</tr>
<tr>
<td>3.75</td>
<td>Magna cum laude</td>
</tr>
<tr>
<td>3.90</td>
<td>Summa cum laude</td>
</tr>
</tbody>
</table>

Students not wishing to have graduation honors released to the media are required to so inform the Chief Academic Officer in writing prior to April 1.

**Deficiencies for Graduation** All Incomplete grades and approved course substitutions required for graduation must be completed by May 1 of the student’s graduating year.

**Major Capstones** All seniors complete at least one of the following capstone experiences within the major: a senior seminar, a comprehensive examination or a defense of a written thesis. The choice of comprehensive examinations or senior research thesis is made by the individual departments. Although the schedule of when these exams or defenses occurs is left up
to the department, they usually take place at the end of November and April.

**Second Bachelor’s Degrees**

Students who have earned a bachelor’s degree from Belmont Abbey College or from another accredited institution may qualify for a second bachelor’s degree under the following conditions:

1. Formal notification must be filed with the Chief Academic Officer;
2. The general education core requirements of Belmont Abbey College must be fulfilled;
3. All requirements for the new major must be fulfilled; and
4. A minimum of thirty (30) additional semester hours of upper-level credit must be taken at Belmont Abbey College and passed with an average of 2.00.

The same degree (i.e., in the same major) may not be awarded twice. Some majors will require substantially more than two semesters for completion.
SPECIAL ACADEMIC PROGRAMS

Academic Assistance

Stacey Davis, Director

The Office of Academic Assistance (OAA) and the Academic Resource Center (ARC), located in the lower level of the Library, provide a range of services to help students succeed in their studies at Belmont Abbey College. The ARC offers one-on-one tutoring with faculty across the academic disciplines, particularly in English composition and mathematics. Tutoring schedules are posted at the beginning of each semester.

The Director of Academic Assistance oversees the ARC, schedules faculty tutors, and works closely with any student experiencing academic difficulty, including those who have been placed on academic probation. The OAA offers both individualized academic coaching and group workshops to help students develop the skills needed to succeed in college—including time management techniques and study skills. Through the Office of Academic Assistance and the ARC, the College commits itself both to upholding high academic standards and to providing support to enable all diligent students to succeed. All students are encouraged to take advantage of the services the OAA and the ARC have to offer (Telephone 704.825.6776).

Career Services

Matthew Caporale, Director

The Office of Career Services is available to assist all students, faculty and staff to meet their career development needs. Professional, experienced personnel will help individuals explore their career interests, choose a major, find career information, develop interview skills and search for internships and employment. Career testing, counseling, and assistance with writing resumes are offered at no charge. Career Services also offers the opportunity to participate in mock interviews and in on-campus job interviews with employers. Full-time, part-time, and summer internship information is available. To receive job opening information, please register by contacting Career Services by email (career.services@bac.edu), telephoning (704.825.6783), or in person (St. Leo’s 102).

Career Information. FOCUS, an internet-based career information program covering all career fields, is accessi-
ble through the student’s home or dorm computer. Individualized results may be printed if desired. Contact the Career Services Office for the access code.

**Honors Institute**  Eugene Thuot, Ph.D., Director

Drawing from guidance provided by John Paul II in his encyclical on *Faith and Reason*, the Honors Institute of Belmont Abbey College is a four-year educational program which seeks to respond to the yearnings and abilities of students who have demonstrated intellectual excellence and seriousness of mind in the pursuit of truth. The principal aim of this program is exploration of issues and questions of permanent importance through study and discussion of some of the greatest texts of past and present. Lectures, in-class discussions, seminars, and an emphasis on personal reflection and writing encourage depth of thought and clarity of expression. In the pursuit of these aims, students collaborate rather than compete. The ultimate objective of study and discussion is not victory over another or individual dominance. It is rather mutual assistance so that the best in each is brought forth and so that progress in true understanding can emerge as fully as possible. Students are especially urged to listen to authors, teachers, and each other with what the Rule of St. Benedict calls “the ear of your heart.”

In addition to the study of great texts, the enrichment of writing skills, and a genuinely collegial experience, The Honors Institute also features the following curricular and extra-curricular opportunities:

**Independent Study.** Through the *Honors Tutorial* and the *Honors Paper*, Honors Institute students are able to examine more closely, analyze more carefully, and reflect more fully upon contemporary questions or matters pertaining to their chosen majors.

**The Honors Institute Seminar.** A culminating course in the senior year in which Honors Institute students join three to five members of the Belmont Abbey college faculty in studying and discussing one of the following: 1) crucially important contemporary questions; 2) non-Western authors; 3) texts by Latin American authors.
Cultural Enrichment. Three or four times each semester, Honors Institute students attend theater, music, and dance performances in nearby Charlotte for a nominal—or—no cost. These are presented by the Charlotte Symphony, Opera Carolina, the North Carolina Dance Theatre, and internationally known performing artists.

Study Abroad; the Washington Experience; Guest Lecturers; Dinners with Faculty/Administrators. In the summer prior to the senior year and with the assistance of a College-provided travel grant of $3,500, rising seniors in the Honors Institute can engage in a month-long course of study in a foreign country under the guidance of Belmont Abbey College faculty or educators from other institutions.

As an alternative to the latter option, Honors Institute students can take part in a 5-night, 4-day largely expense-free visit to Washington, D.C. in order to become better acquainted with political institutions and cultural landmarks in our nation’s capital in a program organized by Belmont Abbey College faculty and/or administrators.

Honors Institute students also benefit from the wisdom of guest lecturers from other colleges and universities who will speak on contemporary issues or shed further light on texts that Honors Institute students have studied.

In addition to spending time together in class, Honors Institute students, faculty and/or administrators periodically dine together both on and off campus.

Internships Matthew Caporale, Director
Several majors require internships and all students are encouraged to participate in the Internship experience. Internships may be part-time, full-time or during the summer. Internship information and registration forms are available in Career Services.

“Internships eligible for academic credit” must have the approval of the student’s major department and must meet academic requirements that differ by major. (Credit varies from 1-12 credits as determined by the College and requires completion of the sophomore year prior to the
“An internship for experience” in a field of work closely related to the student’s major is valuable, but will not qualify for academic credit unless it has been approved for credit by the major department.

**Military Science**

The ROTC program at Belmont Abbey College, which is elective, is offered through the University of North Carolina at Charlotte. It emphasizes instruction in the development of leadership skills and managerial ability for young men and women, and provides an opportunity for those who qualify to serve their country as officers.

Leading to a commission in the active Army, Army Reserve, Army National Guard, or Air Force, the ROTC program is designed primarily around a two-year Basic Course and a two-year Advanced Course. Enrollment in the Basic Course does not obligate the student to military service. Students in the Advanced Course attend a summer camp between their junior and senior years, and receive a monthly stipend for ten months during each school year. Upon completion of the Advanced Course and graduation from the College, a student will be commissioned a Second Lieutenant in the Army Reserve or Air Force. Course offerings, descriptions, and consortium information are available from the Registrar’s Office.

**Scholarships.** The ROTC Scholarship Program provides financial assistance to highly qualified male and female students who are considering careers as officers. Students may qualify for one-, two-, or three-year scholarships. All ROTC scholarships pay for tuition, books, laboratory expenses, and other purely educational costs. Additionally, students continue to receive a monthly stipend in the Advanced Course.

**Pre-Professional Programs**

The pre-professional programs offered by Belmont Abbey College entail four years of undergraduate study and a B.S. or B.A. degree. The pre-dental, pre-medical and pre-veterinary student should follow the curriculum given on the page of the Catalogue for the major concentration in Biology. The pre-legal student may minor in pre-law but generally majors in: Economics, English, History, or
Political Science. Please see the section on “Majors, Minors and Concentrations” for more information.

Services for Students with Disabilities

Stacey Davis, Director
The Director of Academic Assistance, located in the Academic Resource Center (lower level of Library), is the campus representative responsible for compliance with the Americans with Disability Act (ADA), and manages all student requests for special accommodations due to disabilities. An applicant with a documented disability must satisfy the regular admission requirements. The decision to admit or not admit the applicant will be made without regard to the existence or nature of the applicant’s disability.

Accommodation Policy: Once accepted to the College, the student who wishes to receive reasonable accommodations must: a) participate in an evaluation interview the Director of Academic Assistance, and b) provide documentation of a medical assessment and/or psycho-educational evaluation completed in the last three (3) years. Documentation for a psychological disorder must be current within six (6) months. Documentation must define the disability according to professional standards, list the recommended accommodations, and explain the rationale for accommodations in relation to the diagnosed disability. Upon submitting proper documentation of the disability, the student will be informed of the accommodations that the College can provide and of the procedures for obtaining these accommodations on a semester-by-semester basis. Throughout the student’s enrollment in the College, he/she is responsible for reinstating at the beginning of each semester his/her desire for accommodations for that term by meeting with the Director of Academic Assistance.

Accommodations related to coursework and the classroom environment are determined on a case-by-case basis. Common accommodations that students qualify for are extended time on tests, a distraction-reduced testing environment, and minor modifications to methods of testing. The College does not provide prescribed devices, readers for personal use or study, or any specialized academic tutoring beyond that available to all students. Students who are non-ambulatory or whose mobility is severely restricted should visit the campus and consider the appro-
priateness of the physical facilities before applying to the College. The College is not responsible for providing personal care attendants. Students with disabilities are expected to maintain the same academic standards as other students, and to seek out academic support if needed.

The Director of Academic Assistance invites students with disabilities or those who suspect they have a disability to contact the Office of Academic Assistance at any time for consultation. All questions and concerns will be responded to in a confidential manner. Neither the Director nor any other official of the College may discuss the student’s disability with the student’s parent(s), guardian(s), or instructors without the written consent of the student.

Disputes or grievances related to the College’s services for students with disabilities should be submitted to the Chief Academic Officer of the College. In spirit as well as letter, the members of the College faculty and administration strive to comply with the requirements of Section 504 of the Rehabilitation Act of 1973 and of the Americans with Disabilities Act, as well as exhibit the values of the Catholic Benedictine tradition in their response to disabled students.

**Study Abroad**

**Robert Jones, Ph.D., Director**

Understanding the people of another culture and learning to interact with people of other nationalities are among the hallmarks of the educated person. To qualified upperclassmen, Belmont Abbey College offers the option of intensive language study—including semester-long programs in France, Germany and Guatemala.

To be eligible for the intensive language programs, a student must have junior or senior status and a cumulative average of 3.0 or the permission of the Chief Academic Officer. In addition, the College provides students with assistance and advice in selecting other college-approved study abroad programs. Interested students should contact the Director of Study Abroad at 704.825.6832.

Students wishing to participate in the intensive language programs must fill out and file an Application for Study Abroad with the Director of the program. The completed application form describing the proposed course of study
should be submitted to the Director during the semester prior to the projected year during which the student will be studying abroad.

A maximum of thirty (30) semester credits may be earned under the study abroad option. The College reserves the right to refuse to accept work done in a program abroad that has not been first authorized by the Director of Study Abroad.

The cost of the intensive language programs abroad (tuition, room and board) is set at the cost of full-time tuition, a 19-meal contract and residence in the Cuthbert Allen apartments. Financial aid packages granted by the College can be used to defray the costs of these programs.

Students may also apply for the Lowry Travel Scholarship to help defray the cost of travel to programs abroad. Application materials for Lowry Scholarships may be secured from the Director of the program.

From time to time the College may offer shorter term study abroad courses, usually during the summer. College-sponsored or -affiliated programs will be announced in the spring semester preceding the summer of study. Normally, financial aid packages cannot be used to defray the costs of these courses.

**Summer School**

Belmont Abbey College provides a summer program of two four-week day sessions and one eight-week evening session. Students may take up to seven (7) semester hours at any one time. Courses are open to visiting students, as well as to Belmont Abbey College students in good academic standing. Summer school may help students accelerate completion of their degree, fulfill core and major requirements, or explore new areas of interest. The same academic standards apply to Summer School that exist during the regular academic year. Suspended and dismissed students are not permitted to register for summer classes.
THE BELMONT ABBEY COLLEGE CURRICULUM

All traditional day students complete the requirements of the core curriculum, which constitutes 59 of the 120 credit hours required for graduation. In addition to the core curriculum, each student selects an academic major, to which may be added a second major or a minor.

TRADITIONAL CORE CURRICULUM

As its name suggests, the core curriculum lies at the heart of undergraduate education at Belmont Abbey College. Our core curriculum, along with our Catholic, Benedictine heritage and our historic campus, distinguishes the College from all other schools in our region. The skills, knowledge and values that we seek to instill through core courses are a tangible manifestation of the spirit of the Benedictine founders of the College—as are the basilica, monastery, and original school buildings. They all testify that the mission of Belmont Abbey College is to cultivate both the mind and the spirit.

The focus of our core curriculum is the Platonic triad of the good, the true, and the beautiful. The goal of this curriculum—and of all study at the Abbey—is to enable students to grow in knowledge and virtue so that they can live full lives that will benefit themselves and others. We believe that studying the liberal arts in the light of Judeo-Christian values, reflecting on them, and cultivating the habits of mind they encourage will help students to think critically, to write and speak well, to master quantitative skills, and to understand how different disciplines, periods, cultures and peoples have dealt with the great questions of life. Contemplating these questions ideally leads to wisdom and prepares students to live lives of integrity—constantly striving to improve themselves and the world in which they live.

The core courses in the First Year Symposium (FS 101) introduce students to the knowledge, values, traditions, and academic culture characteristic of a Catholic, Benedictine liberal arts education. The rest of the core curriculum, which builds on that basis, culminates in The Great Books capstone course (GB 320). Great Books recapitulates, in a broader interdisciplinary context, the exploration of some of life’s most important questions and the various answers given by great thinkers from different academic disciplines, historical periods, and cultures—after students have already encountered these topics discretely in the other courses of the core curriculum.

Through a competency test, students can demonstrate computer literacy. Information literacy is integrated into a number of courses, from the First Year Symposium and the English 101-102 sequence to advanced courses in the majors. A Global Perspectives course assures that each student has at
least one significant academic experience with a foreign culture, either through course work or through studying abroad. Finally, all students must take at least one course flagged as writing intensive. Such courses are designed to provide extensive opportunities to write and to work with specially-trained faculty on multi-draft projects.
CORE CURRICULUM (TRADITIONAL STUDENTS)

I. FS 101: First-Year Symposium, 3 credits

II. FOUNDATIONAL SKILLS IN THE LIBERAL ARTS

A. WRITING, 6 credits
   1. EN 101: Writing on Contemporary Issues
   2. EN 102: Argumentative Prose (Prerequisite: EN 101)

B. CRITICAL THINKING, 3 credits
   PH 101: Logic

C. QUANTITATIVE THINKING, 3 credits
   One of the following, appropriate to the student’s likely major:
   MA 135: Mathematics for Liberal Arts
   MA 151: Algebra for Sciences and Finance
   MA 152: Trigonometry and Pre-calculus
   Any 200-level mathematics course
   Any statistics course
   Any calculus course

III. FURTHER EXPLORATIONS IN THE LIBERAL ARTS

A. THEOLOGY, 6 credits
   1. TH 101: Christian Thought: Early and Medieval
   2. TH 202: Christian Thought: Reformation and Modern

B. PHILOSOPHY, 6 credits
   1. One of the following:
      PH 200: Introduction to Philosophy: Ancient and Medieval
      PH 201: Introduction to Philosophy: Modern and Contemporary
   2. PH 250: Ethics

C. HISTORY, 6 credits
   One of the following survey sequences, which must be taken in its entirety:
   HI 201-202: World Civilization I-II
   HI 203-204: American History I-II

D. LITERATURE, 6 credits
   1. One of the following:
      EN 201: World Literature
EN 203: American Literature
2. EN 202: English Literature

E. FINE ARTS, 3 credits
   One of the following:
   AR 101: Introduction to Art in Western Civilization I
   AR 102: Introduction to Art in Western Civilization II
   EN 104: Creative Writing
   EN 216: Introduction to Film Criticism
   FA 108: Introduction to Theatre Arts
   FA 110: Introduction to Stage Craft
   FA 150: Theatre Practicum (1 credit)
   MU 101: Music Appreciation
   MU 110: Chorus (1 credit)
   Other fine arts courses as offered

F. NATURAL SCIENCES, 8 credits
   1. One of the following:
      BI 101: Natural World
      BI 155: Human Anatomy and Physiology
      BI 201: Cell Biology (permission of instructor required)
      BI 231: Organismal Diversity (permission of instructor required)
   2. One of the following:
      SC 110: Physical World
      CH 105: General Chemistry
      PY 101: General Physics I

G. SOCIAL SCIENCES, 6 credits
   1. PO 201: American Government
   2. One of the following:
      EC 201: Introductory Economics I
      PC 201: Introductory Psychology
      SO 201: Principles of Sociology
      Another psychology or sociology course (permission of instructor required)

IV. GB 320: Great Books Capstone, 3 credits

V. OTHER GRADUATION REQUIREMENTS

A. WRITING INTENSIVE REQUIREMENT, one flagged 3 credit course
Each student must complete at least one course designated as “Writing Intensive,” marked with the designation (W) in the Course Schedule, with students strongly encouraged to choose one within their major or minor field of study.

B. GLOBAL PERSPECTIVES REQUIREMENT
Each student must fulfill this requirement with one of the following:
• One of the following core courses: HI 201, HI 202, EN 201, AR 101, AR 102, or FA 108.
• Any course approved as meeting “Global Perspectives” criteria and so designated by the Office of the Registrar.¹
• Completion of intermediate-level modern language (fourth semester of college-level language).
• Significant academic experience abroad (5 weeks or more).

C. COMPETENCY IN TECHNOLOGY
All Belmont Abbey College students must demonstrate basic computer competency in one of the following ways:
• Passing the competency exam administered during orientation weekend and periodically upon demand.
• Completion of CS 100 or another CS course relevant to the student’s major.
• A technology-intensive class in the major.

¹In advance of pre-registration each semester, the Office of the Registrar publishes, in addition to the general Course Schedule, a list of the “flagged” courses meeting the Writing Intensive and Global Perspectives requirements.
Dr. Michael D. Hood
Associate Professor of English

Recipient of the
2006-2007
Adrian Faculty Excellence Award
MAJORS, MINORS AND CONCENTRATIONS

The following pages describe the academic programs available at Belmont Abbey College and include courses of study organized as majors, minors and concentrations. In addition to a broad base in the liberal arts, students focus on a particular discipline, which is called the major. First and second-year courses are called lower-level courses and are numbered 100 to 299. The junior and senior courses are numbered 300 to 499 and are called upper-level courses.

The programs of major concentration are listed by department. Not all departments listed in this catalog offer a major, and some free-standing majors are offered within a larger department (e.g., Economics or Environmental Science). Those departments offering a minor are also indicated in the descriptions.

The college value for a course is stated in credits. Following each descriptive title, the credit value is indicated in parentheses.
ACCOUNTING

Chair: Angela Blackwood

Associate Professors: Angela Blackwood, Lynne Shoaf.

The Bachelor of Arts in Accounting provides graduates with a specialization in accounting issues and skills and a broad business education. Theory and application are integrated to develop the ability to think, exercise judgment and make decisions in a complex and rapidly changing business environment.

Accounting is the language of business and as such is a communication process. A strong liberal arts, accounting and business background provide the necessary communication skills to be successful. An appreciation of a sense of ethical, social and public responsibilities is fostered.

With an accounting degree, graduates can pursue careers as professional accountants in public, private and not-for-profit organizations, as well as in fields such as banking and financial management. This degree can also serve as a basis for graduate study in accounting, business administration, education and law.

Completion of the accounting major qualifies the student to sit for the North Carolina CPA examination. Requirements to sit for the CPA exam vary by state. Students should consult with the State Board of CPA Examiners in the state in which they desire to practice. North Carolina now requires 150 hours of coursework to be licensed as a CPA.

Requirements for B.A. Degree: In addition to the College’s general requirements for graduation, the following are required for an Accounting major:
Required business core courses: AC211, 212; AC/BU 265, BU 300, 306, 310, 312, 315, 412, EC 201, 202, MA 145
Required upper-level accounting courses: AC 311, 312, 321, 331, 341, 360 401, 407 (BU 407 when AC 407 not available) and one of the following: AC 332, BU 309, 326 or IB 310.

NOTE: A minimum of a “C” average in all accounting courses is required for graduation. For a B.A. degree no more than four accounting courses and five business courses may be taken at another institution.

Requirements for Minor: AC 211 and 212 and three upper level courses
in Accounting. A grade of “C” or better must be earned in the courses taken for the minor. The majority of accounting courses cannot be transferred to be considered for a minor. Students considering a minor in Accounting should see the department chair for information about courses that best relate to the student’s interests.

**Requirements for a Double Major in Accounting and Business Management:** For a double major in Accounting and Business Management, concentration courses cannot be in Accounting.

**It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.**
APPLIED PSYCHOLOGY (Adult Degree Program Only)

Chair: Nathalie Coté

Professor: Leighton Stamps
Associate Professors: Ann Calhoun-Sauls, Nathalie Coté

Psychology is the scientific study of behavior and mental processes and the application of psychological knowledge to the promotion of human welfare. The B.A. in Applied Psychology focuses on the application of psychology to solve problems and promote human welfare.

Departmental Goals: The general goal of the Department of Psychology is to contribute to the development of a thinking citizen by helping students develop the skills necessary to be informed consumers of psychology. That is, students should be able to understand and evaluate psychological research that is presented in the popular press—using both critical thinking skills and an understanding of the appropriate interpretation and application of psychological research. The department’s specific goals for students majoring in psychology are 1) To understand the discipline of psychology and its role in contributing to our understanding of human persons; 2) To understand the role of theory in psychology; 3) To develop research skills and understand the role of evidence in psychology; 4) To understand basic issues in psychology, such as the nature-nurture issue; 5) To understand the importance of general principles in psychology; 6) To understand the importance of interactions among biological, environmental, and personal/cognitive factors in determining behavior; 7) To understand the importance of individual and cultural differences in psychology; 8) To understand in depth at least one area within psychology; 9) To understand the philosophical and historical background of the social sciences, and to understand the interrelations among psychology and the other social sciences; 10) To engage in opportunities for practical professional experiences and career exploration.

Requirements for the B.A. Degree in Applied Psychology (Adult Degree Program only). To be eligible for acceptance into the Applied Psychology major, a student must have completed PC 201 plus one other psychology course and earned a grade of “C” or better in both of the courses. Within or in addition to the College’s general requirements for graduation, the following are particular requirements for a B.A. in Applied Psychology: PC 201, PC 307, PC 308, PC 407, PC 410, SS 300 and SS 400. In addition, students are required to complete fifteen (15) additional hours of PC courses (excludes internship). Of those fifteen additional hours, at least three (3) credit hours must come from Cluster A: PC 301,
PC 306, PC 360, PC 403, or PC 405 and at least three credit hours must come from Cluster B: PC 303, PC 330, PC 340, PC 404, or another approved upper-level applied psychology course. Students must also complete six (6) elective credit hours outside the department from the following list: Any CJ/EC/ED/PO/SO course at the 200 level or above (beyond the core); BU 300, BU 309, BU 318, BU 319, BU 401, BU 404, BU 410, BU 419 or any BU course cross-listed as CJ, PO, or SO; CS 307, or CS 345. SS 300, PC 307, and PC 410 represent a sequence of courses that should be taken in order beginning in Fall term of the junior year. While all courses in psychology require basic computer competencies, competencies specific to the discipline will be addressed in PC 410. An internship is strongly recommended, although it does not satisfy a course requirement for the major. Students pursuing the Applied Psychology major may select any approved mathematics course to fulfill their quantitative reasoning core requirement; MA 145 or higher is recommended.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
BIOLOGY

Chair: Michael McLeod

Professors: Elizabeth Baker, Michael McLeod, Sheila Reilly
Associate Professor: Robert Tompkins
Assistant Professor: Jennifer Ellington

The Biology Department believes that, in this modern world, knowledge of biological principles is necessary for every educated person. The department offers foundation courses for non-majors, and for majors, the B.S. and B.A. degrees in biology and the option of a concentration in environmental science. The department provides students with an appreciation of the organization, evolution, and interrelationships of organisms, understanding of the techniques, goals, and limits of science as a process, and a quality laboratory experience. Biology majors develop the ability to present material orally and in written form. They also receive academic preparation and skills for entry into graduate and professional programs and into the workplace. Biology students are considered partners in the learning process and are expected to demonstrate cooperation with faculty in their progression through the department curriculum.

Many career opportunities await the students who choose to major in Biology. All the different paths start with a similar science core. Then students can prepare themselves for futures in graduate research or professional schools such as Medical, Dental, Optometry, Pharmacy, or Medical Technology via selection of appropriate courses that will lead to the Bachelor of Science (BS) in Biology. This highly prescriptive degree requires the necessary depth and breadth in preparatory undergraduate coursework in biology, chemistry, mathematics, and physics needed for entry into graduate biology programs or professional schools. It is the responsibility of students to acquire information on the graduate or professional schools of their choice to determine specific program entry requirements to facilitate admission to those programs. Alternatively, other students may decide to enter the workplace immediately after graduation and may choose to select courses leading to the Bachelor of Arts (BA) in Biology. The BA allows greater flexibility in the choice of undergraduate courses while still ensuring that an introductory level of knowledge in the Natural Sciences is maintained. These students will have additional hours of free electives available to sample more widely or deeply of the liberal arts. This BA also provides an alternative choice for students who may wish to sample some of the depth required in the BS degree while at the same time establishing further background in courses of interest outside of the Natural Sciences Division. Students pursuing either a BS or a BA
degree also have the opportunity to acquire minors in Environmental Science, Allied Health, Biotechnology, or Chemistry.

Upon graduation, some of our Bachelor of Science students have secured positions in industrial or governmental laboratories in fields such as biotechnology or medical diagnostics, attended graduate schools of biology, public health or physical therapy, or entered professional schools of medicine, dentistry, veterinary medicine, optometry, histotechnology, medical technology, podiatry, cytotechnology, or in other health-related fields.

Some of our Bachelor of Arts graduates have launched careers in such areas as law, teaching, horticulture, forensics, pharmaceutical or technical sales, hospital administration, science museum work, or in quality control positions.

To graduate with a Biology major, students must achieve a grade of “C” or better in all required Biology courses (Biology 101 or 155, 201, 231, 300, 310 or 361, 407, 408) and maintain a minimum of a “C” average in all Biology courses counting toward the major.

Requirements for the B.S. Degree: Within or in addition to all of the general requirements of the College for graduation, the following specific courses are required: BI 101 or 155, 201, 231, 300, 310 or 361, 407, 408; CH 105, 106, 221, 222; MA 151, 152, and 208; PY 101, 102. (MA 135 and SC 110 are not required.) In addition, 16 credits of approved upper level Biology electives are required for graduation. Students must achieve a “C” or better in all required Biology courses (BI 101 or 155, 201, 231, 300, 310 or 361, 407 and 408) to graduate with a Bachelor of Science in Biology. A minimum of “C” average is also required in all Biology courses counting toward the major.

Requirements for the B.A. Degree: Within or in addition to all of the College’s general requirements for graduation, the following specific courses are required: BI 101 or 155, 201, 231, 300, 310 or 361, 407, 408; CH 105, 106; MA 151 and 152; PY 101. (MA 135 and SC 110 are not required). In addition, 16 credits of approved upper level Biology electives are required for graduation. Students must achieve a “C” or better in all required Biology courses (BI 101 or 155, 201, 231, 300, 310 or 361, 407 and 408) to graduate with a Bachelor of Arts in Biology. A minimum of a “C” average is also required in all Biology courses counting toward the major.

Internships: Students are encouraged to seek internships to add dimen-
sion to their academic experience. Usually students opt to do internships in the summer but they may be done during the academic year with permission of the Department Chair. Credits earned through internships are not counted toward the major. They are counted as elective hours toward graduation and graded on a pass-fail basis. Further requirements for internship programs are discussed under Special Academic Programs in this Catalogue. Internships are arranged through the Director of Career Services and Internships.

Requirements for a Minor:

**Non-Biology majors:** Fifteen (15) credits of Biology at the 200 level or above.

**Biology Majors:**

**Environmental Science Minor with Biology:** choose 15 credit hours in Biology and Environmental Science at the 200 level or higher including those with (*). BI 231*: (Organismal Diversity), BI 305*: (Field Biology), BI 306*: (Entomology), BI 308*: (Microbiology), BI 311*: (Taxonomy of Vascular Plants), BI 326*: (Plant Ecology), BI 403*: (Ecology), EV 300*: (Environmental Science), and EV 350*: (Environmental Issues).

**Biotechnology Minor with Biology:** choose 15 credits including those with (*). BI 300*: Genetics (4), BI 308*: Microbiology (4), CH 316: Biochemistry (3), BI 322*: Biological Techniques (4), BI 409: Immunology (3), BI 414, 411: Special Problems in Biology (approved by the Department Chair) (2), BI 423: Cell Physiology (4).


*If MA 151 is exempted, General Chemistry can be taken in the freshman year; Physics or Organic Chemistry can be taken in the sophomore year; the remaining ancillary science (Physics or Organic Chemistry) can be taken in the junior year.

Courses thus marked are required only for the Bachelor of
Science degree, and therefore become elective for Bachelor of Arts students.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
BUSINESS MANAGEMENT

Chair: Philip Bayster

Professor: Philip Bayster
Associate Professors: Ralph Frasca, Michael Reidy, Tracy Rishel, Robert Stokes

Business Management courses develop knowledge and skills in effective communication practices, critical thinking, intelligent problem solving, informed decision making, and responsible action. The focus on communication, critical thinking, problem solving, decision making, and responsible action expresses the intrinsic connection between professional preparation and a liberal arts education.

The degree programs in Business Management include
• a Bachelor of Arts (BA) for ADP students with a concentration in General Business.
• a Bachelor of Arts (BA) for traditional day students with a concentration or a minor in one of the following: Accounting, Accounting and Finance, Banking and Finance, Economics, International Business, Management, Marketing and Communications, Management Information Systems, Motorsports Management, Sports Management.
• a Bachelor of Science (BS) for students completing all requirements for a BA degree and 12 additional credit hours in Business approved by the Department Chair. This degree may require more than 120 credit hours for graduation.

Standards for Admission to Program: To be accepted as a major in the department, the student must have a minimum grade of “C” in the following courses: AC 211 or 212, BU 315W, EC 201 or 202, and BU 265.

Requirements for B.A. Degree: In addition to fulfilling the college core requirements, business majors seeking the Bachelor of Arts in Business Management must complete the following business core courses, as well as the requirements for one area of concentration:

Required business pre-requisite courses: AC 211, 212, BU 265, EC 201, 202, and MA 145.

Required business core courses: BU 300, 306, 309, 310, 315, 407, 412, 436, and IB 310. In addition, all students (except ADP) are required to complete a 3-credit hour internship (BU 453).

Requirements for concentrations: Students should take one course from
their area of concentration each semester during their junior and senior years. Some concentrations may require students to take both day and evening classes.

- **Accounting**: Requirements for a minor in Accounting will fulfill the requirements for this concentration—AC 211, AC 212, and any 3 upper level AC courses.
- **Economics**: Requirements for a minor in Economics will fulfill the requirements for this concentration – EC 201, EC 202, and any 3 upper level EC courses.
- **General Business – for ADP only**: any four upper level AC/BU/CS/EC/IB courses.
- **International Business**: IB 310, IB 315, and any 2 other IB courses other than IB 490.
- **Management**: Four of the following—AC 331, BU 312, BU 313, BU/SO 355, BU/SO 380, BU/SO 401, BU 404, BU 410, BU 426, IB 318, and IB 420. However, only two of these three courses—BU 312, BU 313, and IB 420—may be taken for this concentration.
- **Marketing and Communications**: Any four of the following — BU 318, BU 319, BU 409, IB 317, BU 419 or SO 305, IB 315, IB 430, SO 405.
- **Management Information Systems**: CS 201, CS 202, CS 307, CS 309.
- **Motorsports Management**: MS 201, MS 301, MS 302, MS 401.

**Admission Requirements for the Motorsports Management Concentration**: Candidates for this concentration must meet the following minimum requirements before they will be allowed to register for their first Motorsports Management (MS) course: 1) Acceptance into the Business Major—requires successful completion of AC 211, AC 212, EC 201, EC 202, BU 201, CS 101 and CS 201; and 2) a minimum of a 2.5 cumulative Grade Point Average (GPA) reflecting at least 12 credit hours taken at Belmont Abbey College.

- **Sports Management**: Any four of the following — SM 210, SM 300, SM 311, SM 312, SM 314, SM 412, SM 413, SM 414, SM 417.

**Requirements for a Double Major in Accounting and Business Management**: For a double major in Accounting and Business Management, concentration courses cannot be in Accounting.

**Requirements for a Double Major in International Business and Business Management**: For a double major in International Business and Business Management, concentration courses cannot be in International Business.

**Requirements for a Double Major in Sports Management and**
Business Management: For a double major in Sports Management and Business Management, concentration courses cannot be in Sports Management.

NOTE: For a BA degree no more than eight of the seventeen departmental requirements in AC/BU/CS/EC/IB may be transferred or awarded as experiential learning credit. A minimum of eight (8) of the fourteen (14) AC/BU/CS/EC/IB courses at the upper level must actually be taken at Belmont Abbey College. Experiential learning credit will not be awarded for BU 406 or BU 407.

Requirements for B.S. Degree: In addition to fulfilling the college core requirements and all requirements for a BA degree in Business Management, majors seeking a Bachelor of Science in Business Management must
• Obtain pre-approval from the department chair and
• Earn 12 additional credit hours in Business. Neither experiential learning nor internship credits meets this requirement.

NOTE: For a BS degree no more than ten of the twenty-one departmental requirements in AC/BU/CS/EC/IB may be transferred or awarded as experiential learning credit. A minimum of eight of the fifteen AC/BU/CS/EC/IB courses at the 300-level or above must actually be taken at Belmont Abbey College. Experiential learning credit will not be awarded for BU 406 or BU 407.

Requirements for Minor:
AC 211, EC 201, BU 300, and two additional BU courses above the 200 level excluding BU/CS 221, BU 306, and BU 315.
• A minimum grade of “C” must be earned in each course required for the minor.
• At least three courses, including two upper level BU courses, must be taken at Belmont Abbey College. A maximum of two courses may be transferred.

NOTE: Not available to accounting majors.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
CHEMISTRY MINOR

Coordinator: Marilyn Martin-Schwan

The Chemistry minor is designed for students who have an interest in Chemistry and would like study chemical principles in some depth. The program is open to all students and is particularly attractive to Biology majors. Students pursuing a Bachelor of Science in Biology are required to take Organic Chemistry I and II. They need only two additional courses to obtain a minor in Chemistry.

A minor in Chemistry requires a grade of “C” or better in the following courses:

CH 221 (Organic Chemistry I)
CH 222 (Organic Chemistry II)
CH 316 (Biochemistry) or PY 303 (Modern Physics)
CH 317 (Analytical Chemistry)

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
COMPUTER STUDIES

Chair: Robert Lover

Associate Professors: Gireesh Gupta, Robert Lover, William Myers

CIS Mission Statement. The Computer Studies Department offers a major and four minors. The program supports the mission of Belmont Abbey College by providing preparation in computer studies to enable its students to succeed in using computer technology to solve problems faced by individuals and organizations and to keep up with emerging technology and its uses. The BS degree in computer information systems enables students to solve problems using their knowledge of computer technology along with their reasoning skills, their ability to gather information, and their ability to effectively communicate their proposed solutions with a variety of audiences. The program enables students to appreciate the impact of their solutions and decisions and to continue their education independently.

The computer studies curricula are designed to be of use to students with a wide variety of interests involving computers and computing. Courses are offered in computing fundamentals, computer programming, systems analysis, and computing applications. The B.S. degree program in Computer Information Systems (CIS) is designed for students who intend to enter the computing professions in jobs such as system analysts, programmer/analysts, or web specialists, as well as for those who intend to be business computing specialists. The US Dept. of Labor projects that job growth in these fields will be among the highest (http://stats.bls.gov/oco/oco2003.htm). CIS majors are strongly urged to double major or to minor in some other area. Majors in any other field will find useful minors offered by this department.

Requirements for all Majors and Minors: A grade of “C-” (1.67) or better must be earned in all courses required for a major or minor. Students should consult with the department chair and should complete an official form for the declaration of a major or of a minor as early as is feasible.

Requirements for B.S. with a CIS Major: Within the general requirements of the College for graduation, the following are particular requirements for a B.S. degree in Computer Information Systems. Required lower-level courses: Accounting 211; Computer Studies 201 and 202; Economics 201; Mathematics 151 and 222; any two of Computer Studies 211, 212, 234, 242, and 243; two other CS courses at the 200 level or above selected in consultation with the student’s advisor; and one CS internship (or appropriate work experience). Required upper-level cours-
es: Business 300, 306, and 315; Computer Studies 302, 307, 309, 310, 325, 403, 414; one of Computer Studies 332 or 410.

Requirements for IS Minor: The minor in Information Systems is designed for students who want to understand, analyze, specify, use, or manage computer-based information systems without necessarily needing extensive training in computer programming. Although these students typically major in Accounting, Business, or Economics, students from any major are welcome to minor in MIS. Required courses are: Computer Studies 201, 202, 307, 309, and 403.

Requirements for CSC Minor: The minor in Computer Science is designed for students who want to understand fundamental concepts of computers and computing and who want to be able to use and write computer programs. While these students typically major in the sciences, students from any major are welcome to minor in CSC. Required courses are: Computer Studies 201, 202, 302, 325, and one of Computer Studies 320, 322, 332, 345, or 410.

Requirements for IT Minor: The minor in Information Technology is designed for students who wish to work in positions involving computer support or application of computer technology. Required courses are: Computer Studies 201, 202, and any three of CS 242, 243, 265, and 307.

Requirements for CS Minor: The minor in Computer Studies is intended for students from any major who want a substantial understanding of some aspect of computing but whose needs are not met by the IS, CSC or IT minors. It is required and especially important that students wishing to minor in Computer Studies consult with the department promptly in order that a coherent approved set of courses can be selected. Required courses are: Computer Studies 201 and 202, one 300 or 400 level CS course, and two Computer Studies electives above CS 202 selected in consultation with the Computer Studies Department.

Internships: The Department offers a number of internship opportunities each semester (see CS 353 and 354). The majority of these internships involve working with local non-profit organizations’ information systems. Internships are also available with off-campus firms (CS 453 and 456). A maximum of three internship hours may be applied toward any of the majors or minors offered by the Computer Studies Department.

The following schedule represents a typical course schedule for a B.S. in Computer Studies. Any schedule will be subject to the availability of courses.
BACHELOR OF SCIENCE

Freshman Year

Core
BI 101 The Natural World
EC 201 Economics
EN 101 Writing on Contemporary Issues
EN 102 Argumentative Prose
FS 101 First Year Symposium
MA 151 College Algebra
PH 101 Logic
TH 101 Christian Thought: Early/Medieval

Other
CS 201 Introduction to Programming
MA 222 Discrete Math

Junior Year

Core
Literature
PO 201 American Government
SC 110 Physical World
TH 202 Christian Thought: Reformation

Other
BU 300 Management
CS 234, 242, or 243

Sophomore Year

Core
EN 202 English Literature
EN 201/202 World or American Literature
HI 201/202 World Civilization I and II
PH 200/201 Introduction to Philosophy

Other
Ancient/Medieval and Modern/Contemporary

AC 211 Principles of Accounting I
BU 306 Quantitative Analysis I

BU 315 Business Communications
CS 202 Introduction to Computer Systems
CS 234, 242 or 243
CS 302 Data Structures

Senior Year

Core
GB 320 Great Books
PH 250 Ethics

Other
CS 309 Information Systems Analysis
CS 310 Information Systems Design

CS 234, 242, or 243
CS XXX Elective

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
CRIMINAL JUSTICE AND SECURITY STUDIES

Coordinator: Julia Beeman

Requirements for B.A. Degree in Criminal Justice and Security Studies. To be accepted as a major in the Criminal Justice and Security Studies program students must have taken six credit hours of criminal justice courses and have earned not less than a “C” grade in each of the two courses. Students may not declare a major until this criterion is met.

Within the general requirements of the College for graduation, the following are particular requirements for a Criminal Justice and Security Studies major:

Core 59
CS 100 3
SO 201 (if not taken as part of core) 3
Major (courses in Criminal Justice) 27
Required Courses in Social Science 6
Electives in Political Science and/or Psychology 9
General Electives (if SO 201 taken/not taken as part of the core) 16/13
Total for Graduation 120

Required courses for Social Science are SS 300 and SS 400. Required courses for the major in Criminal Justice and Security Studies are CJ 200, CJ/SO 305, CJ/PO 309, CJ 403, CJ 408, CJ 453 and 12 credit hours of Criminal Justice and Security Studies electives. Additionally, students must take nine credit hours of relevant courses outside of the department but within the Division of Social Sciences (i.e., a total of nine credit hours in psychology and/or political science in such courses as cognitive or abnormal psychology, social problems, family violence, introduction to social work, counseling, etc.)

Examples of electives in Criminal Justice and Security Studies are CJ/SO 302, CJ 350, CJ 360, CJ 370, CJ/SO 380, CJ/SO 413, CJ/PO 414, CJ/IB 4XX, CJ XXX, and SO 414. (CJ numbered courses will be offered beginning with the 2006-2007 academic year.)

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
 Programs in Economics aim at providing a comprehensive understanding of economic theory and its application to issues such as the productivity of resources, business cycles, economic institutions, and the determination of income and employment.

Because an education in Economics develops analytical reasoning through formal modeling and historical interpretation, Economics majors receive strong preparation for graduate study in Economics, law school, or MBA programs.

The knowledge and skills developed by studying economics are used in problem solving, decision making and policy applications throughout business, government, banking, and not-for-profit organizations; thus the Economics major prepares students for interesting careers as well as for graduate work.

Oral and written communication is especially important in course work for a major in Economics. Mathematical and graphical skills are developed as well.

**Standards for Admission to Program:** To be accepted as a major in the department, the student must have a minimum grade of “C” in the following courses: Accounting 211 or 212, Business 201, Business 315, Economics 201 or 202, and Computer Studies 100 or 221.

**Requirements for B.A. Degree:** Within the general requirements of the College for graduation, the following are specific requirements for completing the major in Economics:

- Required business core courses: Accounting 211; Business 201, 315, 406; Computer Studies 100 or 221; Economics 201, 202, 306; Mathematics 145.
- Required upper-level courses: Economics 316, five EC electives, and either EC 408 or EC 499. EC 408 and EC 499 require oral and written work equal to 25% of the total grade.
- A one- or two-term (3 to 6 credit) directed study is possible for students with a 3.3 GPA or better.
- All students must take a comprehensive exam on macro and micro
economics.

- In addition to core requirements, students are encouraged to select electives from the Social Sciences and the Humanities.

**Requirements for Minor:** Five courses in Economic theory, including EC 201 and EC 202. A grade of “C” or better must be earned in the courses taken for the minor. The majority of economics courses cannot be transferred to be considered for a minor.

**It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.**
The primary mission of the Department of Education is the preparation of teachers who are liberally educated, professionally competent, personally and socially mature, and acutely aware of the responsibilities and privileges entailed in their involvement with public and private education. Influenced by the Benedictine heritage of the College, all teacher education programs also seek to develop the student’s understanding of the nature of community and of the teacher’s role as a community builder.

The Department offers an undergraduate program of study in Elementary Education (K-6). In addition, the Department offers a major in Educational Studies (non-licensure), which is designed to be flexible in meeting individual career interests in fields closely allied to the teaching profession.

Undergraduate Programs: Education:
B.A. in Elementary Education with Licensure
Post-Baccalaureate Elementary Education (K-6) Licensure-Only
B.A. in Educational Studies: Non-Licensure
Education Minor

Belmont Abbey College offers programs of study leading to a Bachelor of Arts degree in education either with or without teacher licensure. The requirements for admission to and graduation from these programs are summarized below. For further details students should contact the Department of Education. The College also offers a post-baccalaureate licensure-only program, and a minor in education.

Students should understand that recommendation for teacher licensure is separate from the awarding of a degree. Consequently, the mere declaration of a major does not guarantee a student’s admission to a teacher licensure program, or eventual recommendation for state licensure. Such admission and recommendation are part of the responsibility and authority of the Department of Education and are governed by policies and procedures that apply to all applicants. These policies and procedures are detailed in the Department’s Teacher Education Handbook. Any student
interested in pursuing NC teacher licensure should refer to this handbook. Critical issues and program requirements are summarized below.

Admission to Teacher Licensure Programs: Once a student declares a major in education, or expresses the intent to pursue teacher licensure, a faculty member in the Department of Education will be assigned as the student’s advisor. Student progress is monitored according to program descriptions and requirements summarized in this Catalogue. In order to achieve normal progression to the bachelor’s degree and North Carolina teacher licensure, students are advised to follow the schedule of courses set forth in the Teacher Education Handbook. Any departure from the standard program of study described in this Catalogue should be done in consultation with a student’s advisor and will require the approval of the Chair of the Department. Students wishing to apply for admission to a licensure program are required to:

• submit a Declaration of Major form.
• submit an Application for Admission to a teacher licensure program.
• submit two positive recommendations from Belmont Abbey College Education Department Faculty who are in a position to evaluate the student’s personal, social, and academic maturity.
• successfully complete nine credit hours of professional studies courses.
• achieve a minimum Cumulative Grade Point Average of 2.5.
• achieve North Carolina passing scores on the PRAXIS Pre-Professional Skills Tests (PPST) or Computer Based Tests (CBT) in Reading, Writing, and Mathematics. In some cases, ACT or SAT scores may be substituted for PRAXIS I scores based on the North Carolina Department of Public Instruction guidelines.

In compliance with state guidelines, licensure-seeking candidates must be formally admitted to the teacher licensure program one full calendar year prior to the beginning of student teaching. In addition, only those students formally admitted to the elementary licensure program may enroll in the following education courses that are designated for licensure candidates only: ED 361, 400, 406, 407, 408, 409, ED 430, ED 471, and ED 475.

Should a student demonstrate difficulty in oral or written communication, he or she will be referred to the Director of Academic Assistance.

Admission to Student Teaching. Students should understand that admission to the senior-year student-teaching experience is not automatic. To be admitted, a student must:

• have been admitted to a teacher licensure program.
• submit an Application for Admission to Student Teaching.
• complete all prerequisite coursework.
• have earned a minimum grade of “C” in all required professional and specialty studies courses.
• have earned a minimum cumulative grade point average of 2.50.

Recommendation for Licensure. Upon completion of all program requirements, including those summarized below, a student is eligible for recommendation for teacher licensure in North Carolina. Recommendation for licensure in other states is subject to the laws and requirements of those states, and compliance with those regulations is the responsibility of the student. The process for recommendation for licensure is explained in the Teacher Education Handbook.

To receive the College’s recommendation for licensure in North Carolina a student must:
• complete all required coursework with a minimum cumulative grade point average of 2.50.
• achieve NC passing scores on the appropriate PRAXIS II Specialty Area Examination(s).
• pass an Exit Portfolio review.
• receive the recommendation of the Chair of the Department of Education and the College Licensure Officer.
• receive the recommendation of the student teaching supervisors (IHE and LEA) and the designated LEA official responsible for LEA coordination of the senior-year student-teaching experience (Form IHE-01b).
• complete all necessary application materials, obtain official transcripts, and pay any required State licensure fee(s).

Praxis II Pass Rate 2005-2006 Student Teachers

<table>
<thead>
<tr>
<th>Licensure Field</th>
<th>BAC Pass Rate</th>
<th>Number of BAC Test Takers</th>
<th>State Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>100%</td>
<td>23</td>
<td>97%</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Licensure Only. Students holding a baccalaureate degree from an accredited college or university may apply to pursue a program of study leading to teacher licensure in elementary education (K-6). Following an evaluation of the individual’s previous academic transcripts, a specific program will be developed appropriate to the student’s academic background and experience. The Department Chair and College Licensure Officer must approve this program and a written record of the student’s program requirements will be maintained in the Department office.

Students enrolled in licensure-only programs of study must complete a minimum of eighteen (18) semester hours of coursework (not including student teaching) at Belmont Abbey College.
The requirements for licensure-only programs are comparable to those for degree-seeking students. For example, a student must:

- complete the same professional and specialty studies requirements as degree-seeking students.
- provide documentation of an undergraduate GPA of 2.50 (+) OR present passing scores for the Praxis Series I: Pre-Professional Skills Tests (PPST) in Reading, Writing, and Mathematics or Computer Based Tests (CBT) in Reading, Writing, and Mathematics. In some cases, ACT or SAT scores may be substituted for PRAXIS I scores based on the North Carolina Department of Public Instruction guidelines.
- complete an application for teacher licensure.
- submit an application for admission to student teaching.
- achieve NC passing scores on the appropriate PRAXIS II Specialty Area Examination(s).
- pass an Exit Portfolio review.
- meet the same general admission, retention, and recommendation for licensure requirements defined for degree-seeking students.

**Lateral Entry/Alternative Licensure.** Lateral Entry candidates who are employed as elementary teachers in North Carolina public schools can fulfill requirements toward licensure recommendation in affiliation with the Department of Education at Belmont Abbey College. The lateral entry teacher must provide the College Licensure Officer with a copy of the provisional license, a copy of the contract with the employing school system, and an official copy of any relevant college transcripts showing all degree information and a cumulative GPA of 2.50 or above.

An individualized program of study is developed for each lateral entry teacher. For more information, please contact the Chair of the Education Department and consult the Teacher Education Handbook.

**Appeals Process.** Any student wishing to appeal a program admission decision, a decision to deny approval to student-teach, a graduation recommendation, or a recommendation for licensure decision must make such an appeal in accordance with the policies and procedures established by the College, and set forth in the Department of Education Teacher Education Handbook. This handbook, and related publications, may be obtained from the Department Office. Copies of the Handbook are maintained in the Office of the Registrar, and in the Office of the Dean for Academic Affairs.

**Kappa Delta Pi.** Honor students in education are invited to join the Upsilon Eta Chapter of Kappa Delta Pi (KDP), an international society promoting excellence in education. Membership is open to honor students who espouse worthy educational ideals and have demonstrated commend-
able personal qualities and sound scholarship. Students must have a 3.00 GPA and at least 50 earned semester hours. Involvement in KDP provides students with the opportunity to cultivate relationships with other members of the teaching profession, inspires students to strive for individual and professional growth, and encourages them to become active participants in state, regional, and national meetings.

**Curriculum Resource Center.** The Curriculum Resource Center (CRC) is a resource facility (located in room 112, William Gaston Science Building) that provides a variety of education services for students and faculty. The CRC houses curriculum materials, professional literature, and instructional equipment. It supports the goals and objectives of the Department of Education, which reflect the instructional needs and practices of teachers in elementary schools. The center serves as an active learning environment for students and provides opportunities for examination, production, and evaluation of educational resources.

**Education Technology Lab.** The Teacher Education Technology Lab (located in room 111, William Gaston Science Building) is a computing facility that serves both Belmont Abbey College education students and teachers from local public schools. Operating hours are designed to accommodate students’ schedules; weekday and evening hours are posted in the lab each semester.

**Elementary Education Major.** The mission of the elementary education program is to prepare prospective teachers for successful careers in public school classrooms (K-6). Students who complete the undergraduate teacher licensure program in elementary education are prepared to enter the first phase of their professional career as effective beginning teachers.

Attainment of the following supporting goals and objectives will enable the elementary education student to graduate as a liberally educated, professionally competent builder of community.

The goal of the elementary education program is to provide students with the knowledge and skills necessary to plan and implement developmentally appropriate learning experiences for children in kindergarten through grade six (K-6). Preparation for entering an elementary teaching career includes an integration of theoretical study, a variety of selective field experiences, and systematic professional and personal reflection.

The elementary education program objectives require that students demonstrate:
- Knowledge of the various content areas within the elementary school curriculum.
• Intellectual curiosity and critical thinking capabilities.
• Knowledge and understanding of the historical, social, and philosophical foundations of current elementary school practice.
• An understanding of the patterns and processes which characterize the cognitive, linguistic, emotional, social, and physical development of elementary-age students.
• An understanding of the application of child development principles to developmentally appropriate practices in the elementary school, including to both chronological norms and individual differences and variations.
• An ability to create and sustain learning environments that motivate children to be active learners engaged in processes of discovery, interpretation and reflection.
• The ability to observe and record the behavior of elementary children and apply observational data to learner diagnosis and curriculum planning.
• Proficiency in oral and written communication skills.
• The ability to select, use, and evaluate a variety of instructional methods and teaching strategies.
• An understanding of interdisciplinary perspectives and the ability to guide children’s learning through integrated, thematic units of instruction.
• An understanding of and appreciation for cultural diversity.
• An understanding of the multi-dimensional role of the elementary teacher, including instructional responsibilities, communication with parents, and collaboration with other professionals and community agencies.
• The acquisition of those attitudes and values which inform and guide ethical action and reflection.
• The personal maturity and confidence which will assist the individual in continued professional growth.

Requirements for Elementary Education Major:

<table>
<thead>
<tr>
<th>Professional Studies</th>
<th>22-28 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 200 Introduction to Education</td>
<td>1</td>
</tr>
<tr>
<td>ED 250 Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ED 275 Introduction to the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>ED 303 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ED 304 World of the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>ED 312 Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 350 Arts in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>ED 351 North Carolina History and Geography or an approved United States History</td>
<td>3*</td>
</tr>
<tr>
<td>ED 399 Diversity in Education or</td>
<td>3</td>
</tr>
</tbody>
</table>
ED 302 Education and Society or 3
ED 499 Issues and Trends 3
CS 100 Introduction to Computing or 3
(or passing Computer Literacy Test)

Specialty Studies** 33 Credits
ED 361 Curriculum and Instructional Design 3
ED 400 Classroom Management 3
ED 406 Teaching Language Arts in Elementary School 3
ED 407 Diagnosis and Treatment of Reading Disabilities 3
ED 408 Teaching Social Studies in Elementary School 3
ED 409 Teaching Science in Elementary School 3
ED 430 Teaching Mathematics in Elementary School 3
ED 471 Student Teaching Seminar 3
ED 475 Student Teaching 9
*If an approved U.S. History course is taken in the core requirements, it will be accepted in lieu of this history requirement.
**Full admission to elementary licensure program required.

Educational Studies Major. A Bachelor of Arts in Educational Studies may be pursued by a student interested in the study of education and/or human services in a liberal arts context, or as support for career preparation for a field allied to the teaching profession, i.e., child care, library science, ministry, social service, human resource management, or wellness. Coursework and other program requirements for this major are contracted between the student and the faculty advisor. The Chair of the Department must approve program contracts. To earn a degree as an Educational Studies Major a student must:

Complete a minimum of 36 credit hours of coursework with a grade of “C” or above. Of the 36 hours, 18-21 hours of required courses are listed below.

ED 250 Human Growth and Development 3
ED 275 Introduction to the Exceptional Child 3
ED 302 Education and Society 3
ED 312 Educational Psychology 3
ED 399 Diversity in Education 3
ED 493/494 Ed. Studies Internship (3-6)

In addition to the 18-21 credit hours required for this major, the student must:
• complete a minimum of 18-21 additional credit hours of upper-level coursework (300-400 level) in Education and allied disciplines with a
grade of “C” or above.
• complete all other college requirements, including the Core Curriculum, and earn a Cumulative Grade Point Average of 2.0 or above.
• complete a written, comprehensive paper describing college coursework, including the College Core Curriculum, an evaluation of the internship, and future goals.

It is highly encouraged that some or all of the following courses be considered for the 18-21 additional credit hours of upper-level coursework: ED 303, 304, 350, 401 and 499.

Belmont Abbey College requires a minimum of 120 credit hours for graduation. Students may wish to consult their advisor to help them select their electives.

Approval to pursue an Educational Studies major must be obtained in writing and all contractual conditions must be met before award of degree. Such a program of study excludes student enrollment in any upper level teaching methods courses. Contract information is available from the Department of Education.

**Education Minor.** For students who are not pursuing a major in education but who nonetheless have an interest in the study of education, an education minor is available. The normal sequence of courses (15 cr.), in which a student must earn a grade of “C” or better, is as follows:

ED 250 Human Growth and Development (3)
ED 275 Introduction to the Exceptional Child (3)
ED 302 Education and Society or (3)
ED 499 Issues and Trends (3)
ED 312 Educational Psychology (3)
ED 399 Diversity in Education (3)

A student interested in pursuing a minor in education must formally apply to the Department of Education for approval, and after completing six (6) hours of the courses listed above, he or she should contact the Department Chairperson.

**Federal and State Compliance.** The Teacher Education program at Belmont Abbey College is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and its program in teacher education is approved by the North Carolina Department of Public Instruction (NCDPI).

The Sister Christine Beck Department of Education of Belmont Abbey College is in compliance with Section 207 of Title II of the Higher
Education Act of the United States Department of Education. This act requires Institutions of Higher Education (IHE’s) to report to the federal and state governments as well as to the public. These reports and relevant data are available upon request from the Sister Christine Beck Department of Education Office.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
ENGLISH

Chair: Michael Hood

Professor: Russell Fowler
Associate Professors: Simon Donoghue, Martin Harris, Michael Hood, Lynette Varn, Mary Ellen Weir
Assistant Professors: Angela Miss, Rebecca Munro
Visiting Lecturer: Hugh Fisher

The Department of English offers a major and a minor in English Literature. The program operates in accord with the general purpose of Belmont Abbey College by providing an educational program within the liberal arts tradition. Through the study of literature, students develop a general, comprehensive understanding of civilization and their place in it. Such study addresses a wide range of culture, incorporating elements of history, politics, religious thought, philosophy, and psychology. Students seeking a bachelor’s degree in English study the most significant literary works in the traditional periods of British and American Literature, along with selected classic literary texts, and develop a working understanding of the theoretical principles that enable them to interpret these works. In addition to acquiring this knowledge and an appreciation of literary expression, English majors develop critical skills and the ability to organize information, form conclusions, and express them persuasively. A major in English prepares students for graduate study in fields such as law, linguistics, library science, education, composition, and literature. In addition, there is a demand for English majors to fill positions in editing, technical writing, advertising, communications, public relations, sales and marketing, and research and development. Career opportunities also exist for English majors in governmental and non-profit organizations.

Requirements for a B.A. Degree. Within the general requirements of the College for graduation, the distribution requirements for an English major are as follows:

- Core: 59 hours
- Major (upper-level): 30 hours
- Foreign Language: 6 hours
- Humanities Division: 15 hours
  - Five courses; at least one course in each of the three Division disciplines (history, philosophy, and theology); at least nine credits must be upper level courses.
- Electives: 10 hours
- Graduation: 120 hours
The following are particular course requirements for an English major:
EN 307 Literature of the English Renaissance, EN 304 Restoration and
Eighteenth-Century British Literature, either EN 311 English Victorian
Writers or EN 401 English Romantic Writers, EN 406 Nineteenth-Century
American Literature or EN 412 Modern Literature, EN 410 Shakespeare,
EN 309 Literary Criticism, EN 407 Coordinating Seminar.

Regulations and Guidelines for Majors and Minors:
1. Before being accepted into the English Department as a major, stu-
dents must have earned a minimum average of 2.75 (B-) in the 100
and 200-level core courses offered by the Department (EN 101, 102,
201, and 202).
2. The last eighteen credits taken to fulfill the requirements of the
English major must be taken at Belmont Abbey College. Students
transferring from accredited institutions may transfer a maximum of
nine credits at the 300 and 400 levels.
3. Fifteen credits of English above the Freshman level are required for a
minor. Of these, at least nine credits must be 300 or 400 level cours-
es. Furthermore, at least nine credits must be taken at Belmont Abbey
College.
4. The English Department Reading List should be obtained by all
majors no later than the first semester of the Junior Year. Each stu-
dent should be careful to fulfill all of its requirements before taking
the English Comprehensive Examination.
5. The English Comprehensive Examination for majors can be taken no
earlier than the semester in which all course work will be completed.
6. The Coordinating Seminar for majors should be taken only in the
Senior Year and in the last semester of course work if possible.

It is the responsibility of the student to see that all degree require-
ments for graduation are fulfilled.
ENVIRONMENTAL SCIENCE

Director: Michael McLeod

We hear constantly in national and local news about environmental issues. These issues include concerns related to human health; economic development; protection of unique organisms; habitats and land forms; human rights concerns from a global perspective; and the debate about ensuring the future. Frequently the debate on these issues is focused on fear and passion rather than knowledge and understanding of fundamental underlying principles. The reality is that environmental issues are usually complex and require a background in both the social and natural sciences, including biology, chemistry, political science, economics, and sociology.

The environmental science concentrations at Belmont Abbey are part of the Biology major. There are two separate concentrations: a B.S. in Biology with a concentration in Environmental Science and a B.A. in Biology with a concentration in Environmental Science. It is also possible to minor in Environmental Science. The program is designed to give students a strong foundation in the sciences, and an interdisciplinary background from which to study environmental issues. It is not the purpose of the concentration to have students become experts in all aspects of the environment, but rather to become educated citizens capable of making informed decisions concerning the relationship of humans and the natural world. Students majoring in this program will be able to pursue graduate work in environmental science or compete for employment in environmental monitoring programs in municipal government or industry.

Students electing to pursue the degree in Biology with a concentration in Environmental Science must complete all of the requirements of the Biology major with specific course substitutions as noted below. Students pursuing either environmental science degree option must have a minimum of a 2.3 GPA in BI 101, BI 201, and BI 231 in order to be accepted into the degree program. To graduate, students must have at least a grade of “C” in all biology and environmental science courses specifically required in the major.

Requirements for the B.S. Degree in Biology with a Concentration in Environmental Science: Within all of the general requirements of the College for graduation the following specific courses are required: BI 101, 201, 231, 300, 305 OR 403, 407, and 408; CH 105, 106, 221, and 222 or 317; EC 202; EV 300, 350, and 498; MA 151, 152, and 208; PY 101 and 102. In addition, eight credit hours of approved upper level (courses numbers 300 or 400) science courses are required for graduation. Students must have a grade of “C” or better in all required Biology and
Environmental Science courses to graduate with this major.

**Requirements for the B.A. Degree in Biology with a Concentration in Environmental Science:** Within all of the general requirements for graduation, the following specific courses are required: BI 101, 201, 231, 300, and 305 OR 403, 407, and 408; CH 105, 106, 221, and 317; EC 202; EV 300, 350, and 498; MA 151 and 208. In addition, eight credit hours of approved upper level science courses are required for graduation.

**Requirements for a Minor in Environmental Science:** 15 credit hours in Biology and Environmental Science at the 200 level or higher including those with (*) chosen from the following: BI 231* (Organismal Diversity), BI 305 (Field Biology), BI 306 (Entomology), BI 308 (Microbiology), BI 311 (Taxonomy of Vascular Plants), BI 326 (Plant Ecology), BI 403 (Ecology), EV 300* (Environmental Science), and EV 350* (Environmental Issues).

**Requirements for a Minor in Environmental Education:** 15 credit hours including EV 300, 350 and three courses in education as approved by the Education Department and the Director of Environmental Science.

*It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.*
HISTORY

Chair: Edward McGee

Professor Emeritus: Francis Murray
Associate Professor: Edward McGee
Assistant Professor: Troy Feay

The study of History at Belmont Abbey College seeks to prepare the student to understand the present and to influence the future. The student of History is not concerned with the past for its own sake, but seeks to develop analytical skills that can be widely used in his or her personal and professional life. The student learns to use data to address contemporary problems and to communicate effectively in speech and writing.

The courses in History present a broad and deep study of our own Western Civilization: its birth, growth, and expansion; and its regional and other special characteristics. Such a program, along with courses studying the non-Western world, enables the student to understand some of the significant forces that shape the modern world.

This curriculum prepares the student for many different professions, including careers in education, librarianship, business, government, law, museum and archival work, social work, and different forms of ministry. Because of the wide application of the skills developed through the study of History, it is an ideal major for those who are unsure of their career objectives.

Requirements for B.A. Degree: Within the general requirements of the College for graduation, the distribution requirements for a History major are as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>59</td>
</tr>
<tr>
<td>Major (upper level)</td>
<td>30</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>CS 100 or equivalency</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Division</td>
<td>*9</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Three upper-level courses;</td>
<td></td>
</tr>
<tr>
<td>at least one course in each of</td>
<td></td>
</tr>
<tr>
<td>the other three Division</td>
<td></td>
</tr>
<tr>
<td>disciplines (English, Philosophy</td>
<td></td>
</tr>
<tr>
<td>and Theology)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
</tr>
<tr>
<td>Graduation</td>
<td>120</td>
</tr>
</tbody>
</table>

*History Internship reduces this requirement to two courses in two different disciplines. The Core History courses—HI 201, 202, 203 and 204—are required for majors. The US Surveys count toward upper level major
courses. HI 407 and 408, Coordinating Seminars I and II are particular course requirements for the History major.

**Regulations and Guidelines for Majors and Minors**

1. The last eighteen credits taken to fulfill the requirements of the History major must be taken at Belmont Abbey College. Students transferring from accredited institutions may transfer a maximum of nine credits at the 300 and 400 levels.

2. Fifteen credits of History above the required core level courses are required for a minor. At least nine credits must be taken at Belmont Abbey College.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
THE HONORS INSTITUTE OF BELMONT ABBEY COLLEGE

Director: Eugene F. Thuot

Drawing from guidance provided by John Paul II in his encyclical on *Faith and Reason*, the Honors Institute of Belmont Abbey College is a four-year educational program designed to cultivate the abilities of students who have demonstrated intellectual excellence and seriousness of mind in the pursuit of truth. The principal aim of this program is exploration of issues and questions of permanent importance through study and discussion of some of the greatest texts of the past and present. Lectures, in-class discussions, and seminars, complemented by an emphasis on personal reflection and writing, encourage depth of thought and clarity of expression. In the pursuit of these aims, students will collaborate rather than compete. The ultimate objective of study and discussion is not victory over another but mutual assistance so that the best in each is brought forth. Accordingly, students are especially urged to listen to authors, teachers, and each other with what the Rule of St. Benedict calls “the ear of your heart.”

In addition to the study of great texts, the enrichment of writing skills, and a genuinely collegial experience, The Honors Institute also features the following curricular and extra-curricular opportunities:

- **Independent Study** Through the *Honors Tutorial* and *The Honors Paper*, Honors Institute students examine more closely, analyze more carefully, and reflect more fully upon contemporary questions or matters pertaining to their chosen majors.

- **The Honors Institute Seminar** A culminating course in the senior year in which Honors Institute students join three to five members of the Belmont Abbey college faculty in studying and discussing one of the following: 1) crucially important contemporary questions; 2) non-Western authors and/or texts by Latin American authors.

- **Cultural Enrichment** Three or four times each semester, Honors Institute students attend (at nominal or no cost) theater, music, and dance performances in nearby Charlotte. These are presented by the Charlotte Symphony, Opera Carolina, the North Carolina Dance Theatre, and internationally known performing artists.

- **Study Abroad; the Washington Experience; Guest Lecturers; Dinners with Faculty/Administrators** In the summer prior to the senior year and with the assistance of a College-provided travel grant
of $3,500, rising seniors in the Honors Institute can engage in
a month-long course of study in a foreign country under the guidance
of Belmont Abbey College faculty or of educators from other institu-
tions.

As an alternative to the latter option, Honors Institute students can take
part in a 5-night, 4-day largely expense-free visit to Washington, D.C. in
order to become better acquainted with political institutions and cultural
landmarks in our nation’s capital. This program is organized by Belmont
Abbey College faculty and/or administrators.

Honors Institute students also benefit from the experience and wisdom of
guest lecturers from other colleges and universities who will speak on con-
temporary issues or shed further light on texts that Honors Institute stu-
dents have already studied.

In addition to time spent together in class, Honors Institute students, fac-
ulty and/or administrators periodically dine together both on and off cam-
pus.

ADMISSION TO THE HONORS INSTITUTE
Each year, the College admits a limited number of entering freshmen to
The Honors Institute. In order to gain admission, a student needs to com-
plete the Honors Institute application and must take part in an on-campus
interview. Students with the following qualifications will be considered
for admission as well as for an Honors Fellowship:

• 3.70 (unweighted) or higher high school grade point average
• 1200 SAT score (with a minimum verbal score of 600)
• a love of books and learning
• a willingness to further develop writing ability
• excellent character
• an openness to considering questions of contemporary and permanent
  importance
• a collaborative approach to learning.

A student must maintain a 3.40 grade point average in order to remain eli-
gible for participation in The Honors Institute. If a student’s grade point
average drops below 3.40, the student will be allowed to continue in The
Honors Institute in probationary fashion for one semester. If the grade
point average continues to be below 3.40 after one semester, the student
will have to withdraw from The Honors Institute.
HONORS FELLOWSHIPS
Students admitted to The Honors Institute are eligible for an Honors Fellowship. Recipients of this award can receive up to $17,000 in financial assistance. The Honors Fellowship may include other forms of institutional aid from Belmont Abbey College as well as any federal or state grants for which a student may be eligible.

GRADUATION REQUIREMENTS FOR HONORS INSTITUTE STUDENTS:
1. Belmont Abbey Core Curriculum – 26 credits (see below)
2. Honors Institute Curriculum – 45 credits (see below)
3. Credits in area of major concentration
4. Global perspectives requirements
5. Competency in Technology

CORE CURRICULUM REQUIREMENTS FOR HONORS INSTITUTE STUDENTS (26 credits)

FS 101 First Year Symposium
PH 101 Logic
PH 250 Ethics
One of the following courses:
   EC 201 Introductory Economics
   PC 201 Introduction to Psychology
   SO 201 Principles of Sociology
   HO 282 Special Topics: Social Sciences
A fine arts course
Two Natural Science courses (8 credits)
   MA 135 Mathematics for Liberal Arts
   MA 145 Finite Math
   MA 151 Algebra for Sciences and Finance
   MA 152 Trigonometry and Pre-Calculus
   A 200-level mathematics course
   A statistics course
   A calculus course

HONORS INSTITUTE CURRICULAR REQUIREMENTS (45 credits)

Freshman Year (12 credits)
   Fall Semester
      HO 288 History of Ideas (Classical & Christian Perspectives)
      HO 280 Argumentative Prose
   Spring Semester
HO 289 History Ideas (Modern Perspectives)  
HO 240 Classics of Christian Theology & Spirituality

**Sophomore Year**

**Fall Semester**

HO 264 The American Constitution & Tocqueville’s *Democracy in America*

HO 271 American Literature: Twain, Melville, Emerson (or a combination of 3 American authors like Toni Morrison, William Faulkner, and T.S. Eliot)

**Spring Semester**

HO 272 Textual Analysis (Plato, Pascal, Nietzsche) (or 2 or 3 similar authors)

One of the following courses:

- HO 281 Special Topics: History
- HO 282 Special Topics: Natural Sciences
- HO 283 Special Topics: Social Sciences

**Junior Year**

**Fall Semester**

HO 310 Plato’s *Republic* and Aristotle’s *Politics*

HO 340-345 Selected writings by one of the following authors: Homer, Dante, Shakespeare, Milton, Joyce, Dostoevsky

**Spring Semester**

HO 350 Philosophy Seminar

HO 399 Honors Tutorial

**Senior Year**

**Fall Semester**

HO 490 The Honors Paper

**Spring Semester**

HO 450 Theology Seminar

HO 455 Honors Institute Seminar: Contemporary Questions or Non-Western Authors and/or Latin American Authors

**It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.**
INTERNATIONAL BUSINESS

Director: James Giermanski

Professor: James Giermanski
Associate Professor: David Neipert
Administrative Assistant: Tina Morgan

The central component of The International Business Studies Program (IBSP) is a major in International Business. This major will be awarded through a Bachelor of Science degree consisting of 129 hours. The major includes the completion of all current College core requirements. The College core for International Business majors consists of 59 hours. The major also includes 30 hours of the following Business core requirements.

- **Accounting**: AC 211, AC 212
- **Business**: BU 300, BU 306, BU 309, BU 310, BU 315, BU 406
- **Economics**: EC 201, EC 202

In addition, the International Business component of the BS degree is comprised of 42 hours to include 18 hours of international business courses, 12 hours of foreign language, six hours from the courses outside of the business area (as determined by the faculty responsible for the International Business Major), and six hours of “Study Abroad.”

**Standards for Admission to the Program:** Students must formally apply to major in International Business; must have a minimum of an overall 2.6 GPA; a minimum of a “C” in AC 211, AC 212, EC 201, EC 202, and BU 315. They must also have a United States Passport in the first semester of junior year.

**Standards for Graduation:** A “B” average in 18 hours of International Business coursework and overall 2.6 GPA are required.

**Requirements for Minor in International Business:** IB 310, IB 315, IB 420 and any other two IB courses.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
INTERNATIONAL STUDIES MINOR

Director: Robert Jones

The interdisciplinary minor in International Studies is offered to encourage students to discover and think seriously about the structure of the world in which they live and to acquaint them with cultures other than their own. The minor, consisting of some lower-level prerequisites and fifteen hours of upper-level courses, is open to students of any major concentration. The minor is designed to equip its graduates with a basic knowledge of the contemporary international system, and to give them some acquaintance with the language and culture of at least one of the regions of the world.

Lower-level preparation for the minor ought to include study of a modern foreign language during the freshman and sophomore years. Completion of the intermediate level of a modern foreign language is required for graduation with the minor.

Required courses on the upper level include PO 413/414 (International Relations) or HI 401/402 (Modern European History), or a combination of two of these courses, and three additional upper-level courses from the list of courses in Business, Economics, History, Languages, Philosophy, Political Science, Theology, and Sociology, approved for the International Studies minor. Interested students should contact the Director of the Program.

Recommended elective courses: IB 310 Introduction to International Business, PO 340 Area Studies: the Islamic World, PO 341 Area Studies: Latin America, PO 335 American Foreign Policy, PO 418 Comparative Government, PO 419 International Relations and SS 301 Cultural/Physical Geography.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
JUSTICE AND PEACE STUDIES MINOR

Director: Jane Russell, O.S.F.

The interdisciplinary minor in Justice and Peace Studies is offered as an opportunity for students to develop a knowledge of many of the world's major problems together with a responsible social conscience guided by Catholic social teaching. This takes place through a program involving scholarly inquiry, social analysis, interdisciplinary exchange, and direct experience. Courses included in the concentration incorporate the broader perspectives of just action, the common good, and environmental concern by satisfying at least one of the following criteria: study of socio-economic conditions or potential changes in those conditions affecting justice/peace (e.g., SO 351 Social Problems); study of socio-political philosophies or movements (e.g., PO 402 Modern Political Philosophy); and study of the relationships between individual human existence and the larger social or natural world (e.g., PC 360 Social and Cultural Psychology). The program is administered by a Director drawn from the interdisciplinary Justice and Peace Studies faculty committee.

The minor consists of fifteen hours of upper-level study, comprising two required and three elective courses, and is open to students of any major concentration. Participating students are expected to maintain some level of active involvement with issues of justice and peace outside the classroom. The two required courses are TH 340 Catholic Social Teaching, which functions as an introduction, and a concluding internship placement conducted according to College rules and worth three academic credits, in which students will have an opportunity for sustained work in an area pertaining to social justice. The three elective courses may be drawn from a list of courses in Biology, Business, Economics, Education, English, Political Science, Psychology, Sociology, and Theology approved for the Justice and Peace Studies minor. Interested students should contact the Director of the program.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
LIBERAL STUDIES (Adult Degree Program Only)

Director: William Van Lear

Liberal Studies is an Adult Degree Program interdisciplinary major open only to Adult Degree Program students. This major is appropriate for students who wish to develop as thoughtful individuals and whose interests span several disciplines. (It is also suited to adults who have attended one or more colleges in their prior academic careers, because its elective hours can make good use of many transfer credits.)

Requirements for B.A. Degree: Within or in addition to all of the general educational requirements given for Adult Degree Programs, the following are the particular requirements for a degree in Liberal Studies:

Required upper-level courses: Students must complete 30 credits of course work at the junior and senior (300-400) level from courses offered in the Adult Degree Programs (or have transferred those credits from other senior institutions). A predominance of the upper level credits should be taken at Belmont Abbey College. As part of this 30 hours, students must ordinarily complete Liberal Studies 408 and Business Communications (BU 315). Alternatively, they may demonstrate their ability in oral communications by other means. Students may also demonstrate basic competency in computer operation, word processing, and telecommunication by passing CIS course(s) designed to teach the required skills or by passing a college-administered computer skills assessment test.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
MATHEMATICS MINOR

Director: Stephen Brosnan

The mathematics minor is designed for students who have an interest in mathematics. Students completing the minor will have a strong background in mathematics and will have gained experience in quantitative and analytical reasoning. The course requirements for the minor are designed to appeal especially to Biology, Business and Computer Science majors. For many of these students, completion of the minor requires taking only one or two additional mathematics courses beyond those required for the major.

Requirements for the minor: A grade of “C” or better in MA 201 (Calculus I) and MA 202 (Calculus II). Also, a Grade of “C” or better in any three of the following: CS 325, CS 361, MA 208 or BU 306, MA 203, MA 311, MA 222, MA 321, or a course approved by the Mathematics/Physics Department.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
PHILOSOPHY (PH)

Chair: Janette Blandford

Professor: John Plecnik
Professor Emeritus: Robert Preston
Associate Professors: Janette Blandford, Theodore Cooke

The Department of Philosophy seeks to provide majors with a broad knowledge of the history of philosophy and its basic issues and areas, as well as to promote habits of critical analysis. The Department stresses breadth of knowledge and depth of analysis; to that end, it encourages students to study the systematic courses of logic, ethics, metaphysics, and epistemology. With a mind broadly informed and critically trained in the major program, and nurtured by the heritage of the liberal arts in the core curriculum, the philosophy graduate will be excellently prepared for many different professions, especially those demanding rigor, breadth, and versatility of mind. The program prepares students for graduate study and for teaching philosophy at the college level, as well as for the study of religion and theology in seminaries and schools of divinity. Because of its unifying and critical function among the branches of knowledge, philosophy, when appropriately supplemented by relevant disciplines, also provides preparation for the graduate study of any science, human, social, or natural, in which theory and its human and moral implications matter the most. With a major in another area of interest (the Department strongly encourages double majoring), the philosophy major will also be exceptionally well equipped for careers in fields such as journalism, law, government, education, computer science, and high-level management.

Requirements for a B.A. Degree: Within the general requirements of the College for graduation, the distribution requirements for a Philosophy major are as follows:

Core 59
Major (upper-level courses in addition to those offered in the core, including PH200 and PH201) 18
Foreign Language 6
Humanities Division (one upper-level course minimum in each of the other Division disciplines of History, Theology, and English) 15
Electives 19
Demonstration of competency in using computers by passing a standardized competency assessment or by taking CS100 3
Graduation 120
The following are particular course requirements for the Philosophy major:
PH 101, PH 200, PH 201, PH 250, PH 303, PH 316, PH 323, PH 401, PH 402, and PH 430.

Philosophy majors are expected to complete a senior thesis on a topic approved by the department chair.

Requirements for the minor: Two philosophy courses beyond the core curriculum.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
PHYSICS-MATHEMATICS MINOR

Coordinator: Rajive Tiwari

The program is offered for students interested in Physics and Mathematics who would like to study these subjects in some depth. The ways of looking at and understanding the physical world and the mathematical language used for this purpose not only have an innate intellectual value but can also be extended to study other systems in various spheres of knowledge. The program is open to all students but should be especially attractive for Biology majors. Practitioners of the life sciences working in many different areas benefit from an understanding of the physical aspects of biological systems and increasingly rely on mathematical models of these systems.

A student pursuing a B.S. in Biology is required to take two physics courses. PY 301 and 302 of this program will fulfill this requirement. Biology majors are also already required to take MA 208. Thus, in order to obtain a minor in Physics/Mathematics such students will have to take only two additional classes.

A minor in Physics/Mathematics requires a grade of “C” or better in the following courses:
MA 201 Calculus I
MA 202 Calculus II or MA 208 Statistics or CS 361 Computer-based Modeling and Simulation or a course approved by the program coordinator
PY 301 Calculus-based Physics I
PY 302 Calculus-based Physics II
PY 303 Modern Physics

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
POLITICAL SCIENCE

Chair: Robert Jones

Professors: Robert Jones, Eugene Thuot
Assistant Professor: Kevin Portteus

The principal goal of the Department of Political Science is to assist students to become thoughtful human beings and enlightened citizens. This objective is pursued primarily through careful reading and analysis of great books by political philosophers as well as of important political documents and statements.

Political Science, broadly understood, is concerned with a general understanding of the important questions, issues, and facts of political life as well as of the specific ordering of human life in communities of the past and present. Because such matters need to be the subject of life-long study, departmental faculty attempt to develop the analytical skills needed to build a solid basis for continuing reflection, and seek to offer students a sense of the complexity of both perennial and contemporary political problems.

For reasons of convenience and pedagogy, course offerings are classified into four major areas: political philosophy, the American polity, comparative government, and international relations. There is inevitably, however, an overlapping and interrelation among these fields and between political science and other disciplines in the College’s general curriculum.

Internships in local government offices, congressional offices, law offices, and social service agencies are strongly encouraged as part of the Political Science program. For those not wishing to do an internship, a thesis will be required.

Requirements for a B.A. degree: In addition to core requirements, the following are particular requirements for a Political Science major:

Required lowerlevel courses: EC 201 and PO 201.
Required Social Science Division Core Courses: SS 300 and SS 400.
Required upper-level courses: PO 305, 309, 401, 402; 413, 452 or Comprehensive Examination on Coursework or Thesis, three upper level Political Science electives, and two elective upper level courses outside the department but within the Social Sciences Division.

Requirements for a minor: PO 305 or 306, 309, 401 or 402, 413 or 414, and one elective Political Science course.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
PRE-LAW MINOR

Coordinator: John Plecnik

Certain majors are *usual* precursors to law school. We recommend majoring in English, History, Political Science, or Philosophy because these disciplines especially hone the particular skills needed for success in law school. However, since a high cumulative grade point average in your undergraduate studies considerably improves chances for admission to any law school, you should major in any field which genuinely interests you and in which you will do well.

In addition to selecting an academic major, students intending to go to law school may also undertake an interdisciplinary minor in Pre-Law. The minor consists of a 15 credit-hour curriculum of courses carefully selected to hone the skills necessary to gain admission to law school and succeed once there. The courses required for the Pre-Law minor are:

**The Curriculum for Pre-Law**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>PL 200</td>
<td>Pre Law Prep I</td>
<td>1</td>
</tr>
<tr>
<td>PL 201</td>
<td>Pre Law Prep II</td>
<td>1</td>
</tr>
<tr>
<td>PL 202</td>
<td>Pre Law Prep III</td>
<td>1</td>
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<tr>
<td>PH 323</td>
<td>Advanced Logic</td>
<td>3</td>
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<tr>
<td>PO 309</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>BU 312</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>SS 300</td>
<td>Statistics</td>
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<tr>
<td><strong>Total Hours</strong></td>
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<td><strong>15</strong></td>
</tr>
</tbody>
</table>

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
PSYCHOLOGY

Chair: Nathalie Coté
Professor: Leighton Stamps
Associate Professors: Ann Calhoun-Sauls, Nathalie Coté

Psychology is the scientific study of behavior and mental processes and the application of psychological knowledge to the promotion of human welfare. The Department of Psychology program provides exposure to the major topic areas in the discipline and cultivates a capacity for critical examination of theories, methods of research and measurement, and practical applications of psychological knowledge. Students who wish to become professional psychologists—whether in clinical, research, or academic settings—must complete a bachelor’s degree and subsequently, either a master’s or doctoral degree. Students who complete the Department’s bachelor’s program will be eligible to compete for acceptance into graduate programs or into post-baccalaureate positions in the health and human services fields, various industries and businesses, and educational organizations. The Department offers students a choice of earning a Bachelor of Science (B.S.) degree in Psychology, a Bachelor of Arts (B.A.) degree in Psychology, or a Bachelor of Arts (B.A.) degree in Applied Psychology (Adult Degree Program students only). The B.S. degree emphasizes neuropsychology and the connections between psychology and the natural sciences. The B.A. degree focuses more on the connections among psychology, philosophy and the other social sciences. It also requires a more in-depth study of theories of personality. The B.A. in Applied Psychology focuses on the application of psychology to solve problems and promote human welfare. While either degree offers a solid foundation in psychology and can prepare students for graduate study or for entering the workforce, students who are planning to pursue careers in psychiatry, clinical psychology, neuropsychology, or health care are strongly encouraged to choose the B.S. option.

Departmental Goals: The general goal of the Department of Psychology is to contribute to the development of a thinking citizen by helping students develop the skills necessary to be informed consumers of psychology. That is, students should be able to understand and evaluate psychological research that is presented in the popular press using both critical thinking skills and an understanding of the appropriate interpretation and application of psychological research. The department has the following specific goals for students majoring in psychology: 1) To understand the discipline of psychology and its role in contributing to our understanding of human persons. 2) To understand the role of theory in psychology. 3)
To develop research skills and understand the role of evidence in psychology. 4) To understand basic issues in psychology, such as the nature-nurture issue. 5) To understand the importance of general principles in psychology. 6) To understand the importance of interactions among biological, environmental, and personal/cognitive factors in determining behavior. 7) To understand the importance of individual and cultural differences in psychology. 8) To understand in depth at least one area within psychology. 9) To understand the philosophical and historical background of the social sciences, and the interrelations among psychology and the other social sciences. 10) To engage in opportunities for practical professional experiences and career exploration.

Requirements for the B.A. Degree in Psychology: To be eligible for acceptance into the program for the Psychology major, a student must have completed PC 201 plus one other psychology course and earned a grade of “C” or better in both of the courses. Within or in addition to the general requirements of the College for graduation, the following are particular requirements for a B.A. in Psychology: PC 201, PC 301, PC 306, PC 307, PC 308, PC 360, PC 403, PC 410, SS 300, SS 400, and PH 303. In addition, students are required to complete six elective credit hours in psychology (excludes internship), and complete nine credit hours outside the department, but within the Division of Social Science (i.e. three sociology, political science or criminal justice courses beyond the requirements of the core curriculum). SS 300, PC 307, and PC 410 represent a sequence of courses that must be taken in order beginning in Fall term of the junior year. While all courses in psychology require basic computer competencies, competencies specific to the discipline are addressed in PC 410. Although an internship is not required, it is strongly recommended. Students pursuing a B.A. degree in psychology may select any approved mathematics course to fulfill their quantitative reasoning core requirement. MA 145 or higher is recommended.

Requirements for the B.S. Degree in Psychology: To be eligible for acceptance into the program for the Psychology major, a student must have completed PC 201 plus one other psychology course and earned a grade of “C” or better in both of the courses. Within or in addition to the general requirements of the College for graduation, the following are particular requirements for a B.S. Degree in Psychology: PC 201, PC 301, PC 306, PC 307, PC 360, PC 403, PC 405, PC 410, SS 300, SS 400, and MA 145 or higher. In addition, students are required to complete six elective credit hours in psychology (excludes internship), complete six credit hours outside of the department, but within the Division of Social Science (i.e. two sociology, political science or criminal justice courses beyond the requirements of the core curriculum), and complete six-to-eight credit
hours in the Natural Sciences at the 200 level or above. SS 300, PC 307, and PC 410 represent a sequence of courses that must be taken in order—beginning in Fall term of the junior year. While all courses in psychology require basic computer competencies, competencies specific to the discipline are addressed in PC 410. Although an internship is not required, it is strongly recommended.

**Requirements for the B.A. Degree in Applied Psychology (Adult Degree Program only).** To be eligible for acceptance into the Applied Psychology major, a student must have completed PC 201 plus one other psychology course and have earned a grade of “C” or better in both of the courses. Within or in addition to the general requirements of the College for graduation, the following are particular requirements for a B.A. in Applied Psychology: PC 201, PC 307, PC 308, PC 407, PC 410, SS 300 and SS 400. In addition, students are required to complete fifteen (15) additional hours of PC courses (excludes internship). Of those fifteen additional hours, at least three (3) credit hours must come from Cluster A: PC 301, PC 306, PC 360, PC 403, or PC 405 and at least three credit hours must come from Cluster B: PC 303, PC 330, PC 340, PC 404, or another approved upper-level applied psychology course. Students must also complete six (6) elective credit hours outside the department from the following list: Any CJ/EC/ED/PO/SO course at the 200 level or above (beyond the core); BU 300, BU 309, BU 318, BU 319, BU 401, BU 404, BU 410, BU 419 or any BU course cross-listed as CJ, PO, or SO; CS 307, or CS 345. SS 300, PC 307, and PC 410 represent a sequence of courses that should be taken in order beginning in Fall term of the junior year. While all courses in psychology require basic computer competencies, competencies specific to the discipline are addressed in PC 410. An internship is strongly recommended, although it does not satisfy a course requirement for the major. Students pursuing the Applied Psychology major may select any approved mathematics course to fulfill their quantitative reasoning core requirement; MA 145 or higher is recommended.

**Requirements for Minor in Psychology:** Introductory Psychology (PC201) plus any four upper-level courses in psychology, the preponderance of which are to be taken in the Department.

**Requirements for Minor in Applied Psychology in the Adult Degree Program:** Introductory Psychology (PC 201) plus four courses above the 200 level in psychology, the preponderance of which are to be taken in the Department. These four courses must include at least two courses from the following cluster of applied psychology courses: PC 303, PC 330, PC 340, PC 404, or another approved upper-level applied psychology course. PC 451-453 Psychology Internship may fulfill up to three credit hours of
the 15 credit hours required for the minor.

The following schedule represents a typical course schedule for B.A. or B.S. Psychology majors. Any schedule will be subject to the availability of courses.

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<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>JUNIOR YEAR</th>
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<tbody>
<tr>
<td>Core</td>
<td>Core</td>
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<tr>
<td>BI XXX</td>
<td>PH 250</td>
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<tr>
<td>EN 101</td>
<td>TH 202</td>
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<tr>
<td>EN 102</td>
<td>Christian Thought: Reform</td>
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<tr>
<td>FS 101</td>
<td>Other</td>
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<tr>
<td>PH 101</td>
<td>SS 300</td>
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<td>MA XXX</td>
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<td>PC 201</td>
<td>PC 307</td>
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<tr>
<td>TH 101</td>
<td>PC XXX</td>
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<tr>
<td>FA XXX</td>
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<tr>
<td>Other</td>
<td>PC 403</td>
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<td>PC 301</td>
<td>Abnormal Psychology</td>
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<td>Foundations of Social Science</td>
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<tr>
<th>SOPHOMORE YEAR</th>
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<tr>
<td>Core</td>
<td>Core</td>
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<td>PH XXX</td>
<td>PC 308</td>
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<td>PO 201</td>
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<td>Other</td>
<td>SS 400</td>
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<td>PC 360</td>
<td>Senior Thesis</td>
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<td>Elective</td>
<td>Historical &amp; Philosophical</td>
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<td>Foundations of Social Science</td>
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<tr>
<td></td>
<td>CJ/PO/SO Elective</td>
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</table>

Plus elective hours to complete the minimum requirement of 120 semester hours.

**It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.**
SOCIOMETRY

Chair: Peter Lodge
Professor: Peter Lodge
Lecturers: Julia Beeman, Jennifer Szakaly

Sociology is concerned with human social and group behavior. It concentrates on the social interaction and organization of people, deviant behavior, social order, and social change. The study of sociology contributes to an understanding of the underlying structures and dynamics of modern society.

The Department of Sociology provides an opportunity for students to learn the sociological interpretations of the human experience. Moreover, by contributing to a better understanding of the variation in human existence, sociology heightens the students’ awareness of their own life choices by putting those into an appropriate social and cultural context. Although many of our students pursue careers in sociology, departmental offerings are designed to support students in a variety of occupational endeavors, including social services, criminal justice, social research, medicine, and industrial relations.

In addition to its academic program, the Department of Sociology houses Information and Research Services, a research organization developed to provide accurate and reliable information to organizations in the local community and opportunities for students to gain first-hand experience in the world of social research.

Behavioral Goals of the Sociology Department:
Graduates of the department should be able to demonstrate the following:
• an understanding of the discipline of sociology and its role in contributing to our understanding of social reality.
• an understanding of the role of theory in sociology.
• the development of research skills and an understanding of the role of evidence and qualitative and quantitative methods in sociology.
• an understanding of the basic concepts in sociology and cultural anthropology and their interrelations.
• an understanding of how social structure operates.
• an understanding of the reciprocal relationships between individual and society.
• an understanding of global trends and a multicultural/cross-cultural perspective.
• an in-depth understanding of at least one area within sociology.
• an ability to think critically.
• the development of an awareness of values and the critical role they have in social behavior.
• participation in practical research experiences.

Requirements for B.A. Degree: To be accepted as a major in the sociology program students must have taken six credit hours of sociology and have earned not less than a “C” grade in each of the two courses. Students may not declare a major in sociology until this criterion is met.

Within the general requirements of the College for graduation, the following are particular requirements for a Sociology major:

Core 59
CS 100 3
SO 201 (if not taken as part of the Core) 3
Major (courses in Sociology) 27
Required Courses in Social Science 6
Courses in Political Science and/or Psychology 9
Electives (if SO 201 taken/not taken as part of the Core) 15/12
TOTAL FOR GRADUATION 120

Required courses in Social Science consist of Statistics for Social Science (SS 300), and Philosophical and Historical Foundations of Social Science (SS 400). Required courses for the major in Sociology are SO 201, SO 305, SO 310, SO 351, SO 352, SO 408 and SO 453, plus nine credit hours of sociology electives. Additionally, students must take nine credit hours outside of the department but within the Division of Social Science (i.e., a total of nine credit hours in psychology and/or political science).

Requirements for the B.S. Degree: To be accepted as a major in the sociology program students must have taken six credit hours of sociology and have earned not less than a “C” grade in each of the two courses. Students may not declare a major in sociology until this criterion is met.

Within the general requirements of the College for graduation, the following are particular requirements for a Sociology major:

Core 59
CS 100 3
SO 201 (if not taken as part of the Core) 3
Major (courses in Sociology) 27
Required Courses in Social Science 6
Courses in Political Science and/or Psychology 9
Electives (if SO 201 taken/not taken as part of the Core) 15/12
TOTAL FOR GRADUATION 120
Required courses in Social Science consist of Statistics for Social Science (SS 300), and Philosophical and Historical Foundations of Social Science (SS 400). Required courses for the major in Sociology are SO 201, SO 305, SO 310, SO 351, SO 390, SO 405, SO 408 and SO 453, plus six credit hours of sociology electives. Additionally, students must take nine credit hours outside of the department but within the Division of Social Science (i.e., a total of nine credit hours in psychology and or political science).

For the B.S. degree there is an emphasis on quantitative skills to a much greater extent than is the case with the B.A. degree. Algebra for the Sciences and Finance (MA 151) is a core requirement for the B.S. rather than Mathematics for the Liberal Arts (MA 135), which is required for the B.A.. In addition to the general degree requirements (Statistics for the Social Sciences (SS 300) and Research Methods (SO 305)), four additional quantitatively oriented courses are required: a course in data analysis/data utilization (SO 390), a course in demography (SO 405) and the required internship also entails working in an environment dealing with the collection and/or compilation, and interpretation of data. (Examples of such internships might be found in marketing, human resource departments, college admissions offices, institutional research, police departments, etc.) The Senior Thesis requirement for the B.S. degree should be a project entailing the quantitative analysis of secondary data. The analysis (findings and recommendations based on the analysis) must be presented in a written professional quality report.

**Requirements for Minor:** A minor consists of fifteen credits in sociology at the 200 level or above. For details, please consult the department chair.

**Requirements for B.A. Degree in Criminal Justice and Security Studies.** To be accepted as a major in the Criminal Justice and Security Studies program students must have taken 6 credit hours of criminal justice courses and have earned not less than a “C” grade in each of the two courses. Students may not declare a major until this criterion is met.

Within the general requirements of the College for graduation, the following are particular requirements for a Criminal Justice and Security Studies major:

- Core 59
- CS 100 3
- SO 201 (if not taken as part of core) 3
- Major (courses in Criminal Justice) 27
Required Courses in Social Science 6
Electives in Political Science and/or Psychology 9
General Electives (if SO 201 taken/not taken as part of the core) 16/13
Total for Graduation 120

Required courses for Social Science are SS 300 and SS 400. Required courses for the major in Criminal Justice and Security Studies are CJ 200, CJ/SO 305, CJ/PO 309, CJ 403, CJ 408, CJ 453 and 12 credit hours of Criminal Justice and Security Studies electives. Additionally, students must take nine (9) credit hours of relevant courses outside of the department but within the Division of Social Sciences (i.e., a total of nine credit hours in psychology and/or political science in such courses as cognitive or abnormal psychology, social problems, family violence, introduction to social work, counseling, etc.)


It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
SPORTS MANAGEMENT

Coordinator: Philip Bayster

The sports industry is global, and the Sports Management major educates students to work in a highly competitive environment. The field of sports management is complex, and requires legal, business and management knowledge and skills, as well as the broad liberal arts education given to all Belmont Abbey students. Professionals in sports management will have to find creative ways to meet the needs of their various constituencies.

Majors in the field integrate the skills, knowledge, and values of the College’s liberal arts core curriculum with foundational courses in Business Management and specialized courses in Sports Management. In addition, all students are required to do a six-hour internship with a local company, non-profit, or professional sports organization (Panthers, NASCAR, YMCA, etc.)

To receive a BA in Sports Managements, 120 total credit hours are needed, consisting of the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>60</td>
</tr>
<tr>
<td>Sports Management Major (11 courses)</td>
<td>11</td>
</tr>
<tr>
<td>Required Electives/Pre-Requisites (5 courses)</td>
<td>15</td>
</tr>
<tr>
<td>General Electives (4 courses)</td>
<td>12</td>
</tr>
</tbody>
</table>

The 11 Sports Management Major courses include:

- BU 309 Marketing
- BU 312 Business Law
- BU 315 Business Communications
- BU 318 Public Relations
- BU 319/BU 409 Advertising or Sales
- SM 300 Sports Management
- SM 311 Leadership in Sports and Recreation
- SM 312 Planning and Design
- SM 314 Current Issues
- SM 412 Organization/Administration
- SM 450 Internship

The five required electives/pre-requisite courses include:

- AC 211 & AC 212 Accounting Fundamentals
- CS 100 or CS 211 Basic Computing
- EC 201 Introductory Economics
- SM 210 Introduction to Recreation

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
THEATRE ARTS MINOR

Coordinator: Simon Donoghue

Director of The Abbey Players and Associate Professor: Simon Donoghue
Assistant Professor: Jill Bloede
Technical Director and Instructor: Gary Sivak

The minor in Theatre Arts is offered as an opportunity for students interested in the field to achieve some proficiency in either technical theater or performance. The minor is closely allied to the Abbey Players, Belmont Abbey College’s dramatic organization. The minor asks the student to choose between one of two tracks and to pursue studies that culminate in a practicum during the senior year. The participants in each track will be asked to collaborate and produce a fully-realized stage production.

The Theatre Arts minor consists of 18 credit hours, organized between two separate “tracks”, one for the technically-minded student and the other for the student actor/director. The tracks will conjoin during the students’ senior year, when they engage in a practicum to create a fully-realized production.

Artistic Track:

TA 108 Introduction to Theatre Arts
TA 112 Theatre Appreciation
TA 150 Acting I
TA 225 American Musical
TA 250 Acting II
TA 359 Introduction to Directing
TA XXX Practicum

Technical Track:

TA 110 Introduction to Technical Theatre
TA 210 Lighting and Sound Design
TA 310 Set Design
TA XXX Set Construction
TA XXX Stage Management
TA XXX Practicum

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
THEOLOGY

Chair: David Williams

Associate Professors: Fr. Christopher Kirchgessner, O.S.B., Jane Russell, O.S.F., David Williams
Visiting Assistant Professor: Keith Lemna

The Department of Theology reflects the traditions of the Roman Catholic Church and of Benedictine Monasticism. The department has two distinct educational goals. The first is to enable all students to become theologically literate. This is accomplished primarily through two required courses in the core program of studies offered by the College. In Theology 101 (Christian Thought I) and Theology 202 (Christian Thought II), the student is introduced to the study of theology as an academic discipline. Since these six required hours are a bare minimum for religious literacy, the department offers upper-level courses which are classified as humanities electives for non-majors.

The second goal is to provide students majoring in theology with the foundational skills necessary for graduate study or for service to the world and the Church. The department’s courses provide a basic introduction to the areas of systematic and historical theology, biblical studies and ethics. Students intending to pursue graduate studies (General track) supplement the theology courses with additional courses in philosophy. Students preparing directly for some form of service (Pastoral track) take four supporting psychology and/or education courses from a list provided by the Theology Department. In addition, they do a culminating internship at an approved site, with a concluding exercise to help them reflect theologically upon the service experience and relate it to classroom learning. The department attempts to acquaint the students in both tracks with the development of the Catholic theological tradition and to integrate that tradition into the larger program of liberal studies offered by the College.

Requirements for B.A. Degree: In addition to the general requirements of the College for graduation, the following are particular requirements:

General track: Supporting: Foreign Language 101-102 (Latin preferred); Philosophy 303, 316 and one other upper-level course in either Philosophy or Theology; one upper-level course in English; and one upper-level course in History.
In Theology:
• TH 311 Jesus and Salvation
• TH 320 The Church
• TH 330 Intro. Moral Theology or TH 340 Catholic Social Teaching
• One upper-level Scripture elective
• Three Theology electives
• TH 450 Seminar in Theology
Pastoral Ministry track: Same theology courses as above, but Pastoral Internship (TH 453) replaces one theology elective. Supporting: Foreign Language 101-102 (Spanish preferred). Four courses from a list of psychology and education courses recommended by Theology Department: (e.g. ED 250 Human Growth & Development; ED 302 Education & Society; ED 312 Educational Psychology; ED 401 Educational Dynamics and Communication; PC 301 Developmental Psychology; PC 308 Theories of Personality; PC 360 Social & cultural Psychology; and occasional course in Introduction to Counseling). One upper-level course in English, one in History, and one in Philosophy.

Theology Majors in either track are required to write a senior thesis involving original research and written under the direction of department faculty, which will be presented at the end of the semester in which they graduate, and given credit as the TH475 course.

Requirements for Minor: 15 credits at 200 level or above.

It is the responsibility of the student to see that all degree requirements for graduation are fulfilled.
OFFICE OF ADULT DEGREE PROGRAMS (ADP)

The Office of Adult Degree Programs (ADP) is dedicated to the promotion and encouragement of lifelong learning, a necessity in this world of rapid developments in all areas of knowledge.

ADULT DEGREE PROGRAM
Associate Director: Julia Gunter
Adult Admission Specialist: Barry Hill
Records Assistant: Beverly Clark
Office Manager: Holly Harper

History and Programs: The Adult Degree Program (ADP) at Belmont Abbey College has long served Gaston County residents through its various leadership programs, camps, and conferences. Bachelor’s degree programs for older students began in 1987, when neighboring Sacred Heart College closed and its adult program relocated to the Abbey.

The current program is non-residential and is based on the liberal arts tradition of Belmont Abbey College. It offers mature students (23 years of age and older) the opportunity to earn an undergraduate degree through participation in challenging courses that are designed to help adult learners meet their educational and career goals in a timely fashion. Courses are available to adults in the evening, on weekends, and/or during the day.

Criteria for ADP Status: To qualify as an ADP student, an individual must meet one of the following criteria: 1) be 23 years old by the last day to add a class for the first term of enrollment; or 2) hold a baccalaureate degree from an approved accredited institution.

With the exception of the core curriculum and specific policies listed below, all requirements for graduation and policies enforced for the traditional day college, listed earlier in this Catalog, are required of students enrolled in the Adult Degree Program.

Adult Degree Program Degree Requirements: The College recognizes that adults, by virtue of their greater maturity and experiences with work and family, have educational needs that are different from those of the traditional college student. The core curriculum for those adults admitted to the Adult Degree Program differs from the core curriculum required of traditional students to reflect those different needs and educational objectives.

I. Core Curriculum for Adult Degree Program:

A. Writing (6 hours)
   EN 101 – Writing on Contemporary Issues
   EN 102 – Argumentative Prose
B. Critical Thinking (3 hours)
PH 101 – Logic
C. Quantitative Reasoning (3 hours)
   MA 135, MA145 or MA 151, depending on major
D. Theology (6 hours)
E. Philosophy (6 hours)
   PH 201 – Introduction to Philosophy
   PH 250 – Ethics
F. History (3 hours)
   Choice of HI 201, HI 202, HI 203, HI 204
G. Literature (3 hours)
   EN 200 level or above
H. Natural Science (3 hours)
I. Social Science (3 hours)
   Choice of PC 201, PO 201, SO 201
J. Great Books (3 hours)
K. Global Perspective (flagged course)
   Students must take at least one of the following to meet the Global Perspective Requirement: AR 101, AR 102, FA 108, HI 201, HI 202 SS 301, four semesters of a college-level foreign language, an International course approved by committee, or significant stay abroad (5 weeks).

Any ADP student who has not previously attended college or has not been enrolled full-time during the past three (3) years must enroll in AD101 Adult to College Transition.

II. Area of Major Concentration
Students are required to:
1. Earn a minimum of 30 credit hours of upper-level (300 and 400 level) courses in their major.
2. Earn a minimum 2.00 average in upper-level (300 and 400 level) courses in their major unless otherwise stipulated by the Department listing in the Catalogue.
3. Complete a minimum of 120 credits, including all courses required by the major Department.
4. Earn a minimum of 120 credits, the last 30 of which should be taken at Belmont Abbey College.
5. Take a majority of major courses at Belmont Abbey College.
6. Achieve a cumulative grade point average of at least 2.00 (“C”).
7. Pass Comprehensive Examinations, or successfully complete some equivalent work or project according to the requirements of the major department.
8. Participate in required institutional assessment activities.

Students anticipating December graduation must make a formal application for graduation in the Office of the Registrar by May 1. Students anticipating May graduation must make a formal application for graduation in the Office of the Registrar by November 1.
Adult students, who are Education majors, may be required to take additional courses as stipulated by the Chair of the Education Department. Consult the Education section of the Catalogue for further information regarding policies and procedures concerning the Elementary Education program of studies.

**Adult Degree Program Admission Guidelines:** To be eligible as an ADP student, a person must be 23 or older by the first day of a given semester or must hold a baccalaureate degree from an approved accredited institution. Applicants are required to submit an application, official transcripts, and a $35 application fee. Application for admission should be made early so that appropriate records may be obtained and preparations made for enrollment.

Belmont Abbey College admits students at the beginning of each semester (August and January) and in the summer (May). Deadline for applications for the fall semester is August 1, and December 1 for the spring semester.

A formal application statement will be required from any ADP applicant who has less than 24 transfer college credits, has a G.P.A. less than 2.0 from any four-year school, has a G.P.A. less than 2.5 from any two-year school, or has not been enrolled full-time in the last three (3) years.

**Degree Candidates:** Adult students who wish to be accepted to pursue a first or second baccalaureate degree program must have official transcripts from all post-secondary institutions attended submitted directly to the ADP Office. Official high school transcripts are required if the student will be entering as a freshman or will be receiving veterans’ benefits.

Students who are **college graduates**, taking courses for personal or professional interest, need only furnish an official transcript from the institution that awarded their baccalaureate degree.

**Adult Degree Program Major Fields:** ADP students are fully integrated into the college program and are eligible to enroll in any of the college’s academic degree programs. For students who can attend classes only at night, Belmont Abbey currently offers eight evening majors: Accounting, Applied Psychology, Business Management, Computer Information Systems, Economics, Elementary Education (K-6), Educational Studies, and Liberal Studies. The evening schedule provides a full range of courses which enables the ADP student to complete a degree in one of the aforementioned majors.

**Adult Degree Program Fees and Expenses**

Transcripts cannot be obtained, sent to another institution, nor sent to places of employment, unless all fees incurred have been paid.
Full-Time Adult Student $3,948
College Fees 0
(Full-Time = 12 credit hours-per 16 week semester)

Part-Time Per Credit Hour $329

**NOTE:** The above rates do not reflect any discounts that may be available from Federal, State, or Institutional Financial Aid.

Other Charges:
- Late Registration $50
- Bad Check $50
- Placement File (after 2nd) $5
- Application Fee for Credit for Life Experience $60 per credit hour
- Fee for Challenge Examination for Course Credit $60 per credit hour
- Audit Fee $125 per course

**Financial Aid – Adult Degree Program:** Full-time students in the Adult Degree Program are eligible for many types of financial assistance, including the North Carolina Legislative Tuition Grant (NCLTG), a grant program for legal state residents enrolled full-time at an independent college or university in North Carolina. Students interested in applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA). Further information regarding financial assistance is available from the Office of Financial Aid (704.825.6718). Belmont Abbey College also honors most company reimbursement policies. Contact the Office of Administration and Finance for additional information (704.825.6736).

**Refund Policy.** Adult Degree Students who are eligible will receive refunds according to the Federal Refund Policy as stated previously.

**Check-in and Registration for New Adult Students:** Orientation for new adult students is planned and coordinated by the Associate Director of the Adult Degree Program. It is scheduled prior to registration each semester (fall and spring) and is designed to help new adult students become better acquainted with the College, its policies and procedures, and with each other. All new adult students are required to attend orientation.

*Any ADP student who has not previously attended college or has not been enrolled full-time during the past three (3) years must enroll in AD 101 Adult to College Transition.*

**Standards, Policies, and Regulations:** The academic policies stated in other sections of this Catalogue apply to students in the Adult Degree Programs.

**Credit for Prior Learning:** Belmont Abbey College offers the qualified student an opportunity to demonstrate through records, examinations on campus or national test scores, and/or certain projects the acquisition of
skills or learning ordinarily acquired through courses. Through competency assessment, the qualified student may obtain full college credit for certain courses.

The College recognizes that college level learning may be acquired in settings such as employment training and experience. Credit for prior learning may be presented in the form of American Council on Education (ACE) evaluated training/certifications, military training, and/or an experiential learning portfolio. Students desiring to obtain credit for experiential learning may request, from the Adult Degree Program office, a copy of the “Experiential Learning Credit Information Packet.” Credit is awarded only for courses related to the student’s program of study. A maximum of thirty (30) academic credits will be offered for prior learning. When credits are granted for prior learning, a grade of “Pass” is submitted and recorded on the student’s permanent record. Further information may be obtained in the office of the Chief Academic Officer. Application fee for credit for a Life Experience is $60 per credit hour and must be paid prior to review of the portfolio or other applicable student records.

**Adult Student Services:**

- Academic Advising;
- Academic Resource Center;
- AD 101: Adult Transitions (required for those new to college and those who have not been enrolled in college for the past three [3] years);
- Administrative Offices open at least one evening per week: Business Office, Financial Aid, and Registrar;
- ADP Student Council;
- Campus Identification Card;
- Career Services;
- Check-In/Orientation for new adult students;
- Evening and weekend bookstore hours;
- Evening and weekend library hours;
- Extended ADP Office hours;
- Food Service – Holy Grounds Coffee Shop;
- Tutoring as scheduled by the Academic Resource Center.

**Children are not to accompany parents to school. Due to liability issues, the College does not provide baby-sitting services.**
SUMMER SCHOOL

The Office of Summer School offers a number of course options in both day and evening class formats to accommodate Belmont Abbey College students, as well as others in the community who wish to obtain college credit during the summer. For summer school course offerings, please go to: BelmontAbbeyCollege@bac.edu under “Adult Education.” We offer two four-week day sessions and one eight-week night session in summer school.

Admission
Admission to summer school does not imply or guarantee admission to the academic program during the school year. Students desiring admission to this program should submit the appropriate admission application to the Office of Admissions (traditional age students) or to the Adult Degree Program Office (adult students, 23 and over).

Visiting Students
Students who are visiting from another college or university, should obtain approval from the Dean of Students or Registrar at their school for the courses they wish to transfer to their home institution. Students are considered to be “visiting” if they are enrolled in another college or university other than Belmont Abbey College or they are high school seniors in good academic standing.

Expenses
Summer School is $279 per credit hour. No additional fees are assessed for the summer sessions.

Financial Aid
Financial Assistance is available for summer school but on a very limited basis. Students should contact the Financial Aid Office to see if they qualify.

Refund Policy
If Belmont Abbey College cancels a course, 100% of tuition is refunded to the student.

Housing
Very limited housing is available for traditional Belmont Abbey students. After registering for summer school, students should contact the Residence Life office. Students currently enrolled at Belmont Abbey College registering for summer school will not be assessed a room charge if enrolled in six (6) hours in a session. Students enrolled in fewer than six (6) hours will be assessed a $250 housing fee per four-week session. Dining services are not available during summer school.

Registration
Students may register for up to seven (7) semester hours in any one summer school session. The same academic standards apply to Summer School that exist during the regular academic year. Suspended or dismissed students are not permitted to register for summer courses.
COURSE DESCRIPTIONS

AC 211. Principles of Financial Accounting (3)
Fundamental accounting principles, with emphasis on the use of financial accounting data and analysis of financial statements. Offered every semester.

AC 212. Principles of Managerial Accounting (3)
An introduction to managerial accounting with an emphasis on using accounting information to make decisions. Offered every semester.

AC 311. Intermediate Accounting I (3)
Prerequisites: AC 211-212
An in-depth study of accounting theory: the balance sheet, the income statement, time value of money, cash and temporary investments, receivables, payables and inventories. Offered every year.

AC 312. Intermediate Accounting II (3)
Continuation of Accounting 311. The study of inventories, plant and intangible assets, long-term investments, liabilities, long-term debt, and owners’ equity. Offered every year.

AC 313. Intermediate Accounting III (3)
Prerequisite: AC 312
An in-depth study of special accounting problems: earnings per share, revenue recognition, income taxes, leases, pensions, accounting changes, and statement of cash flows. Offered as needed.

AC 321. Advanced Accounting I (3)
Prerequisites: AC 211 and AC 212
An in-depth study of accounting for not-for-profit organizations and local government units, business combinations, and foreign operations. Offered as needed.

AC 322. Advanced Accounting II (3)
Prerequisite: AC 211 and AC 212
The study of partnerships, estates and trusts, bankruptcy and other special topics. Offered as needed.

AC 331. Managerial Accounting I (3)
Prerequisite: AC 211 and AC 212
The study of cost systems: job order, process and standard; cost-volume-profit relationships; master and flexible budgets; and variances. Offered every year.

AC 332. Managerial Accounting II (3)
Continuation of Accounting 331. Capital budgeting, cost allocation, process costing, decision models, and special topics. Offered every year.
AC 341. Auditing I (3)
Prerequisites: AC 211 and AC 212
The study of the auditing profession and generally accepted auditing standards. Includes discussions of ethical problems. Offered every year.

AC 351. Auditing II (3)
Prerequisite: AC 341
A continuation of the study of generally accepted auditing standards and internal control. The course requires the student to apply auditing and accounting concepts to a semester-long case study. Additional topics include auditing EDP systems and the Statement on Standards for Accounting and Review Services. Offered as needed.

AC 401. Federal Income Tax I (3)
Prerequisites: AC 211 and AC 212
A study of the federal income tax structure and of the application of tax principles. Offered every year.

AC 402. Federal Income Tax II (3)
Prerequisite: AC 401
Application of tax principles to partnerships, corporations, estates and trusts. Offered as needed.

AC 407. Accounting Seminar I (3)
Prerequisites: AC 311 and AC 312
A capstone course for accounting majors. Reviews basic financial accounting theory and focuses on financial statement analysis. The student researches a corporation (subject to approval) and prepares a comprehensive analysis. A written and oral report are required. The course also requires outside readings. Offered as needed.

AC 408. Accounting Seminar II (3)
Prerequisites: AC 311 and AC 312.
The course requires outside readings and a continued demonstration of oral and written communication skills. Offered as needed.

AC 435. Special Management Accounting Topics (3)
Prerequisites: AC 211 and AC 212
The student is exposed to material appearing on the examination for a Certificate in Management Accounting. Offered periodically.

AC 450-456. Internship (1,2,3,4,5,6)
Prerequisite: Approval of department chair.
Direct participation in the practical workings of the accounting profession. The student must submit a written report.

MILITARY SCIENCE (All classes are taught at UNC-Charlotte. For more information please contact AFROTC Det 592 at UNC-Charlotte (704) 687-4537, or via email at tlagnew@email.uncc.edu).
AEROSPACE STUDIES (Air Force ROTC)

AERO 1101. The Air Force Today (1)
Pre-professional corequisite: AERO 1101L. Survey of topics relating to the Air Force including officership, professionalism, and basic communicative skills. (Fall)

AERO 1101L. The Air Force Today (0)
Leadership Lab. (Fall)

AERO 1102. The Air Force Today (1)
Pre-professional corequisite: AERO 1101L. A continuation of AERO 1101 to include a study of organizational structure and missions of the Air Force, life on an active-duty base, and the relation of other armed service components to the Air Force mission. (Spring)

AERO 1102L. The Air Force Today (0)
Leadership Lab. (Spring)

AERO 2101. Development of Air Power I. (1)
Pre-professional corequisite: AERO 2101L. Examination of the development of air power from its beginnings through the Cold War, emphasizing the evolution of air power concepts and doctrine. An assessment of communication skills is included. (Fall)

AERO 2101L. Development of Air Power I (0)
Leadership Lab. (Fall)

AERO 2102. Development of Air Power II (1)
Pre-professional corequisite: AERO 2102L. A continuation of AERO 2101 which examines the history of air power from Vietnam to the present. Oral communication development is a critical element. (Spring)

AERO 2102L. Development of Air Power II (0)
Leadership Lab. (Spring)

AERO 3101. Leadership and Management (3)
Pre-professional corequisite: AERO 3101L. Study of leadership theory and skills, and of the Air Force officer’s role as a leader. Includes a study of management skills and their value in the military environment. Emphasis is placed on written and oral communication. (Fall)

AERO 3101L. Leadership and Management (0)
Leadership Lab. (Fall)

AERO 3102. Defense Administration and Military Management (3)
Pre-professional corequisite: AERO 3102L. Examination of Air Force doctrine, leadership, and ethics. Emphasis placed on written and oral communication. (Spring)
AERO 3102L. Defense Administration and Military Management (0) Leadership Lab. (*Spring*)

AERO 3201. National Security Issues in Contemporary American Society (3) Pre-professional corequisite: AERO 3201L. The executive-legislative matrix of our national government is developed and compared with other governmental systems. Special emphasis on the role of the emerging military leader in implementing national policy decisions, civilian control of the military, and regional security issues. (*Fall*)

AERO 3201L. National Security Issues in Contemporary American Society (0) Leadership Lab. (*Fall*)

AERO 3202. The Defense Leader: Perspectives on Ethics and Justice (3) Pre-professional corequisite: AERO 3202L. Continued development of the fundamentals presented in AERO 3201 with special emphasis on the military as a profession and on officership. Selected ethical and military justice scenarios are presented and discussed to prepare the student with an adequate intellectual framework for action as a professional military officer. (*Spring*)

AERO 3202L. The Defense Leader: Perspectives on Ethics and Justice (0) Leadership Lab. (*Spring*)

AR 101. Introduction to Art in Western Civilization I (3) A humanities course integrating the arts of the western world with the prevailing philosophy of the successive periods from prehistory to the late Middle Ages.

AR 102. Introduction to Art in Western Civilization II (3) From the Italian Renaissance to the 20th Century.

BI 101. Natural World (4) Introductory level course emphasizing the nature and practice of science, the characteristics and diversity of life, ecology, development and evolution. (Class three hours; laboratory two hours per week). Offered yearly, fall and spring.

BI 103. Introductory Biology (4) The objectives of this course are to provide students with an overview of the structure and function of living matter, the organization of life on earth, and to increase their understanding of the world in which they live. Lectures, assigned text materials, laboratory demonstrations and exercises, field trips and various student projects may be used as teaching aids in the course. (Class three hours; laboratory consists of outside projects and assignments). Offered in the Weekend Program, spring of every other year and in the evening program as needed.

BI 155. Human Anatomy and Physiology (4)
A general survey of the structure and function of the organ systems of the human body—focusing on the relationship between form and function. The importance of interrelationships between systems in maintaining normal function is emphasized. (Class three hours; laboratory two hours per week). Offered upon sufficient demand.

**BI 201. Cell Biology**
Prerequisite: BI 101 or BI 155 or permission of the instructor.
An introduction to the structure and function of prokaryotic and eukaryotic cells. (Class three hours; laboratory three hours per week). Offered every semester.

**BI 203. Plants in Society**
This is a course that investigates the role of economically important plant species to man both in the past and at the present time. Topics will include the ways plants have been, and are being used as food, for clothing, and as medicine, as well as their spiritual and ritualistic meanings and uses. This will involve exploring the history of the domestication of these species. Offered upon sufficient demand.

**BI 215. Research Methods in Biology**
Pre- or Co-requisites: BI 201, BI 231
An introduction to biological literature using a seminar approach. Students will learn how to read and review primary literature, carry out literature searches, design experiments using proper research methodology, and write reports. (Class two hours per week) Offered every spring.

**BI 231. Organismal Diversity**
Prerequisites: BI 101 or BI 155 or permission of the instructor.
A lecture and demonstration course covering the Protista, Animalia, and Plantae Kingdoms with passing reference to the Eubacteria, Archaeabacteria, and Fungi. Evolutionary relationships, taxonomy, and anatomy emphasized. (Class three hours; laboratory three hours per week). Offered every spring.

**BI 300. Genetics**
Prerequisites: BI 101 or 155, BI 201
A study of the fundamental principles of classical, molecular, and, to a lesser extent, population genetics that serve as the basis for organismal inheritance and variation. (Class three hours; laboratory three hours per week). Offered every fall.

**BI 303. Parasitology**
Prerequisites: BI 101 or BI 155, BI 201, BI 231
A comprehensive basic study of morphology, taxonomy, and physiology of the parasites of man and other vertebrates with emphasis on Protozoa, Helminthes, and Arthropoda. The course focuses on: life histories, etiology, epidemiology, diagnostic techniques, and control methods. (Class three hours; laboratory three hours per week). Offered upon sufficient demand, alternate years.
BI 305. Field Biology (4)  
Prerequisite: BI 101 or BI 155, BI 231 or permission of the instructor.  
A course emphasizing the natural history of common outdoor plants and animals, techniques of habitat location, collection, preservation, and identification. (Class three hours; laboratory four hours per week). Offered upon sufficient demand, fall, alternate years.

BI 306. Entomology (4)  
Prerequisites: BI 101 or 155, BI 201, BI 231  
A study of insects with emphasis on collection, identification, structure, development, classification, phylogeny, life histories, and ecology. (Class three hours; laboratory four hours per week). Offered upon sufficient demand, alternate years.

BI 308. Microbiology (4)  
Prerequisites: BI 101 or BI 155, BI 201; Pre- or corequisite, CH 105  
A survey of microorganisms and viruses; their morphology, taxonomy, physiology, and ecology, including selected topics in immunology. (Class three hours; laboratory two hours per week). Offered yearly.

BI 310. Animal Physiology (4)  
Prerequisites: BI 101 or 155, BI 201, BI 231; CH 105  
A systematic study of the physiology of the nervous system, including special senses, circulation, respiration, digestion, kidney function, hormonal control, and reproduction. Experimental methods used for direct acquisition of physiological data will be emphasized in the laboratory. Term papers will be based on topics in comparative physiology. (Class three hours; laboratory two hours per week). Offered yearly.

BI 311. Taxonomy of Vascular Plants (4)  
Prerequisites: BI 101 or BI 155, BI 231  
Identification, classification and phylogenetic relationships of vascular plants. (Class three hours; laboratory two hours per week). Offered upon sufficient demand alternate years.

BI 312. Issues in Natural Sciences (3)  
Prerequisites: BI 101 or BI 155 and the permission of the instructor.  
Discussion of topics of current interest and concern to the natural sciences. Students and faculty from all disciplines are invited to participate. Offered upon sufficient demand.

BI 313-315, 410-412. Special Problems in Biology (1, 2, 3)  
Prerequisite: Permission of the instructor, and junior-or senior-level status.  
A directed individual library, laboratory, or field investigation of a particular problem. Upon special arrangement with the department, a particular assignment can be conducted off site. (Junior level projects carry 300 level numbers; senior level projects carry 400 level numbers).

BI 322. Biological Techniques (4)
Prerequisites: BI 101 or BI 155, BI 201, BI 300; CH 105. Pre-or co-requisite: BI 308 or permission of instructor. Laboratory exercises will include electrophoresis, cell transformation, plasmid isolation and characterization, polymerase chain reaction, Western and Southern blotting, and chromatography. (Class/Laboratory, five hours). Offered alternate years or upon sufficient demand.

**BI 326. Plant Ecology** (4)
Prerequisites: BI 101 or BI 155 and BI 231
Consideration of the structure and function of terrestrial vascular plant communities. Topics include measurement and description of plant community properties with an emphasis on NC communities, classification, vegetation patterns in relation to environment, ecological succession, and a survey of the vegetation of North America. (Class three hours; laboratory three hours per week). Offered upon sufficient demand. Note: A weekend field trip to the coastal plain is mandatory.

**BI 330. Epidemiology** (3)
Pre-requisites: BI 201, BI 300, BI 310 or BI 361
Recommended: BI 308, BI 303 or MA 208
This course introduces the principles and research methodologies used in the investigation of patterns of disease and other health-related events in populations. (Class three hours per week). Offered upon sufficient demand.

**BI 350. Environmental Issues** (3)
Prerequisites: EV 300 or permission of the instructor.
This course explores contemporary environmental issues. It will focus on issues from several different perspectives (scientific, political, economic and social) and will be taught in part through the analysis of case histories. Offered upon sufficient demand.

**BI 360. Human Anatomy** (4)
Prerequisites: BI 101 or BI 155, Recommended BI 201, BI 231; CH105
Familiarization with the basic terminology applying to the major parts of the body: organs, systems and regions. Laboratory is a detailed study of mammalian anatomy learned through dissections. (Class three hours; laboratory two hours per week). Offered upon sufficient demand.

**BI 361. Human Physiology** (4)
Prerequisites: BI 101 or BI 155, BI 201, BI 231; CH 105
A systematic study of the physiology of the nervous system, special senses, circulation, respiration, digestion, kidney function, hormonal control, and reproduction. Experimental methods used for direct acquisition of physiological data will be emphasized in the laboratory. Term papers will be on topics in human physiology. (Class two hours; laboratory two hours per week). Offered every spring.

**BI 391-396 Credit for Experiential Learning in Biology** (1,2,3,4,5,6)
Recognizing that adults often achieve competencies beyond those of typical
undergraduate students, the Biology Department will occasionally award college credit for learning acquired through life-work experience that equates to what could be a college-level course but which is not specifically listed in the College Catalogue. Students must be enrolled for at least one full semester before being eligible to apply for life experience credits. Credit is granted only upon approval by the Chair of the Biology Department. To apply for credit consideration, student must complete the “Request for Experiential Learning Credit” forms available in the Adult Degree Program Office.

**BI 402. Histology** (4)
Prerequisites: BI 101 or BI 155, BI 201; Recommended: BI 310 or BI 361
A detailed study of the basic tissues of the vertebrate body and the arrangement of these tissues into organs. Techniques of tissue preparation are included in the laboratory. (Class three hours; laboratory three hours per week). Offered upon sufficient demand.

**BI 403. Ecology** (4)
Prerequisites: BI 101 or BI 155, BI 201, BI 231
A study of the interrelationships between living organisms or groups of organisms and their environments: terrestrial, fresh water, and marine. Studies of communities and ecosystems emphasize energy flow, biogeochemical cycles, and population dynamics. (Class three hours; laboratory three hours per week). Offered alternate years. This is a writing intensive course.

**BI 407-408 Coordinating Seminars I, II** (2, 2)
The first semester identifies and reviews basic biological principles and prepares students for the objective part of their comprehensive examinations. The format includes oral student presentations and seminar discussions. In the second semester, review is continued or a specific topic in biology is selected for intensive study through oral student presentations, research papers, and discussions. Two hours; two semesters. Offered yearly. Coordinating seminars are writing intensive.

**BI 409. Immunology** (4)
Prerequisites: BI 201, BI 300, BI 308 suggested; CH 105, CH 106, CH 221
Study of chemical, genetic, and biological properties of the immune response; of natural and acquired immunity; and of antibody production. (Class three hours; laboratory two hours per week). Offered alternate years.

**BI 420. Embryology and Development** (4)
Prerequisites: Biology 101 or BI 155, BI 201, BI 231
The ontogenetic development of organisms and the mechanisms of control for the process. (Class three hours; laboratory four hours per week). Offered upon sufficient demand.

**BI 451-456. Internships** (1,2,3,4,5,6)
Offered by arrangement through the Director of Internships and with the approval of the Department Chair.

**Note:** These courses do not count toward the major.
BU 201. Introduction to Business (3)
A survey of the fundamental activities of business—analysis and decision making, communication, and responsible action—in the context of the United States economy. Offered every year. ADP only.

BU 221. Spreadsheet Applications (3)
A survey of software packages and analytical techniques commonly used in the business world. Offered every year. Cf. CS 221.

BU 265. Spreadsheet and Database Applications (3)
Prerequisites: CS 100 or Computer Competency Assessment
A study of spreadsheet and database concepts and applications using software packages and analytical techniques commonly used in the business world. Offered every semester. Cf. CS 265

BU 300. Management (3)
A survey of management principles and practices related to planning, organizing, leading and controlling. Offered every semester.

BU 306. Quantitative Analysis I (3)
Prerequisites: MA 145 and CS 100 or 221 (or Computer Competency Assessment) and BU 265 or permission of the instructor.
An introduction to descriptive and inferential statistics, the theory of probability, hypothesis testing, and other basic statistical tools for evaluating data in business and economics. Offered every semester. Cf. EC 306.

BU 307. Money and Banking I (3)
Prerequisites: EC 201 and EC 202 or permission of the instructor.
A study of the nature, characteristics, and function of the monetary and banking systems of the United States. Offered every year. Cf. EC 307.

BU 308. Money and Banking II (3)
A continuation of Business/Economics 307. Offered upon sufficient demand. Cf. EC 308

BU 309. Marketing (3)
A survey of concepts and practices related to managerial decisions about product planning, pricing, distribution, and promotion. Offered every semester.

BU 310. Finance (3)
Prerequisites AC 211, AC 212, EC 201, EC 202, BU 265 and MA 145 or the permission of the instructor.
A survey of concepts and methods drawn from finance and applied to managerial decision making. Offered every semester.

BU 311. Finance II-Advanced Financial Management (3)
Prerequisites: BU 310.
A continuation of the topics and themes of BU 310. Offered upon sufficient demand.
BU 312. Business Law I
An introduction to contract law, bailments, sales, and the legal responsibilities of businesses. Offered every year.

BU 313. Business Law II
An introduction to commercial paper, secured transactions, agency and employment, and the legal responsibilities of businesses. Offered upon sufficient demand.

BU 315. Business Communication
A writing-and speaking-intensive course with special attention given to forms of communication commonly found in the business world. Offered every semester.

BU 318. Public Relations
Prerequisites: BU 315 or permission of the instructor.
Starting with an understanding of Public Relations’ role in society, the course engages students in the public relations process from strategic planning through tactical implementation to results evaluation. As a centerpiece for the course, students apply the many tools available to today’s public relations practitioner. Offered upon sufficient demand.

BU 319. Advertising and Promotion
Prerequisites: BU 309 or permission of the instructor.
A survey of principles and practices of marketing communications in the advertising and promotion of products and services. Offered upon sufficient demand.

BU 335. Personal Finance and Investments
A survey of financial and economic topics related to individual and family decisions concerning personal financial planning. Offered upon sufficient demand.

BU 355. Complex Organizations
A survey of topics pertaining to the design of organizations for effective performance. Offered upon sufficient demand. Cf. SO 355.

BU 380. White Collar Crime
This course compares and contrasts the deviance of “upper-world” “crime in the suites” with conventional “crime in the streets”. The original conception of white collar crime presented by Edwin M. Sutherland and his classic research on corporate crime in the 1930’s and 40’s is used as a benchmark to discuss the subsequent issues and research which have emerged in recent years. The course documents the great breadth of white collar and corporate offenses, ranging from restraint of trade, unfair labor practices, consumer fraud, and political corruption, to the areas of environmental, medical, and computer crime. Offered every year. Cf CJ/SO 380.

BU 401. Organizational Behavior
A survey of theories and research pertaining to motivation, leadership, small group processes, and organizational design. Offered upon sufficient demand. Cf. SO 401.

BU 403. Management of Information Systems (3)
Prerequisites: CS 307 or 309, two business courses, and senior status.
Senior-level treatment of the management of information systems and their role in businesses and other kinds of organizations. An oral presentation will be required. Offered every year. Cf. CS 403.

BU 404. Human Resource Management (3)
A survey of contemporary personnel theories and practices. Offered upon sufficient demand.

BU 405. Public Finance (3)

BU 407. Management Seminar : Strategic Management (3)
Prerequisites: All other required business core courses and senior standing or permission of the instructor.
A capstone course in management decision-making with an emphasis on formulating and implementing strategies for effective adaptation. Offered every semester.

BU 409. Sales and Sales Management (3)
Prerequisites: BU 309 or permission of the instructor.
An introduction to the selling process and the managerial responsibilities associated with maintaining an effective sales function. Offered upon sufficient demand.

BU 410. Business and Society (3)
A survey of contemporary social issues facing management and a review of socially responsible decision making in free enterprise economies. Offered upon sufficient demand.

BU 411. Financial Investments (3)
Prerequisites: BU 310 or permission of the instructor.
A survey of investment strategies used by individuals and corporate managers with an emphasis on decision making. Offered upon sufficient demand.

BU 412. Legal Environment of Business (3)
Prerequisite: Junior Standing
This course examines the substantive legal issues involved in American business including contracts, torts, intellectual property, employment law, business entities and real estate. The course also describes the processes by which business legal disputes are resolved including litigation, mediation, and arbitration.

BU 419. Marketing Research (3)
Prerequisites: BU 309 and BU 306.
A survey of research design and data analysis methods for conducting research on market demand and consumer behavior. Offered upon sufficient demand.

**BU 426. Management Science**
Prerequisite: BU 306 and MA 145 or permission of the instructor.
A survey of management applications of mathematics and statistics. Use of computer software to add mathematical calculations is an important part of the course. Offered upon sufficient demand. Cf. CS 426.

**BU 436. Operations Management**
Prerequisite: BU 306
An introduction to operations management in both manufacturing and service organizations. The scope of this course ranges from the study of long-range, strategic decision making to day-to-day analytical decision making. The integration of long-term and short-term decisions, as well as the integration of the operations function within the firm, is also emphasized. Operations management concepts will be presented through class lectures and discussions, real life examples, case studies and assignments.

**BU 451-456. Internship**
See the Director of Internships. Offered on demand.

**CH 105-106. General Chemistry**
Prerequisite: MA 151
A two-semester introductory course to familiarize students with the basic principles and calculations of chemistry: chemical formulas and reactions; atomic structure and the periodic table; chemical bonding; gases, liquids, and solutions; thermodynamics, equilibrium; electrochemistry; chemical kinetics. The laboratory introduces basic chemical techniques and the use of standard laboratory equipment. (Class three hours; laboratory three hours per week). Offered every year.

**CH 221-222. Basic Organic Chemistry**
Prerequisite: CH 105, CH 106
A two-semester course covering the principles of organic chemistry, including the structure, reactions, and properties of typical organic compounds. The thermodynamics, kinetics, and stereochemistry of organic reactions are stressed. The spectrometric identification of organic compounds is introduced. The laboratory course covers the synthesis, purification, and analysis of selected organic compounds. (Class three hours; laboratory four hours per week). Offered yearly.

**CH 316. Biochemistry**
Prerequisite: CH 222
A one-semester course covering basic biochemical concepts. Chemical principles and facts that pertain to the following areas: structure and function of proteins, especially enzymes; metabolism of intermediates; gene expression;
genetic engineering and special topics, such as biological membranes, are emphasized. Offered alternate years.

**CH 317. Analytical Chemistry**
Prerequisite: Chemistry 106
A one-semester course in the theoretical and applied aspects of chemical analysis; emphasis is on quantitative analysis. (Class three hours; laboratory four hours per week.) Offered alternate years.

**CH 415-416. Special Problems in Chemistry** (1,3)
This course is open to students with approval of the faculty. One to three credits may be given. Offered as needed.

**CJ 201. Introduction to Criminal Justice** (3)
This course is to introduce students to the three components of the Criminal Justice System: law enforcement, courts, and corrections. Students will develop sufficient knowledge to understand the interdependence and dependence of each subsystem. Lectures and discussions include crime statistics, crime causation, the role and practices of law enforcement, operation of the state and federal court systems, and the corrections system, which includes probation, parole and prison. Offered yearly.

**CJ 302. Special Topics** (3)
Topics of contemporary interest in sociology. Subject to be covered and prerequisites will be announced at registration. Offered as needed. Cf. SO 302

**CJ 304. Institutional and Community Corrections**
Prerequisite: CJ 201 recommended (3)
Students will study the history of the penal system in the United States, and consider the manner in which criminal punishment is carried out. The four goals of punishment will be discussed at length, as will the death penalty. This course will also review the American probation and parole systems, and examine how correctional philosophies are translated into practice. Offered as needed.

**CJ 305. Research Methods** (3)
Historical development of the scientific method in social research and its relationship to the logic of social inquiry; comparative analysis of the major research methods and techniques in sociology; practical exercise in utilizing these procedures. Offered every year. Cf. SO 305.

**CJ 309. Constitutional Law** (3)
Principal focus of this course is the meaning of the text of the American Constitution; readings are drawn from the debates at the Constitutional Convention, The Federalist Papers, standard and recent commentaries, and leading decisions of the Supreme Court. Offered alternate years. Cf. PO 309.

**CJ 380. White Collar Crime** (3)
This course compares and contrasts the deviance of “upper-world,” “crime in the suites,” with conventional “crime in the streets.” The original conception of white collar crime presented by Edwin M. Sutherland and his classic research on corporate crime in the 1930’s and 40’s is used as a benchmark to discuss the issues and research that have emerged in recent years. The course documents the breadth of white collar and corporate offenses, ranging from restraint of trade, unfair labor practices, consumer fraud, and political corruption, to the areas of environmental, medical, and computer crime. Offered every year. Cf BU/SO 380.

**CJ 400. Global Cargo Security**

This course covers the security issues and problems associated with moving cargo in a global environment. It treats each mode of transportation and the unique security requirements of those modes, and it reviews all the federal security programs that are involved in moving cargo internationally. Offered as needed. Cf IB 400.

**CJ 408W. Senior Thesis**

Prerequisite: CJ 305

The main purpose of the senior thesis project is to provide students with an opportunity to combine all the criminal justice knowledge they have acquired over the course of three or four years of study, to demonstrate a mastery of that knowledge, and to further develop research and written communication skills. The educational purpose of the required senior thesis is to demonstrate proficiency in all areas of the liberal arts curriculum: critical thinking, oral communication, ability to write, mathematical competence, an understanding of classical and contemporary academic works, and last, but by no means least, discipline and perseverance. Required for graduation. Offered every year.

**CJ 414. Criminology**

Prerequisite: SO 201 and class standing of sophomore or above.

An analysis of deviant behavior classified as criminal in our society; the relationship between law and justice, the types of crime, causes of criminal behavior, and proposals for dealing with crime as a social problem; contemporary sociological theories of crime. Offered as needed.

**CS 100. Introduction to Computing**

Prerequisite: None

Hands-on instruction in the operation of a microcomputer and the uses of word processors, spreadsheets, and the Internet. Discussion of what computers are, how they work, how they can be used, and their effects on our society. Offered every semester.

**CS 120. Creating Web Sites**

Prerequisite: None

Introduction to the creation and design of web pages and sites, including writing html, using software suites to write web pages, and the ethical and legal issues involved in designing, writing, and running a web site. Offered on demand.
CS 201. Introduction to Programming (3)
Prerequisite: Mathematics 112 or equivalent.
Introduction to algorithmic problem solving by means of reading, designing, writing, testing, and documenting computer programs. Offered every year.

Prerequisite: Mathematics 151 or Philosophy 101
Introduction to computer hardware systems, operating systems, and information systems. Offered every year.

CS 211. Business Programming I (3)
Prerequisite: Computer Studies 201
Introduction to structured computer programming in a business environment. Topics include report generation, sorting, and testing. Offered on demand.

CS 212. Business Programming II (3)
Prerequisite: Computer Studies 211
Continuation of CS 211 with emphasis on processing and business algorithms. Offered on demand.

CS 221. Spreadsheet Applications (3)
Prerequisite: Computer Studies 100 or permission of instructor.
Study of spreadsheet concepts and applications including graphics, database, and macros. Offered on demand.

CS 234. Introduction to C++ (3)
Prerequisite: Computer Studies 201
Introduction to C++ from the simple language elements to its more complex features. Topics include a complete study of C++ syntax as well as C++ program structure, data types, and fundamental control structures. Offered every other year.

CS 241. Local Area Networks (3)
Prerequisite: Computer Studies 202
A study of the uses of LANs, their topologies, and the operation and management of a number of specific LANs.
(Credit cannot be had for both CS 241 and CS 242.) Offered on demand.

CS 242. Computer Networks (3)
Prerequisite: Computer Studies 202
A study of the uses of networks and applications designed for them, their topologies, their operation and management, their protocols, and their design. Standard reference models for networks will be examined. (Credit cannot be had for both CS 241 and CS 242.) Offered every other year.

CS 243. Web Site Development
Prerequisite: None
An introduction to web site design using HTML and other languages. Emphasis is on business web sites. Offered on demand.

**CS 245. Special Topics in Microcomputer Applications** (3)
Prerequisite: Computer Studies 100 or permission of instructor.
A study of a particular microcomputer software package, a class of microcomputer software packages, or a class of microcomputer applications. May count only once towards any major or minor in the department. Offered on demand.

**CS 265. Spreadsheet and Database Applications** (3)
A study of spreadsheet and database concepts and applications using software packages and analytical techniques commonly used in the business world. Offered every semester. Cf. BU 265.

**CS 302. Data Structures** (3)
Prerequisites: Computer Studies 201 and Mathematics 222.
Description of basic data structures such as lists, arrays, linked lists, stacks, queues, and trees. Discussion of algorithms associated with them and of their application to practical problems such as sorting, searching, storage allocation, database design, and language parsing. Offered every year.

**CS 307. Files and Database Access** (3)
Prerequisite: Computer Studies 201 or 202
Introduction to files, database management systems, and the use of structured query languages. A microcomputer database package is used to implement the concepts learned. Offered every year.

**CS 309. Information Systems Analysis** (3)
Prerequisites: Accounting 211, Business 201, Computer Studies 201 and 202 and one of Computer Studies 211, 234, or 307
A structured approach to the analysis and specification of computer information systems. Discussion of the traditional systems development life cycle as well as prototyping and other computer aided software engineering (CASE) strategies and tools. Offered every year.

**CS 310. Information Systems Design** (3)
Prerequisites: Computer Studies 307 and 309 and either Computer Studies 212, 242, or 243
Structured approach to the design, implementation, documentation, and maintenance of computer information systems. Emphasis is placed on the development of user friendly, well-structured, well-documented, and maintainable systems. Offered every year.

**CS 320. Operating Systems** (3)
Prerequisites: Computer Studies 202
A study of the major components of operating systems, comparing and contrasting various systems including batch, time sharing, and microcomputer systems. Offered on demand.
CS 322. Computer Architecture (3)
Prerequisites: Computer Studies 202
A study of the fundamental concepts and terminology of computer architecture (including assembly languages) with emphasis on the relationship among hardware, architecture, systems software, and application software. Offered on demand.

CS 325. Logic and Algorithms (3)
Prerequisites: Computer Studies 302 and Philosophy 101
An introduction to formal logic and its application to algorithmic problem specification and to the design, testing, and verification of algorithms. Includes an introduction to the theory of algorithmic computability. Offered every year.

CS 326. Production and Operations Management (3)
Prerequisite: A course in statistics, e.g. Business 306
A study of the analytical methods used by production managers. Topics include linear programming, queuing theory, project management, production scheduling, manufacturing strategies and quality control. (Credit cannot be had for both BU/CS 326 and BU/CS 426). Offered on demand. Cf. BU 326.

CS 332. Foundations of Computing (3)
Prerequisite: Computer Studies 302 and Philosophy 202
Introduction to the fundamental concepts of computer science with emphasis on the theory and design of algorithms. Offered every other year.

CS 341. Data Communications (3)
Prerequisites: Computer Studies 241 or 242
Discussion of technical and social aspects of computer networking and telecommunications. Offered on demand.

CS 345. AI and Expert Systems (3)
Prerequisites: Computer Studies 201 and Philosophy 101
Introduction to problems and methods of artificial intelligence with special emphasis on expert systems. Offered on demand.

CS 353. Internship (1)
Prerequisite: 12 hours of CS courses numbered 200 or above.
An internship with a local non-profit organization. Student will assist with the organization’s information systems. Supervised by a faculty member. Offered each semester.

CS 354. Internship (1)
Prerequisite: Computer Studies 353.
A continuation of Computer Studies 353. Supervised by a faculty member. Offered each year.

CS 361. Computer-Based Modeling and Simulation (3)
Prerequisites: Computer Studies 201, Mathematics 151, and a course in Statistics
A study of the construction and use of computer models of complex systems. Offered on demand.

**CS 403. Management of Information Systems** (3)
Prerequisites: Computer Studies 307 or 309, two business courses, and senior status
Senior level treatment of the management of information systems and their role in businesses and other kinds of organizations. An oral presentation will be required. Offered every year. Cf. BU 403.

**CS 410. Program Testing and Verification** (3)
Prerequisite: Computer Studies 325
A study of elementary program testing and verification methods with emphasis on tracing, test plans, functional testing, structural testing, diagnosis, debugging, and formal and informal verification methods and on the relative advantages and disadvantages of testing and verification. Offered every other year.

**CS 414. Applied Software Development Project** (3)
Prerequisites: Computer Studies 302 and 310
Application of system development concepts, principles, tools, and practices to a system development project of moderate complexity. A team approach is used; written and oral presentations will be required. Offered every year.

**CS 426. Management Science** (3)
Prerequisite: Mathematics 151 and Business 306 or permission of instructor.
A survey of management application of mathematics and statistics. Use of computer software to aid mathematical calculation is an important part of this course. (Credit cannot be had for both BU/CS 326 and BU/CS 426). Offered on demand. Cf. BU 426.

**CS 453, 456. Internship** (3,6)
Internships in local businesses where the student works part-time during a regular semester or full-time during the summer at a job with significant involvement with computer systems (beyond data entry).

**CS 490. Seminar** (3)
Prerequisites: Junior status and permission of instructor.
Seminar discussion of selected special topics in computing. Offered on demand.

**EC 201. Introductory Economics I** (3)
A basic course in macroeconomic problems and policies. Survey of the development and application of methods to promote economic growth, price stability, and employment in the national economy. Offered every year.

**EC 202. Introductory Economics II** (3)
A basic course in microeconomics. Survey of business organization, types of competition and controls, price determination through supply, demand, and other factors in the business sector. Offered every year.

**EC 306. Quantitative Analysis**
(3)
Prerequisite: MA 151 and CS 100 or 221 or permission of instructor.
An introduction to descriptive and inferential statistics, the theory of probability, hypothesis testing, and other basic statistical tools for evaluating data in business and economics. Lectures, three hours; one semester. Offered every semester. Cf. BU 306.

**EC 307. Money and Banking I**
(3)
Prerequisites: EC 201, 202.
A study of the nature, characteristics, and function of the monetary and banking systems of the United States. Lectures, three hours; one semester. Offered upon sufficient demand. Cf. BU 307.

**EC 308. Money and Banking II**
(3)

**EC 316. Intermediate Economics**
(3)
Prerequisites: EC 201, 202.
This course presents a sophisticated look at macro and micro principles, theory and public policy. Offered upon sufficient demand.

**EC 355. Political Economy I**
(3)
Prerequisites: EC 201, 202.
This course offers insight into the economic, political, and social thought of conservatives and liberals. Examining American history and contemporary events, students focus on diverse issues such as: the role of labor, business, and government; the theory of free markets; values and how society changes; sexism and racism; foreign policy; and the role of the Church. Offered upon sufficient demand. Cf. PO 355.

**EC 356. Political Economy II**
(3)
This course offers insight into the economic, political, and social thought of progressives and radicals. Progressive and radical theories will be contrasted with orthodox schools of thought. Offered upon sufficient demand. Cf. PO 356.

**EC 400. History of Economic Thought**
(3)
Prerequisites: EC 201, 202.
Primary texts are used in this course to trace the development of economic thought in the work of major economists from the eighteenth century to the present. Offered upon sufficient demand.

**EC 401. The History of American Economic Life**
(3)
Prerequisites: EC 201, 202.
This course examines the historical development of our modern economic society and its institutions, including: manufacturing, agriculture, foreign and internal commerce, transport, banking, finance, labor, immigration, and city growth and life. Students will also analyze the effects of these factors upon American ideals, problems, and society, past and present. Offered upon sufficient demand.

**EC 405. Public Finance** (3)
Prerequisites: EC 201, 202.

**EC 408. Economics Seminar** (3)
Prerequisites: EC 201, 202, 306, 316 and senior standing or permission of the instructor.
A capstone experience providing for the integration and synthesis of subject areas pertinent to the major. Emphasis will be on application of theory to practical problems. Offered upon sufficient demand.

**EC 440. International Trade Theory** (3)
Prerequisites: EC 201 and EC 202.
This course surveys different economic trade theories and policies pursued by developed and developing nations.
Cf. IB 440.

**ED 200. Introduction to Education** (1)
This course is designed for students interested in pursuing an education major. The course provides the opportunity to learn about teaching as a career. Students will learn about requirements for acceptance into a licensure program at Belmont Abbey College, engage in diagnostic measures to maximize successful completion of their education program of study, and examine personal aptitudes for a major in education. This course also provides information about the Educational Studies major. Offered every year.

**ED 250. Human Growth and Development** (3)
This course provides an overview of the theories of human development, with major emphasis on child development through adolescence. Theoretical perspectives and recent research will guide an examination of patterns and processes of the individual’s development—focusing on the physical, emotional, cognitive, linguistic, social, and moral aspects. Establishing a basic knowledge of these growth patterns includes identifying both typical and atypical development as well as studying those genetic and environmental factors that influence individual behavior. This course provides the foundation for more in-depth study and application of the principles of human development and learning theory. A field experience (10 hours) is required. Offered every year.

**ED 275. Introduction to the Exceptional Child** (3)
This course provides an overview of the nature and needs of exceptional children. State and federal legislation are examined. The instructional implica-
tions of this legislation, as well as placement issues, are discussed. A field experience (10 hours) is required. Offered every year.

ED 302. Education and Society  
Prerequisite: Junior status  
Education is discussed and analyzed in terms of how societies transmit culture and seek the balance between individual development and social progress. The student is introduced to the history of the American school experience, including issues and events pertaining to school law, to the field of comparative education, and to the issues of cultural diversity in teaching and learning. Appropriate for students not majoring in education. Offered every year.

ED 303. Children’s Literature  
This course provides an overview of the history and development of literature for children. The different types of literature will be explored. Book selection, evaluation, and resources will be included in this exploration. Students will engage in learning experiences that involve literary criticism, relationships between principles of human development and text interpretation, and applications of course content to teaching practice and curriculum organization. Offered every year.

ED 304. World of the Young Child  
Prerequisites: ED 250, 275, junior status  
This course addresses the design and implementation of developmentally appropriate learning experiences for young children. Students will observe and instruct children in pre-school settings and in public school kindergarten classrooms. Course emphasis will include the development of integrated curriculum design, a survey of current issues and research in the field of early childhood education, an understanding of patterns and processes of child development and the implications of these understandings for program design, a study of the function and value of play as a medium for learning and growth, and a consideration of the process of teaching and guiding the young child. A field experience (10 hours) is required. Offered every year.

ED 312. Educational Psychology  
Prerequisites: ED 250 and junior status  
The course provides a basis for understanding applied educational and psychological research in the school environment. Students will gain an understanding of fundamentals of educational measurement, including testing and assessment applications particular to school settings. The course provides the student with the opportunity to develop and refine a knowledge base for leading and evaluating student learning. Offered every year.

ED 350. Arts in the Elementary School  
Students will understand basic vocabularies, materials, techniques, and thinking processes of each arts discipline (visual art, music, theatre, and dance). This course also includes the study of works of art, music, theater and dance from a variety of cultures and historical periods. Integration of the four com-
ponents of the arts into the elementary curriculum will be the main focus of the course. Offered every year.

**ED 351. North Carolina History and Geography** (3)
A study of the economic, political, social, and cultural life of North Carolina. This course also includes an exploration of basic geographic concepts. May substitute an approved three-hour U.S. History course. If an approved U.S. History course is taken in the core requirements, it will be accepted in lieu of this N.C. history requirement.

**ED 361. Curriculum and Instructional Design** (3)
Prerequisite: ED 250, 275, junior status and admission to the licensure program.
This course is intended to provide the skills, values, and background necessary for making the decisions teachers need to make as curriculum and instructional leaders. Dominant curricular ideas and issues will be explored. A focus of the course is on a variety of generic and content-specific design and delivery systems. Particular emphasis is placed on the North Carolina Standard Course of Study. Offered every year.

**ED 376. Practicum** (1)
Prerequisite: permission of instructor, junior or senior status.
Directed observation and participation (15 hours) in selected school classrooms. Designed as an additional field experience opportunity for students in education or related fields. Offered as needed.

**ED 377. Practicum** (2)
Prerequisite: permission of instructor, junior or senior status.
Directed observation and participation (30 hours) in selected school classrooms. Designed as an additional field experience opportunity for students in education or related fields. Offered as needed.

**ED 378. Practicum** (3)
Prerequisite: permission of instructor, junior or senior status.
Directed observation and participation (45 hours) in selected school classrooms. Designed as an additional field experience opportunity for students in education or related fields. Offered as needed.

**ED 399. Diversity in Education** (3)
Prerequisites: Junior status
This course will survey the major social and psychological processes involved in diversity, human relations and how these processes influence teaching, learning, and other human interactions. The focus will be on practical issues of diversity in classroom settings, especially related to race, culture, gender, ethnicity, socio-economic levels and language. Offered every year.

**ED 400. Classroom Management** (3)
Prerequisites: ED 250, 275, junior status, admission to licensure program or permission of Department Chair.
This course focuses on various strategies for establishing the types of classroom conditions and student behavior that provide optimal learning environments. Selected teaching and classroom management techniques are studied and evaluated. Offered every year.

**ED 401. Educational Dynamics and Communication (3)**
This is a survey course that introduces students to basic ideas and practices used in the field of communication through an emphasis on educational issues. By combining theoretical approaches with applied activities through groups and teams, students will learn valuable communication skills that can be used in multiple contemporary job markets. Students will be expected to participate in a variety of activities, discussions, readings, and assignments to successfully master the content area of communications.

**ED 406. Language Arts (3)**
Prerequisites: ED 250, 275, 303, 361, junior status and admission to licensure program.
A study of the design and implementation of an integrated language arts and reading curriculum which includes the following: the inter-relatedness of all modes of communication (reading, speaking, writing, listening, viewing); the implications of language/literacy theory for instructional practice; the concept of reading as a developmental process; models and techniques of reading instruction; the conception that language arts instruction should be interactive and individualized, providing opportunities for students to experiment with and explore a variety of language forms and functions; and the demonstration of respect for different styles of learning based on language and culture. A field experience (15 hours) is required. Offered every year.

**ED 407. Diagnosis and Treatment of Reading Disabilities* (3)**
Prerequisite: Senior Status and admission to licensure program.
This course is intended to prepare students to design and implement a developmental classroom reading program by identifying, interpreting, and meeting the needs of those children experiencing difficulty reading. Course emphasis is on informal, teacher-designed diagnostic measures and strategies. A field experience (15 hours) is required. Offered every year.

**ED 408. Teaching Social Studies in the Elementary School* (3)**
Prerequisite: Senior Status and admission to the licensure program.
This course concentrates on social studies curriculum and instruction for the elementary school (K-6). Course content emphasizes teaching strategies and models that promote the development of thinking and problem solving. These models use cooperative learning experiences that relate social studies to other curriculum areas and sensitize students to global and cultural issues. The field experience (15 hours) is required. Offered every year.

**ED 409. Teaching Science in the Elementary School* (3)**
Prerequisite: Senior Status and admission to licensure program.
This course concentrates on a science and healthful living curriculum for instruction in the elementary school (K-6). Course content provides active inquiry experiences in the teaching of science by using various questioning
skills and developing science process skills in life, physical, and earth sciences. Attention will also be focused on promoting good health and a healthful lifestyle. A field experience (15 hours) is required. Offered every year.

ED 430. Teaching Mathematics in the Elementary School* (3)
Prerequisites: Senior Status and admission to licensure program.
This course seeks to provide prospective teachers of grades K-6 with an understanding and the knowledge of the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for teaching and learning of mathematics in the classroom. This course examines the progression from using concrete and manipulative activities to dealing with the symbolic or abstract. A field experience (15 hours) is required. Offered every year.

*Methods courses taken together in semester prior to student teaching.

ED 471. Student Teaching Seminar (3)
Prerequisite: Senior status and admission to Student Teaching.
This course is intended to provide support for student teachers to help them understand their role as teachers, and to enable them to integrate theory with practice in the classroom. Each candidate will engage in reflective evaluation of the effects of choices and actions on others and how these ultimately affect professional growth. The Exit Portfolio will be evaluated at intervals during this course. Offered every spring.

ED 475. Student Teaching (9)
Prerequisites: senior status and approval of the Director of Field Experience.
Directed observation, participation, and teaching under the supervision and guidance of selected classroom teachers and a college supervisor. All courses except ED 471 should be completed prior to student teaching. Offered every spring.

ED 476. Practicum (1)
Prerequisite: permission of instructor.
This course is designed to offer supervision of and consultation with those students who are lateral entry candidates. Will include directed observations and guided reflections. Offered as needed.

ED 478. Practicum (3)
Prerequisite: permission of instructor.
This course is designed for those students who have teaching experience or licensure in one area, and who now desire experience or licensure in a second area. Will include directed observation and teaching in selected schools. Offered as needed.

ED 493. Special Studies: Educational Studies Internship (3)
Prerequisite: permission of Department Chair.
An internship designed as a requirement for an Educational Studies major. Planned and conducted under the supervision of a faculty member, and
approved as part of the 36-semester-hour requirement (100 actual hours interned) for the major, this experience is tailored to the liberal education and career interests of the student. Offered every year.

**ED 494. Special Studies: Education Studies Internship (6)**
Prerequisite: permission of Department Chair.
An internship designed as a requirement for an Educational Studies major. Planned and conducted under the supervision of a faculty member, and approved as part of 36-semester-hour requirement (200 actual hours interned) for the major, this experience is tailored to the liberal education and career interests of the student. Offered every year.

**ED 499. Issues and Trends in Education (3)**
This course will examine current, relevant controversies about schools and schooling. The course will explore the major opposing viewpoints on critical issues such as academic achievement gaps; church and state issues; school choice; assessment; school violence; and school and societal expectations. Offered as needed.

**EN 101. Writing on Contemporary Issues (3)**
An introduction to academic discourse in the context of contemporary issues, with analysis of readings and practice in argumentative writing. Research paper required. Designed to acquaint students with the conventions of academic discourse, in addition to improving their ability to write clear, correct, and forceful English prose. Offered every year.

**EN 102. Argumentative Prose (3)**
Prerequisite: EN 101
Analysis of prose selections organized around significant themes, with writing assignments growing out of the issues raised by these selections. Designed to give students practice in close reading of texts and in developing written arguments. Offered every year.

**EN 104. Creative Writing (3)**
A study of various genres of literature and approaches to literary interpretation as preparation for writing literary texts. Lectures, discussion, and “workshop” approach to creative writing. Offered as demand warrants.

**EN 199. Newspaper Production (1)**
Prerequisite: EN 101
Experience and instruction in all phases of the production of the Belmont Abbey College student newspaper, *The Crusader*. Seminar; one hour. May be taken three times for credit. Offered every semester.

**EN 201. World Literature (3)**
Reading, analysis, and discussion of major literary works representing different national cultures and historical epochs, from ancient times until the twentieth century, with some attention given to non-Western literature; emphasis on
the history of ideas and of culture, as well as on aesthetic values. Offered every year.

**EN 202. English Literature**
A selected survey of major works in English Literature from Beowulf to the present. Offered every year.

**EN 203. American Literature**
A selected survey of major works in American Literature from the colonial period to the present. Offered every year.

**EN 204. Southern Literature**
A search through various genres and media of the notions of identity: self and community in the writing over time of the American South, appealing today to post-colonial cultures around the world. Discussions include an historical range of writers and contexts from Jefferson and Douglass to modern and 21st Century contributors such as Hurston, Faulkner, Wolfe, O’Connor, Welty, Walker, Taylor, L. Smith and Chappell. An option in the Justice and Peace Minor, Theology.

**EN 205. Love in the Literary Tradition**
Through a variety of literary genres, an exploration of romantic love in medieval, Renaissance, and nineteenth- and twentieth-century literature, and of altruistic love as present, for example, in the religious and mystical experience of love. Offered as demand warrants.

**EN 216. Introduction to Film Criticism**
A survey of films from the Auteur School of contemporary masters. Audio-visual fee. Offered as demand warrants.

**EN 303. 20th and 21st Century Women Writers around the World**
Prerequisites: EN 101 and an EN 200-level course
An exploration of universal themes and the conditions of gender in modern and postmodern poetry, criticism, fiction and drama, including Dickinson, Woolf, Hellman, Oates, Rich, Tyler, Atwood, Gordimer, Kincaid, Mukherjee, Song, Szymborska, and Morrison. Offered as demand warrants.

**EN 304. Restoration and Eighteenth-Century British Literature**
Prerequisites: EN 201, EN 202
A study of the major authors from 1660 to 1780 in relation to the political, social, philosophical, and aesthetic ideals and movements of the times. Parallel reading of several novels. Offered every other year.

**EN 306. Milton**
Prerequisites: EN 201, EN 202
A survey of the major works, including “Lycidas,” *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Offered as demand warrants.

**EN 307. Literature of the English Renaissance**
Prerequisites: EN 201, EN 202
An inquiry into the discourses of the “Golden Age of English Literature” out of which also arose new consciousness, culture and contradiction. Many of Shakespeare’s 17th-century competitors are featured, including Sidney, Nashe, Spenser, Kyd, Marlowe, Webster, Jonson, and Donne. Offered every other year.

EN 309. Literary Criticism (3)
Prerequisites: EN 201, EN 202 or EN 203
Critical theory and practice from Plato to the present; basic principles of interpretation and criticism. Offered every other year.

EN 310. Rhetorical Theory and Writing Instruction (3)
A survey of essential texts in the history of rhetoric as the basis for understanding and evaluating contemporary approaches to writing instruction. Offered as demand warrants.

EN 311. English Victorian Writers (3)
Prerequisites: EN 201, EN 202
A study of English Victorian writers, including representative works by Tennyson, the Brownings, the Brontes, Eliot, Newman, Carlyle, Arnold, Ruskin, Pater, and others. Offered every other year.

EN 312. Advanced Expository Writing (3)
An introduction to the principles of classical rhetoric in works by Plato and Aristotle as preparation for writing about ideas related to the fields of politics, economics, psychology, science, philosophy, and anthropology. Offered as demand warrants.

EN 314. The English Language: History, Theory and Change (3)
Prerequisites: EN 201
A study of the origins, principles and issues in the English language up to its present form and of variations around the world. Students will gain experience in projects (with the theories and data) on a range of inquiries: theories of grammar, child acquisition of language, linguistic universals, dialects, discourse and application to literature, cognitive and social aspects of speech, and language policy. An upper level English and Humanities Elective; of interest to Education and Applied Psychology majors.

EN 400. Special Topics (3)
Courses offered periodically on special subjects or literary specialties not normally covered in regular upper level courses.

EN 401. English Romantic Writers (3)
Prerequisites: EN 201, EN 202
A study of the representative works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, as well as other writers, all of whom helped define the Romantic tradition in English Literature. Offered every other year.
EN 403. Medieval Literature (3)
Prerequisites: EN 201, EN 202 or EN 203
A study of Chaucer’s *Canterbury Tales* in Middle English with attention to the social and philosophical context. *Piers Plowman* and works of the *Pearl-poet* read in translation. Offered every other year.

EN 404. Contemporary Literature (3)
Prerequisites: EN 201, EN 202
A study of selected poetry and prose fiction after 1945, including novels by Bellow, Barth, Vonnegut, and Heller. Offered as demand warrants.

EN 406. Nineteenth-Century American Literature (3)
Prerequisites: EN 201, EN 202
A study of American prose and poetry produced during the nineteenth century, including major works by Hawthorne, Melville, Whitman, Dickinson, and Twain. Offered every other year.

EN 407. Coordinating Seminar (3)
Three hours; one semester; Offered every year.

EN 408. Modern British Literature (3)
Prerequisites: EN 201, EN 202
A survey of major works by writers of the Modern British period, including *Ulysses* and essential works by D.H. Lawrence, W.B. Yeats, and V. Woolf. Offered as demand warrants.

EN 410. Shakespeare: Tragedies (3)
Prerequisites: EN 201, EN 202
Representative selections from the tragedies; detailed analysis of set plays. Offered every year.

EN 411. Shakespeare: Comedies (3)
Prerequisites: EN 201, EN 202
Representative selections from the comedies; detailed analysis of set plays. Offered every year.

EN 412. Modern Literature (3)
Prerequisites: EN 201, EN 202
A survey of British and American prose and poetry produced in the twentieth century. Offered every other year.

EV 300. Introduction to Environmental Science (4)
Prerequisite: BI 101
This course is an introduction to the study of environmental science on both a local and global scale. Course material will include principles of ecology, the impact of humans on the natural world, major legal initiatives, and attempts to address environmental issues. Laboratory exercises will include sampling techniques and analysis of water and soil. (Lecture three hours; laboratory two hours per week). Offered yearly.
EV 350. Environmental Issues (3)
Prerequisites: EV 300 or permission of the instructor.
This course is intended to explore contemporary environmental issues. It will focus on issues from several different perspectives, including scientific, economic, and social aspects. We will discuss the possible consequences of actions and of inaction. The course will be taught at least in part through the analysis of case studies. Offered alternate years.

EV 498. Directed Study in Environmental Science (3)
Prerequisites: EV 300, EV 350, and permission of the instructor.
This course is a capstone exercise in the environmental science program. The specific activity will be determined by the student’s needs and interest. It most usually will take the form of an internship done off-campus, but instead may be a research project resulting in a thesis and public presentation or other similar activity. The student must have the project approved prior to actually commencing it. Offered upon demand.

FA 150. Abbey Players’ Theatre Practicum (3)
The student will receive one (1) credit as an actor or technician associated with a production of the Abbey Players, Belmont Abbey College’s theatre group. The work will involve a minimum of 15 hours within the theatre, and will be graded by either the Director of Theatre or the Technical Director. In order to fulfill the fine arts requirement within the core of the curriculum, it will be necessary to participate in three (3) separate productions. Offered every semester.

FR 101-102. Beginning French I and II (3, 3)
Designed for students with little or no training in the language. Initial acquisition of the four basic skills, with emphasis on oral communication. A fall-spring sequence. Offered every year.

FS 101. First Year Symposium (3)
Required of first-year students. Provides an introduction to the nature of college education and an orientation to the function, mission, identity, and resources of Belmont Abbey College with particular focus on the Benedictine tradition, the importance of a liberal arts education, and the value of community. Designed also to facilitate a student’s relationship with the advisor, develop a college identity, enhance skills in life management, and provide key information for students to manage the transition from high school to college effectively. Whole class and section meetings, readings, class discussion, out-of-class activities, and cultural events. Offered every fall semester.

GB 320. Great Books (3)
Prerequisite: Completion of all 200-level courses in the core curriculum. A capstone course for the core curriculum; focus is on the history of ideas in Western culture with selected readings from ancient, Christian and modern writers. Offered every year.

HI 201. World Civilization I (3)
A survey of the fundamental religious, political, cultural, and economic aspects of man’s history from the Stone Age to the Renaissance, with special emphasis on its development in Europe within the global context. Offered every year.

HI 202. World Civilization II
(3)
Continuation of History 201: from the Renaissance to the present, with particular emphasis on the development of Western Civilization within the global context. Offered every year.

HI 203. United States History: 1492-1877
(3)
A survey of the political, social, economic, religious, and cultural development of the United States to the end of Reconstruction. Offered every other year.

HI 204. United States History: 1877-Present
(3)
A survey of the political, social, economic, religious, and cultural development of the United States from the end of Reconstruction to the present. Offered every other year.

HI 301. Ancient History
(3)
The political and cultural history of the Middle East, Greece and Rome to 395 A.D. Offered periodically.

HI 303. The Middle Ages
(3)
The political and cultural history of Europe from 395 to 1500 A.D. Offered periodically.

HI 307. Twentieth Century United States History: 1917 to the Present
(3)
Examines the forces and developments that shaped modern America.

HI 313. A History of the South
(3)
The political, social, and cultural history of the American South, with particular emphasis on North Carolina.

HI 315. The Civil War and Reconstruction
(3)
This course investigates the revolutionary upheavals from 1850-1877 that reshaped and almost destroyed the United States.

HI 325. Imperial Russia
(3)
A survey of Russian development from pre-Kievan origins to the early nineteenth century.

HI 326. Modern Russia
(3)
This survey traces Russian development from Napoleon’s invasion early in the 19th century through the tumultuous revolutions of the 20th century to the present.

HI 371. Modern Imperialism.
(3)
The course examines the consolidation, progression, disintegration, and ramifications of modern European empires.

**HI 401. Modern European History: 1500 to 1799** (3)
The political, social, economic, and religious development of Europe from the Renaissance to the advent of Napoleon. Offered every other year.

**HI 402. Modern European History: 1799 to the Present** (3)
The political, social, economic, and religious development of Europe from the advent of Napoleon to World War I. Offered every other year.

**HI 407-408. Coordinating Seminar** (3, 3)
Three hours; two semesters. Offered every year.

**HI 409. Latin American History Before 1810** (3)
An introduction to pre-Columbian Hispanic America and an analysis of the Spanish and Portuguese colonial empires in America from their establishment to their collapse.

**HI 410. Latin American History Since 1810** (3)
A survey of the development of the major nations following independence, and an analysis of some of the contemporary problems and tensions of the area.

**HI 450-452. Internship** (1, 2, 3)
Applying historical techniques—working in museums, archives, libraries, and other off-campus institutions. Three hours; one semester. Available every year to seniors.

**HO 240. Honors: Classics of Christian Theology and Spirituality** (3)

**HO 264. Honors: The American Constitution and Tocqueville’s Democracy in America**

**HO 271. Honors: American Literature** (3)

**HO 272. Honors: Textual Analysis** (3)

**HO 280. Honors: Argumentative Prose** (3)
A course designed to integrate the study of rhetoric and the elements of literary analysis; weekly essays and a research paper. In-class discussions, lectures, three hours; one semester.

**HO 281. Honors: Special Topics: History** (3)

**HO 282. Honors: Special Topics: Natural Sciences** (3)

**HO 283. Honors: Special Topics: Social Sciences** (3)

**HO 288. Honors: History of Ideas I (Classical and Christian Perspectives)** (3)
A course in intellectual and cultural history based upon close examination of great works in theology, philosophy, literature, and history. Among authors studied are Plato, Aristophanes, Aristotle, and Augustine. In-class discussions, lectures, three hours; one semester. (This fulfills the History 201 World Civilization I core requirement).

**HO 289. Honors: History of Ideas II (Modern Perspectives) (3)**
Continuation of Honors 288. Among authors studied are Machiavelli, Bacon, Locke, Rousseau, Nietzsche, Dostoevsky, Sartre, and Camus. In-class discussions, lectures, three hours; one semester. (This course fulfills the History 202 World Civilization II core requirement).

**HO 310. Honors: Plato’s Republic and Aristotle’s Politics. (3)**

**HO 340-345. Honors: Selected writings by one of the following authors: (3)**
Dante, Dostoevsky, Homer, Joyce, Milton, Shakespeare

**HO 350. Honors: Philosophy Seminar (3)**

**HO 399. Honors Tutorial (3)**
Independent readings and research on one or more contemporary issues. Three papers to be submitted to the Honors Institute Director on topics determined by the participating student and the tutorial advisor.

**HO 450. Honors: Theology Seminar (3)**

**HO 455. Honors Institute Seminar (3)**

**HO 490. The Honors Paper (3)**

**IB 310. International Business (3)**
Prerequisite: Junior Standing
An introductory course in international business, which provides an interdisciplinary background for understanding the growing commercial and economic interdependence among nations and the complexities of doing business across international borders.

**IB 315. Fundamentals of International Sales and Logistics Issues (3)**
This course introduces the student to elements of exporting and importing, including legal issues, international sale terms, quotations, the use of intermediaries, documentation and international payment methods and risks.

**IB 317. International Marketing (3)**
Prerequisite: BU309
This course covers global, economic, cultural, political-legal, and technological environments in which international marketing takes place. It examines marketing strategy and functions and their adaptations to those environments.

**IB 318. International Management (3)**
Prerequisite: BU300
The course covers the decision-making process of firms operating in a cross-cultural or multi-cultural foreign environment. It examines the relationships of the functional areas of decision-making to issues of home and host nation culture, law, politics, language, currency and general business practices.

IB 330. International Commercial Agreements (3)
An intensive study of selected international agreements regarding international trade, with the purpose of providing students with a working framework for the understanding of the international commercial legal environment.

IB 400. Global Cargo Security (3)
This course covers the security issues and problems associated with moving cargo in a global environment. It treats each mode of transportation and the unique security requirements of those modes, and it reviews all the federal security programs that are involved in moving cargo internationally. Offered as needed. Cf CJ 400.

IB 420. International Business Law (3)
This course provides the legal framework for global commercial trade transactions, international sales, international legal agreements and conventions, risk management, as well as for the international means of enforcement, litigation, and arbitration. Required.

IB 430. International Transportation (3)
This course exposes students to international land, sea, and air transportation, documentation concerns, and intermediaries issues. Required.

IB 440. International Trade Theory (3)
Prerequisites: EC201 and EC202
This course surveys different economic trade theories and policies pursued by developed and developing nations.

IB 450. International Accounting (3)
Prerequisites: AC211 and AC212
This course covers the topics of currency translation and subsidiary or divisional accounting, including the history of foreign currency translation, methods, foreign currency gains and losses, and accounting for multinational enterprises and transnational firms.

IB 460. International Finance (3)
Prerequisite: BU310
This course provides a comprehensive macroeconomic examination of exchange rate determination, exchange rates methods and markets, exchange rate exposure, foreign direct investment and international trade financing.

IB 461. International Investments (3)
Prerequisite: BU310
This course covers the theories and determinants of cross-border investment opportunities. It provides descriptions and techniques of analysis used in international portfolio investments and includes analysis of the costs and benefits of international diversification.

**IB 470. Study Abroad**
Available in the fall semester of the senior year, the Study Abroad element of the International Business Studies program is intended to immerse the student in a foreign culture. Depending on foreign language competency, the student may use the Study Abroad semester to develop the requisite foreign language skills necessary to complete the International Business major.

**IB 475. Study Abroad Foreign Language Component**
The foreign language component consists of intensive language training through immersion in a foreign culture. This component will be graded on a pass/fail basis through the use of nationally normed standardized language competency examinations.

**IB 480. Special Problems in International Business**
This is a directed study course on issues or problems involved in international business. Although not limited to, it can include special projects, tutorials, or research.

**IB 490. International Commercial Operations**
This course is designed to expose students to the process of international selling in a global environment. It includes the extensive examination of international commercial terms of sale and their application, the sales contract, international modes of carriage and bills of lading, intermediaries, the use of documentation, letters of credit and export credit insurance. Required and serves as capstone course. Offered in last semester prior to graduation.

**LA 101-102. College Latin I and II**
A study of the basic components and structures of Latin as well as an initial exposure to writings of the Classical period. Intended as a fall-spring sequence. Offered as needed.

**LS 408. Liberal Studies Thesis**
This is the capstone course in the Liberal Studies major. It consists of independent work carried out under the guidance of a faculty member with credentials in a discipline appropriate to the topic selected. The work will culminate in a thesis which will be graded by the faculty advisor and which must also be submitted to and approved by the Liberal Studies Coordinator.

**MA 112. Intermediate Algebra**
A preparatory course for college-level algebra (MA 145 or 151). Topics include properties of real numbers, equations, inequalities, exponents, polynomials and graphing. Offered in the fall.

**MA 135. Mathematics for Liberal Arts**

160
A course for non-science majors, providing an introductory survey of many disciplines of mathematics. The course conveys the power of mathematics by introducing a variety of mathematical constructions and ideas, reinforced with applications. Offered in the fall and spring.

**MA 145. Finite Mathematics** (3)
Algebraic and transcendental functions, mathematics of finance, systems of linear equations, matrices, Markov chains and forecasting, systems of linear inequalities and linear programming. Further topics may be selected from introductory probability theory, game theory, or graph theory. Applications in the managerial and social sciences will be addressed throughout the course. Offered in the fall and spring.

**MA 151. College Algebra** (3)
The objective is to provide the essential concepts and skills of algebra for further study in business, science and other fields. Topics covered include: a review of basic concepts, equations to word problems, graphs, and functions. Offered in the fall and spring.

**MA 152. Trigonometry** (3)
Prerequisite: Mathematics 151 or equivalent
This course covers the notions, theorems and applications of trigonometry. Topics include the trigonometric functions and their inverse functions, and trigonometric identities, equations, and vectors. Offered in the spring.

**MA 201. Calculus I** (3)
Prerequisite: MA 152 or equivalent
Analysis of functions and their graphs using derivatives with an emphasis on applications. Topics include rates of change and optimization. An introduction to integral calculus. Offered in the fall.

**MA 202. Calculus II** (3)
Prerequisite: MA 201 or equivalent
Methods of integration and applications of integrals. Indeterminate forms and improper integrals. Infinite series and power series. Offered in the spring.

**MA 203. Calculus III** (3)
Prerequisite: MA 202 or equivalent
Topics from multivariable calculus such as vectors and vector functions, partial derivatives, multiple integrals and vector calculus. Offered as needed.

**MA 205. Calculus for Managerial and Social Sciences** (3)
Prerequisite: MA 145, MA 151 or Equivalent
Elements of differential and integral calculus for polynomial, rational, exponential and logarithmic functions. Optimization methods for functions of one variable. Applications relevant to the fields of business, economics, and the social sciences. Offered as needed.

**MA 208. Statistics** (3)
Prerequisite: MA 145, MA 151 or Equivalent or Demonstration of Algebra Skills.
A non-calculus based introduction to statistics. Major areas include data analyses, descriptive statistics, probability, statistical inference, hypothesis testing. Applications to biology, business, economics and social sciences. Offered in the spring.

**MA 222. Discrete Mathematics**  (3)
Prerequisite: MA 151 or equivalent
Topics include combinatorics, graph theory, algorithms, mathematical induction, functions and set theory. This course is required for students in Computer Studies. Offered in the fall and spring.

**MA 301. Special Topics in Mathematics**  (3)
Prerequisite: Permission of the instructor.
A study of selected topics of significance in mathematics not covered elsewhere in the curriculum. Lectures, three hours; one semester. Offered as needed.

**MA 311. Elementary Linear Algebra**  (3)
Prerequisite: MA 201 or equivalent
Systems of linear equations and matrices; determinants; vectors and vector spaces; linear transformations; eigenvalues, eigenvectors, and canonical forms. Offered as needed.

**MA 321. Differential Equations**  (3)
Prerequisites: MA 201 and MA 202
The course covers the analysis of ordinary differential equations and the solutions to the basic forms of these equations. Special emphasis is placed on applications. Offered as needed.

**MS 201. Motorsports Fundamentals**  (3)
This course is designed to provide the student with an overview of the racing industry with particular emphasis on the complex engineering systems which comprise the modern racing vehicle. Material will include both an historical perspective as well as projected developments in each of the major content areas.

**MS 301. Racing Management**  (3)
Prerequisite: MS 201
This course will familiarize the student with the main components of the racing industry—including track operations, racing teams, NASCAR, and support operations. Experiential opportunities (including facility tours) are an integral part of the course.

**MS 302. Team Management**  (3)
Prerequisite: MS 301
This course is designed to increase the student’s ability to be an effective team leader, particularly in high intensity environments. Both theoretical approach-
es and experiential learning (using motorsports scenarios) will be utilized. Topics will include such issues as leadership, team composition, logistical considerations, managing multiple personality types, crisis management, and motivation.

**MS 401. Sports Marketing** (3)
Prerequisite: 302
This course will focus on sports marketing—specifically related to the motorsports industry. Topics to be covered include advertising, sponsorship development, public relations, consumer behavior, market development, and the media.

**MS Internships can be completed in any order. However, the following sequence of motorsports courses/internships is required.**

**MS 451. Internship. Track Operation** (3)
Prerequisite: MS 201

**MS 452. Internship. Race Team Management** (3)
Prerequisite: MS 301

**MS 453. Internship. Support Industry** (3)
Prerequisite: MS 302

MS interns must work 120 hours at the internship site in order to earn the required three academic credits per course. All internships must be approved by the Director of Career Services and Internships prior to beginning work at the sponsoring organization.

**MU 101. Introduction to Music in Western Civilization** (3)
A humanities course putting music of the western world in the context of philosophy and history. The course includes introduction to the elements of music, form, genres, and style, creating a vocabulary for musical understanding.

**MU 110. Chorus** (1)
Performs major concerts on campus and accompanies several worship services in the Abbey Basilica. Open to all interested singers including students, faculty and members of the community. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth century.

**PC 201. Introductory Psychology** (3)
An introduction to the basic concepts, theories, research methods, and findings within various specialty areas in psychology, including neuropsychology, perception, learning, memory, intelligence, mood, personality, social influences, and psychological disorders. Recommended prior to all upper-level psychology courses.

**PC 301. Developmental Psychology** (3)
Prerequisite: PC 201 or SO 201
An examination of theories and findings regarding the psychological aspects of development from conception through adulthood, including cognitive, social, moral, physical, and personality development. Special attention is given to how heredity and environment work together to influence development (i.e., nature and nurture, not nature versus nurture). Offered every year.

**PC 302. Special Topics in Psychology (3)**
Prerequisites: announced with course description at registration. Study of significant topics or research problems in psychology. Format may vary, three hours; one semester. Offered on an irregular basis.

**PC 303. Special Topics in Applied Psychology (3)**
Prerequisites: announced with course description at registration. Study of application of psychological knowledge and methods to the promotion of human welfare in one particular area. Format may vary, three hours; one semester. Offered on an irregular basis.

**PC 306. Cognitive Psychology (3)**
Prerequisite: PC 201 or SO 201
Theories and empirical findings regarding a variety of mental processes (perception, attention, memory, concept acquisition, language comprehension and production, problem-solving, decision making) are examined and considered in the context of real-world problems. Offered every year.

**PC 307. Research Methods for Psychology (3)**
Prerequisite: PC 201 and SS 300
An introduction to the process of conducting psychological research. Lectures will focus on problems in measurement and operationalization, types of research methodologies, ethical standards for psychological research, and the strengths and limitations of using a scientific approach in psychology. Lab work will involve instruction and practice in designing, conducting, analyzing, and reporting on experiments on psychological phenomena. Offered every year in spring semester. Required for major. Must be taken in sequence (SS300, PC 307, PC 410). Writing intensive.

**PC 308. Theories of Personality (3)**
Prerequisite: PC 201 or SO 201
An examination of a variety of theoretical approaches and related research pertaining to the study of human personality. Offered every year. Required for B.A. in major.

**PC 309. Psychology of Language (3)**
Prerequisite: PC 201
An in-depth exploration of the psychological aspects of language including language development and social dialects. Offered every other year.

**PC 330. Industrial/Organizational Psychology (3)**
Prerequisites: PC 201 or permission of the instructor.
Introduction to psychology as applied in industry, business, and other large organizations. Offered on an irregular basis.

**PC 340. Sport Psychology**
Prerequisites: PC 201 or permission of the instructor.
An introduction to the relationship of psychology to sport, including topics such as mind-body connection, motivation, arousal and anxiety control, group dynamics, application of leadership principles and techniques, exercise adherence, and psychology of coaching. Format may vary. Offered on an irregular basis.

**PC 360. Social and Cultural Psychology**
Prerequisite: PC 201 or SO 201
An examination of psychological theories and research pertaining to group behavior and to the effects of social environments on individual behavior from a multicultural perspective. Although both similarities and differences among cultures will be discussed, particular emphasis will be given to differences between collectivist and individualistic cultures and to how those differences create difficulties in cross-cultural communication, understanding, and psychological research. Specific topics considered include attribution, social motivation, interpersonal relationships, and prejudice. Offered every year. Cf. SO 360.

**PC 403. Abnormal Psychology**
Prerequisite: PC 201 or SO 201
A critical examination of the process of defining, classifying, and treating abnormal behavior in children and adults. Offered every year.

**PC 404. Seminar in Counseling**
Prerequisites: PC 201 required, PC 403 recommended - Juniors & Seniors only.
Discussion and application of theoretical models, issues and techniques in the field of counseling. Introduction to professional ethics and to professional skills such as documentation. Extensive use of cases and of classroom exercises designed to help students develop and apply general counseling skills as well as practice specific therapeutic approaches. Offered every other year.

**PC 405. Neuropsychology**
Prerequisite: PC201
An examination of the basic concepts, theories, research methods, and findings of neuropsychology. Topics include: brain anatomy, nervous system development, and the neural basis of visual perception, wakefulness and arousal, emotion, hunger, sexual development, memory, language, and disorders such as depression and schizophrenia. Course content will be heavily influenced by student interests and recent research in the field. Offered every year. Required for B.S. in major.

**PC 407. Testing and Assessment**
Prerequisites: PC 201 or ED 312 and a statistics course (BU 306, MA 208, or SS 300)
A study of the basic concepts and methods involved in psychological measurement and evaluation. Topics will include procedures for developing, validating, scoring, and interpreting instruments used in educational, clinical, and organizational settings, including surveys, interest inventories, and aptitude, achievement, personality, and intelligence tests. Offered every other year.

**PC 410W. Senior Thesis** (3)
Prerequisites: PC 201, SS 300, and PC 307 plus at least three other upper level psychology courses - Seniors only.
The senior thesis is a formal research exercise in which a student designs an empirical psychological investigation, analyzes and interprets data pertaining to the problem, prepares a formal paper documenting the project, and presents the work before a faculty committee. Computer competencies in word processing, statistical analysis software, e-mail, and presentation software are also developed. Offered every year in Fall semester. Required for major. Writing intensive.

**PC 451-456. Internship** (1-6)
Offered every semester. One credit awarded per 40 hours work in approved setting. Strongly recommended.

**PC 498. Directed Readings.** (3)
Individual readings on a topic in psychology selected in consultation with and studied under the guidance of a department faculty member. Offered as needed.

**PH 101. Logic** (3)
An introduction to the various uses of language, induction, deduction, logical consequences, logical proof, and fallacies in argumentation. Offered every semester.

**PH 200. Introduction to Philosophy: Ancient and Medieval** (3)
An introductory survey of basic philosophical problems and schools of thought from the ancient and medieval periods. A substantial treatment of philosophers such as Plato, Aristotle, Augustine, Aquinas, and Descartes will be included. Special emphasis on the reading of selections from these philosophers’ works. Offered every semester.

**PH 201. Introduction to Philosophy: Modern and Contemporary** (3)
An introductory survey of basic philosophical problems and schools of thought from the modern and contemporary periods. A substantial treatment of philosophers such as Descartes, Hume, Kant, Nietzsche, Wittgenstein, and Heidegger will be included. Special emphasis on the reading of selections from these philosophers’ works. Offered every semester.

**PH 250. Ethics** (3)
Prerequisite: PH 200 or PH 201
A critical survey of basic ethical issues. Among the topics to be considered are the norms of morality and the general process of moral decision-making. Natural law, deontology, and utilitarianism will be some of the moral theories included. Selected readings. Some sections will emphasize business ethics. Offered every semester.

**PH 303. Philosophy of Knowledge (3)**
Prerequisite: PH 200 or PH 201
A study of theories about human knowledge and cognitive acts – both sensory and intellectual. Emphasis on the meaning of truth and our attainment of it, the role of perception and belief, the cause of error, the nature of science, and the diversity of human knowledge. Includes consideration of philosophers such as Aristotle, Kant, G.E. Moore, W.V. Quine, B. Russell, and H. Putnam. Offered every other year.

**PH 316. Metaphysics (3)**
Prerequisite: PH 200 or PH 201
An investigation into the meaning and nature of reality, the unity and diversity of real things, substance and accident; internal and external principles or causes which are necessary to an intelligible explanation of reality. Includes a consideration of philosophers such as Aquinas, Hume, Hegel, F. H. Bradley, Maritain, and Klubertanz. Offered every other year.

**PH 323. Advanced Logic (3)**
Prerequisite: PH 202
An examination of propositional and predicate calculi with emphasis on problems of translation and topics in philosophy of language. Offered on demand.

**PH 401. Classical Political Philosophy (3)**
Examination of major themes of classical political philosophy through intensive reading of Plato’s *Republic* and Aristotle’s *Politics*. Offered every other year. Cf. PO 401.

**PH 402. Modern Political Philosophy (3)**
Intensive reading and discussion of selected writings of Machiavelli, Locke, Rousseau, and John Stuart Mill. Offered every other year. Cf. PO 402.

**PH 430. Senior Seminar (3)**
Prerequisite: Permission of the department chair.
Supervised reading and analysis on a topic of interest to the student, resulting in the writing of a senior thesis. Offered every year.

**PL 200, 201, 202. Skill Development for Pre-Law (1)**
LSAT prep course. Seminar. Offered every semester.

**PO 201. American Government (3)**
A survey of the structure and operation of the federal government (based on a study of the great documents of American government) and of the operation of
the three branches. Lectures, three hours; one semester. Required for all other Political Science courses. Offered every semester.

**PO 304. Bureaucracy in the American Government** (3)
This course investigates issues such as the public’s trust in government to improve the lives of people, debate over government size, and role of the public sector—including institutions. Attention will also be paid to the following subjects: public servants, elected officials, and the process of democracy, economic performance, government regulation, civil rights, white collar crime, and urban policy development. Offered periodically.

**PO 305. Comparative Government: Parliamentary Systems** (3)
An intensive analysis and comparison of some major European Parliamentary democracies with particular emphasis on their constitutional foundations, political party structure, electoral systems, and on the executive, legislative, and judicial functions. Offered alternate years.

**PO 306. Comparative Government: Developing Systems** (3)
An intensive analysis and comparison of selected regimes in Asia, Africa, Eastern Europe, or Latin America. Particular emphasis will be put on historical, cultural, and ideological roots of these regimes, as well as on these countries’ developing institutions. Offered alternate years.

**PO 309. Constitutional Law** (3)
Principal focus of the course is the meaning of the text of the American Constitution. Readings are drawn from the debates at the Constitutional Convention, The Federalist Papers, standard and recent commentaries, and leading decisions of the Supreme Court. Offered alternate years. Cf. CJ 309.

**PO 320. International Issues** (3)
The class will focus on approximately six major international issues, using a diverse set of sources (learned journals, national newspapers, news magazines, books, CIA/KGB Factbook, CD-ROMs, etc). These issues will be approached from a multi-disciplinary social science perspective (primarily sociological, demographic, historical, political and “economical”). The goal is to help students arrive at a fuller understanding of the social, cultural and historical contexts which have given rise to the issues under study — a goal fully consistent with a branch of sociology referred to as the sociology of knowledge. Examples of the kinds of issues investigated in previous years include: the unrest in Rwanda, Bosnia, Cuba, the Middle East, post-USSR Eastern Europe, and Northern Ireland. Offered every year. Cf. SO320.

**PO 327. Nietzsche and the Crisis of the West** (3)
A study of selected writing of Friedrich Nietzsche. Special emphasis is placed upon Nietzsche’s diagnosis of the crisis of the West and upon his attempt to help resolve this crisis. Offered periodically.

**PO 336. The American Congress** (3)
This course gives a comprehensive analysis of the first institution in the American national government. The analysis is philosophical, historical, and institutional. The focus concerns Congress as both a representative and legislative institution. Offered periodically.

PO 337. The American Presidency (3)
This course provides a comprehensive consideration of the second institution in the American national government. To focus on the political and institutional aspects of the Presidency, the course employs philosophical and historical analysis. Offered periodically.

PO 340. Area Studies: The Islamic World (3)
An investigation of the geographic, demographic, economic, and political structures of the Islamic world, as well as of the religious factors that have influenced the policy and politics of Islamic states historically and in the contemporary world.

PO 355-356. Political Economics (3, 3)
Prerequisites: Economics 201-202, or 207
These courses offer insight into the economic, political and social thought of conservatives and liberals, progressives, and radicals. American history and contemporary events and thought are studied, focusing on the role of labor, business and government; the theory of free markets; values and how society changes; sexism and racism; foreign policy; and the roles of the Church. Offered periodically. Cf. EC 355-356.

PO 401. Classical Political Philosophy (3)
Examination of major themes of classical political philosophy through intensive reading of Plato’s The Republic, and of Aristotle’s Politics. Offered alternate years. Cf. PH 401

PO 402. Modern Political Philosophy (3)

PO 403-404. Love and Friendship, I, II (3, 3)
A two-semester course studying selected texts which deal with various aspects of the phenomena of love and friendship. Letters, dramas, novels, as well as philosophical or spiritual reflections, typify the texts to be considered. Special efforts are made to examine the political, religious, and cultural circumstances which bear upon and are affected by love. Offered periodically.

PO 413. International Relations I (3)
A survey of the development and operation of the Modern European state system from the rise of the nation state until modern times. Offered alternate years.

PO 414. International Relations II (3)
A study of selected modern critiques of the European state system including examination of Marxist and non-western views of International Relations. Offered alternate years.

PO 416. Political Themes in Shakespeare (3)
An intensive study of selected Shakespearean plays. Offered periodically.

PO 417. Seminar: American Politics (3)
Offered periodically.

PO 418. Seminar: Comparative Government (3)
Offered periodically.

PO 419. Seminar: International Relations (3)
Lectures, research presentations, in-class discussion. Offered periodically.

PO 420. Seminar: Political Thought (3)
Offered periodically.

PO 451-456. Internship (1-6)
Variable credit. Offered on demand. See Director of Internships.

PY101-102. General Physics I and II (4, 4)
Prerequisite: MA 152
An introduction to the basic principles of physics. First semester covers laws of motion, energy, momentum, and relativity, and heat. Second semester covers electricity and magnetism, light and quantum physics. Lectures, three hours; laboratory, two hours. Offered fall/spring sequence.

PY 201. Special Topics in Physics (3)
Prerequisite: Permission of the instructor.
A study of selected topics of significance in physics not covered elsewhere in the curriculum. Lectures, three hours; one semester. Offered as needed.

PY 301-302. Calculus-based Physics I and II (4,4)
Co-requisite: MA 201 or equivalent
A lab-based introduction to the basic principles of physics for students of the physical sciences and mathematics. The topics are broadly the same as the ones covered in PY 101-102, but the mathematical treatment is more rigorous. Lecture, three hours; laboratory, two hours. Offered as needed.

PY 303. Modern Physics (3)
Prerequisite: PY 301, 302
A study of selected topics in post-nineteenth-century physics, notably special theory of relativity and quantum physics. Offered as needed.

RC 202. Badminton and Tennis (1)
Skills, techniques, and rules of badminton and tennis. Equipment usage fee.

RC 203. Golf (1)
Skills, techniques, and rules of golf. Students will have the opportunity to play on both golf ranges and public courses. Laboratory; three hours. Equipment usage fee.

**RC 204. Yoga** (1)
An introduction to Ashtanga yoga (power yoga) fundamentals, including breathing exercises, and standing and seated poses. Some Pilates mat work will be included. No prior yoga experience required. A yoga or “sticky” mat is recommended.

**RC 212. Ballroom Dancing I.** (1)
A studio course teaching the fundamentals for swing-shag, waltz and rumba. No prior dance knowledge required. Laboratory; two hours.

**RC 213. Ballroom Dancing II.** (1)
A studio course teaching the fundamentals of swing-shag, fox trot and tango. No prior dance knowledge required. Laboratory; two hours.

**RC 214. Ballroom Dancing III.** (1)
A studio course teaching the fundamentals for swing-shag, cha cha, and polka. No prior dance knowledge required. Laboratory; two hours.

**RC 225. Weight Training & Physical Fitness** (1)
Fitness activities and jogging designed for individuals to achieve their potential in fitness. Laboratory, three hours.

**RC 302. First Aid and CPR** (3)
This course teaches approved methods and techniques in first aid and medical self-help. Classes will cover the practical application of first aid techniques, as well as the development of positive attitudes and values. American Red Cross Certification. Equipment usage fee. Offered alternate years.

**SA 302. Studies in Baltic Europe.** (3)
Based at Tartu University in Estonia, this course investigates the problems of transition and development in Baltic Europe. Includes lectures by European faculty and touring to sites of interest in Estonia, St. Petersburg, Russia and/or Riga, Latvia. Offered periodically.

**SA 303. Studies in Lueneburg Summer School** (3)
International summer course on themes of European cooperation, international management, and cultural issues given at University of Lueneburg in Germany. Includes lectures by European faculty and touring to related sites around Germany. Offered periodically.

**SA 470. Study Abroad – Guatemala** (1-6)
This semester-abroad program, open to all students—regardless of their major—(with at least junior status and a GPA of 3.0 or higher), is intended to immerse the student in a foreign culture. The semester also fulfills the College’s Global Perspectives requirement. Number of credits granted will be
determined by department chair, in consultation with the Director of Study Abroad and the Vice President for Academic Affairs. International Business Majors must have senior status (Cf IB 470).

SA 475. Foreign Study Abroad (12)
This foreign language component of the semester abroad consists of simultaneous intensive language training and full immersion in a foreign culture. Depending on language competency, and with the approval of the department chair, this course will fulfill the departmental language requirement for selected majors.

SC 100. Developing Science Literacy (3)
This interdisciplinary, non-lab science course for non-science majors reviews some of the most important concepts from the natural sciences. Discussions may include historical aspects, current topics, and science as a way of thinking. Offered yearly.

SC 110. Physical World (4)
Prerequisite: MA 135 or higher
This introductory-level course emphasizes fundamental physical, mechanical, and chemical principles and their application to real-world situations using the methods of science. Causal analysis of factors involved in physical phenomena and various developments in technology will be explored. (Lecture three hours per week; laboratory two hours per week.) Offered yearly, fall and spring.

SC 201. Introduction to Earth Science (3)
This course introduces basic concepts of earth science, focusing on astronomy, meteorology, geology and hydrology/oceanography. Offered as needed.

SM 210. Introduction to Recreation (3)
Introduction to concepts, history, and philosophy of recreation and leisure; current trends and developments. Students will be offered the opportunity to evaluate their interest in and preparation for a career in this field.

SM 300. Sports Management (3)
This course offers a survey of sports management principles and practices related to planning, organizing, staffing, objectives, reporting, budgeting and evaluating. Offered every semester.

SM 311. Leadership in Recreation (3)
This course offers a review of the scope of professional recreation leadership. Topics covered include: the role of the professional in direct leadership; duties, responsibilities, and techniques of the group leader in various recreational leisure service settings; a practical encounter with leadership problems; and concerns in health and safety.

SM 312. Planning and Design of Recreational and Sports Facilities (3)
Topics include: planning, construction, budgeting, and maintenance of indoor and outdoor facilities for recreation. Offered alternate years.
SM 314. Current Issues in Recreation  
A systematic introduction to the basic issues related to sports. This course is intended to raise questions and foster independent thinking among students. Offered alternate years.

SM 350. Junior Seminar  
The course is designed to prepare and guide juniors through the internship process. Students will be helped to select a Senior Thesis topic, to integrate data from their internship experience, and to prepare an outline for their final essay.

SM 412. Organization and Administration of Recreation  
This course focuses on the administration of public and private recreation programs and park services. Issues covered include: staffing, financing, legal provisions, and public relations. Offered alternate years.

SM 413. Leisure Education  
Principles of educating for leisure. This course reviews school and community programs designed to develop leisure awareness, attitudes, decision-making skills, and resource guidance. Emphasis is on the recreation professional’s facilitative role in assisting individuals and groups to achieve satisfying leisure lifestyles. The leisure education content model is concerned with leisure experiences both as a means and an end to developing a sense of self-worth, fostering creative behaviors, and facilitating personal growth. Offered alternate years.

SM 414. History and Principles of Recreation  
A review of the development of recreation, including organizations, leaders, movements, and professional literature. Offered alternate years.

SM 417. Risk Management in Recreation and Sport  
This course is designed to acquaint the student with the concept of risk management and with laws that pertain to recreation and park settings. It covers such topics as negligence, insurance, intentional torts, personnel risks, park management, sports supervision and coaching, playground safety, and aquatic settings. Offered alternate years.

SM 420. Senior Seminar  
Topic changes. Three hours; one semester.

SM 450-451. Internship  
Field experiences in selected programs under the supervision of a full-time faculty member. Evaluation will be based on papers and on supervisor reviews. Pass/Fail course.

SO 201. Principles of Sociology: The Scientific Study of Society  
(3)
Basic concepts and principles in sociology as they are used to examine patterned and recurrent forms of social behavior. The course considers the role of social factors among the major determinants of human behavior.

**SO 302. Special Topics**
Topics of contemporary interest in sociology. Subject to be covered and prerequisites will be announced at registration. Offered as needed. Cf. CJ 302.

**SO 305. Research Methods**
This course treats the historical development of the scientific method in social research and its relationship to the logic of social inquiry. It also covers the comparative analysis of the major research methods and techniques in sociology; and offers practical exercise in using these procedures. Offered every year. Cf. CJ 305

**SO 310. Sociological Theory**
An overview of the classical and contemporary theoretical paradigms of sociology. This course will explore the range of social theory from the early 20th Century to the dawning of the 21st, including theories of modernity and postmodernism. Offered every year.

**SO 312. Marriage and the Family**
Study of these two basic social institutions using the comparative method, with special emphasis on contemporary American society. The course will examine the evolution of these institutions and of the role of relationships in each. Offered every year.

**SO 313. Race and Ethnic Relations**
Study of the factors affecting cultural and racial minorities in contemporary American society (and other selected societies). This course will examine minority-majority relationships; the various forms of discrimination that minorities face. Offered every other year.

**SO 314. Social Inequality**
An investigation of the distribution of wealth, power, and prestige in society. The primary focus will be on U.S. social class analysis with some international comparisons. Competing explanations concerning the causes, correlates, and the consequences of social inequality will be discussed. Offered as needed.

**SO 315. Sociology of Religion**
The analysis of the institution of religion in society examined from a sociological perspective. The functions of religion in society as it contributes to both social stability and social change will be the focal point. Offered as needed.

**SO 320. International Issues**
The class will focus on approximately six major international issues using a diverse set of sources (learned journals, national newspapers, news magazines, books, CIA/KGB Factbook, CD-ROMs, etc). These issues will be approached
from a multi-disciplinary, social science perspective (primarily sociological, demographic, historical, political, and “economical”). The goal is to help students arrive at a fuller understanding of the social, cultural, and historical contexts which have given rise to the issues under study—a goal fully consistent with a branch of sociology referred to as the sociology of knowledge. Examples of the kinds of issues which have been examined in previous years include: the unrest in Rwanda, Bosnia, Cuba, the Middle East, post-USSR Eastern Europe, and Northern Ireland. Offered every year. Cf. PO 320.

SO 325. Sociology of Medicine
The intent of this course is to provide an overview of the general field of the sociology of medicine. The focus will be on five general topics: (1) the social production of disease (mortality and morbidity related to the variables of class, race, sex, and geographical area), (2) the cultural responses to illness, (3) professionalization and specialization among medical practitioners, (4) approaches to the understanding of mental illness, and (5) health and social problems which will deal with a number of critical debates in health care. Offered every other year.

SO 351. Social Problems
A systematic study of the origin, extent, causes, and effects of major contemporary social problems and their relationship to social structures, students will analyze current efforts to solve these problems and why they have succeeded or failed. Offered every year.

SO 352. Cultural Anthropology
A systematic study of the origin, evolution, and history of man through the analysis of culture; the theory and method of anthropology; analysis of ethnological data by the use of the comparative or cross-cultural method. Offered every year.

SO 355. Complex Organizations
A comparative analysis of complex organizations and their structures from a sociological standpoint. Attention will be given to theories of organizational behavior and to the practical problems of organizational administration presented by each perspective. Offered as needed. Cf. BU 355.

SO 360. Social and Cultural Psychology
Prerequisite: SO 201 or PC 201
An examination of psychological theories and research pertaining to group behavior and the effects of social environments on individual behavior from a multicultural perspective. Although both similarities and differences among cultures will be discussed, particular emphasis will be given to differences between collectivist and individualistic cultures and to how those differences create difficulties in cross-cultural communication, understanding, and psychological research. Specific topics considered include attribution, social motivation, interpersonal relationships, and prejudice. Offered every other year. Cf. PC 360
SO 380. White Collar Crime (3)
This course compares and contrasts the deviance of “upper-world,” “crime in the suites” with conventional “crime in the streets.” The original conception of white collar crime presented by Edwin M. Sutherland and his classic research on corporate crime in the 1930’s and 40’s is used as a benchmark to discuss the issues and research which have emerged in recent years. The course documents the breadth of white collar and corporate offenses, ranging from restraint of trade, unfair labor practices, consumer fraud, and political corruption, to the areas of environmental, medical, and computer crime. Offered every year. Cf CJ 380.

SO 390. Data Utilization (3)
Prerequisites: SS 300 or, under exceptional circumstances, permission of the instructor. This course focuses on data management issues, the interpretation of descriptive and inferential statistics and the writing of professional reports and presentations based on the interpretation of statistical data. Offered as needed.

SO 401. Organizational Behavior (3)
Prerequisites: SO 201 or PC 201 and a class standing of sophomore or above. A survey of theories and research pertaining to motivation, leadership, small group processes, and organizational design. Offered as needed. Cf. BU 401.

SO 405. Demography (3)
No prerequisites. This course provides an introduction to demography, the science concerned with the analysis of the size, distribution, structure, characteristics, and processes of populations. Students will examine the subject by looking at the social issues associated with changing population structures and will familiarize themselves with the uses of demographic information for business and public policy. Offered as needed.

SO 408. The Senior Thesis (3)
Prerequisites: At least one semester of sociological theory and Research Methods.
The main purpose of the senior thesis project is to provide students with an opportunity to combine all the sociological knowledge they have acquired over the course of three or four years of study, to demonstrate a mastery of that knowledge, and to further develop their research and written communication skills. The senior thesis requires the student to demonstrate proficiency in all areas of the liberal arts curriculum: critical thinking, oral communication, ability to write, mathematical competence, an understanding of classical and contemporary academic works, and last, but by no means least, discipline and perseverance. Required for graduation. Offered every year.

SO 413. Deviance (3)
Prerequisites: SO201 and a class standing of sophomore or above.
Two main themes run through this course. First, a historical and sociological exploration of the transformation of the categories of deviance from religious, through criminal, to medical designations. Second, the changing designations
of deviancy are placed against the backdrop of rationality and growing rationalization. Offered every other year.

Cf CJ 413

**SO 414. Criminology**  
(3)  
Prerequisites: SO 201 and a class standing of sophomore or above.  
An analysis of deviant behavior classified as criminal in our society; the relationship between law and justice, the types of crime, causes of criminal behavior, and proposals for dealing with crime as a social problem; contemporary sociological theories of crime. Offered every other year.

**SO 420. Seminar in Family Violence**  
(3)  
This course examines family violence in the context of the family system within a changing society. The course will begin with an overview of general family conflict, which may lead to violence. This will be followed by studying violence in specific areas: between husband-wife, with the elderly, and in sibling relationships, as well as examining the physical and sexual violence that is sometimes directed at children. Please note that this course is not intended for Freshmen or Sophomores. Given the restriction on the size of this seminar (20 students), preference will be given to seniors in Social Science and Education. Offered every year.

**SO 451-456. Internship**  
(1-6)  
Prerequisites: juniors and seniors only. Topics vary.  
Three hours; two semesters. Offered every year.

**SP 101. Beginning Spanish I**  
(3)  
Prerequisites: High School Spanish I and II are recommended.  
This course introduces the student to the fundamentals of the Spanish Language. The focus will be on basic listening, speaking, reading, and writing skills.

**SP 102. Beginning Spanish II**  
(3)  
Prerequisites: Students must receive at least a “C” in SP 101 or permission of the instructor.  
Continuation of Beginning Spanish I. Students will improve their linguistic proficiency and familiarity with Spanish culture and customs.

**SP 201. Intermediate Spanish I**  
(3)  
Prerequisites: SP 101 and 102 strongly recommended.  
This course offers students the opportunity to learn the language in a natural manner by discussing contemporary films from the Spanish-speaking world as well as literature and grammar. The course stresses vocabulary building, listening, speaking, and writing, using the grammar that has been learned in previous classes.

**SP 202. Intermediate Spanish II**  
(3)  
Prerequisites: SP 201 recommended.
Continuation of SP 201. Students will increase their linguistic proficiency and be introduced to selections of Spanish Literature; oral presentations and written papers will be required.

SS 300. Fundamental Statistics for Social Science (3)
Prerequisite: MA 135 or higher
Designed to establish competency in the fundamental statistical methods used in social science research and assessment, including descriptive statistics (e.g., frequency distributions, measures of central tendency, variability, and standardized scores) and inferential statistics (t-tests, analysis of variance, correlation and regression, and chi-square). This course is geared to the use and interpretation of statistical techniques. The practical orientation of this course is reflected in the use of computers to manipulate data and the employment of the Statistical Package for the Social Sciences (SPSS). Lectures/computer lab, three hours; one semester. Required for Applied Psychology, Criminal Justice and Security Studies, Political Science, Psychology, and Sociology majors. Offered every year.

SS 301. Cultural/Physical Geography (4)
Prerequisite: Permission of instructor.
An ecological approach that examines the variations in human response to physical environments throughout the world. The interaction of selected physical, demographic, economic, and cultural conditions will be studied on a comparative regional basis (including Europe, Africa, and Asia). This course includes a lab which will focus on the development and application of map interpretation skills. Offered by Education Department; does not fulfill divisional requirement for Political Science, Psychology, and Sociology majors.

SS 400. Philosophical and Historical Foundations of Contemporary Social Science (3)
Prerequisite: Senior standing or permission of the instructor.
This capstone course explores the historical developments and philosophical debates that led to the emergence of the various fields within the social sciences and that continue to influence these fields today. Particular emphasis will be given to the aftermath of the Enlightenment, the philosophical debates of the 19th Century, and the social context of the Industrial Revolution. Lectures, three hours; one semester. Required for Applied Psychology, Criminal Justice and Security Studies, Political Science, Psychology, and Sociology majors. Offered every year.

TA 108. Introduction to Theatre Arts (3)
A survey of theatre history from the ancient Greeks through 20th American theatre. The course focuses on the use of theatre by various western cultures, and the development of technology and technique within the field. Cf. FA 108

TA 110. Introduction to Stage Craft (3)
An introduction to the basic elements of technical theatre, including scenic and lighting design. Offered every semester. Cf. FA 110.

TA 112. Theatre Appreciation (3)
A survey class, studying various styles of contemporary theatre (comedy, drama, musical). Attendance at local theatre and critiques/class discussions will play a major role in strengthening personal aesthetics, and providing a working knowledge and vocabulary of contemporary theatre.

TA 150. Acting I  
(3)  
The student will be exposed to various acting techniques, including those of Meisner, Adler, and Hagen.

TA 210. Lighting and Sound Design  
(3)  
Prerequisite: TA 110 or permission of the instructor.  
Advanced work in stage lighting and design achieved through the study of aesthetic theory and through practical experience.

TA 225. American Musical  
(3)  
Prerequisite: TA 108  
The course covers the history and development of the distinctive American contribution to the art form.

TA 250. Acting II  
(3)  
Prerequisite: TA 150  
This course is a continuation of Acting I, with the introduction of scene work.

TA 310. Set Design  
(3)  
Prerequisite: TA 110, 210 or permission of the instructor.  
This course focuses on the theory and practice of set design within the theatrical discipline. The student will study the history of set design, as well as undertake various design projects.

TA 350. Introduction to Directing  
(3)  
Prerequisite: TA 105  
This course provides basic knowledge of the components of theatrical production, explores styles of theatre, and offers practical applications. Students will also participate as actors for directional projects.

TA 415. Theatre Practicum  
(3)  
Capstone to the Theatre Minor. The student will undertake a practical exercise in Theatre Arts which can be of either the technical or artistic track. The nature of this exercise will be discussed and decided upon in consultation with members of the Theatre Department the semester before it is performed. All requirements for either track must be fulfilled before this Practicum can be taken.

TH 101. Christian Thought I  
(3)  
An introduction to the tradition of theological reflection which informs the College as a Catholic and Benedictine institution; to be continued in TH 202. The course engages three major areas: Scripture, the early Church, and Benedictinism. The Scripture area deals with the nature of the Bible and the biblical origins of Christian faith; the early Church; the basics of Christology;
Benedictinism and monastic origins; Benedict’s life and Rule, and the re-ordering of the heart. Offered every semester. This course, or an equivalent, is a prerequisite for all theology courses numbered 200 and above.

**TH 103. Introduction to Scripture—Old Testament (3)**
An introduction to the fundamentals of biblical exegesis and a study of the message and composition of the Hebrew Scriptures in the context of the history of Israel. The course focuses in particular on the Pentateuch, prophets and historical books. Offered every year in the Adult Degree Program.

**TH 104. Introduction to Scripture—New Testament (3)**
An introduction to the fundamentals of biblical exegesis and a survey of the literature of the New Testament with particular attention to the gospels, major Pauline epistles and the Book of Revelation. Offered every year in the Adult Degree Program.

**TH 202. Christian Thought II (3)**
A continuation of the introduction to the theological tradition begun in TH 101, directed towards the medieval, Reformation and modern periods. Discussion of medieval Christian thought sets the stage for issues of the Reformation and modernity, while treatment of the Reformation itself deals with the theological division between Catholic and Protestant Christianity without neglecting the underlying agreements. Treatment of the modern era focuses on Vatican II and on the theologies of Church, worship, and Christian life. Offered every semester.

**TH 203. Introduction to Theology (3)**
Introduction to the basic areas of theological investigation, including Scripture and Revelation, Faith, Christology and the Church. The purpose of the course is to introduce students to the study of theology as an academic discipline, provide a fundamental methodology for the consideration of theological issues and, in the light of the college’s Catholic and Benedictine heritage, challenge students to consider the Christian message regarding life’s purpose and meaning as the integrating factor of their education. Offered every year in the Adult Degree Program.

**TH 311. Jesus and Salvation (3)**
An examination of the theological understanding of Jesus Christ, his person and work. The course studies contemporary Christological interpretations against the background of the classical historical developments in the theology and doctrine of Christ. Offered every other year.

**TH 315. Mystery of God (3)**
An exploration of the Christian doctrine of God, the mysterious Source of all life. A study of what can be said from reason and from faith about the one God whom Christians also affirm as Three-in-One. Offered as needed.

**TH 320. The Church (3)**
An examination of the theology of the Church in the New Testament and Christian tradition, with particular emphasis given to the documents of the Second Vatican Council. A unit in this course studies the sacraments and sacramental theology. Offered every other year.

TH 330. Introduction to Moral Theology (3)
An introduction to the basic principles and methods of moral theology, with an eye to their application to some concrete issues of life: death, sexuality, and money. In the process, the course will touch on the differing roles played by reason, Scripture, and tradition in the formation of Christian moral teaching. Offered every other year.

TH 340. Catholic Social Teaching: God and the Good Society (3)
An introduction to the social teachings of the Church, beginning with an overview of the biblical background, and perspectives on social and economic behavior from various points within Catholic tradition. The course includes readings from the *Compendium of the Social Doctrine of the Church* and selections from papal social encyclicals over the last century, and from the American bishops’ joint pastoral letters. Cf. PH 340.

TH 345. Theology of Sexuality and Marriage (3)
A study of human sexuality against the background of the Christian vision of the human person. The course studies the historical development and theological foundations of marriage as a sacrament coupled with a consideration of contemporary issues in human sexuality in the light of Christian teaching. Offered as needed.

TH 350. Special Topics in Theology (3)
A study of one or more topics of significance in theology not covered elsewhere in the theology curriculum. Offered on an irregular basis.

TH 360. Judaism (3)
A study of the fundamentals, beliefs and practices of contemporary Judaism, and of how they relate to the history of the Jewish people. Sponsored by the Jewish Chautauqua Society, and offered in years in which the Society chooses to sponsor the course.

TH 370. Theology and Science. (3)
An exploration of issues at the intersection of Christian theology and natural science. What happens when these distinct approaches to reality grapple with common questions such as the origins of life, or the possible modes of divine action in the world? The nature of science and of theology, different ways of viewing their relationship, some historical examples and a number of topics of contemporary interest will be examined. Offered as needed.

TH 380. Liturgy and Sacraments (3)
An examination of the role of symbols in worship. This course will focus on both the nature of ritual and the place of the sacraments in Christian life. Focusing particularly on the sacraments of Baptism and Eucharist, students...
will examine the ways in which liturgical practice has informed, reflected, and shaped belief throughout the history of the Church and into the present day. Offered as needed.

**TH 401. Paul and His Letters**

(3)
Combines a survey of Paul’s life and writings in the context of their 1st-century environment and the development of early Christianity with sustained exegesis of 1 Corinthians. Problems studied include Paul’s role in the history of Christianity, the relationship between early Christians and Jews, and Paul’s understanding of Christian life and community. Offered as needed.

**TH 402. The Gospels**

(3)
An in-depth study of the four canonical gospels, the course focuses on the theology of each Evangelist, the relationship of the Synoptic Gospels and the historical context of the composition of the gospels. Offered as needed.

**TH 407. Classic Texts in Theology**

(3)
A reading of select theological texts representative of important periods of development in the Christian theological tradition. The course deepens students’ acquaintance with the reading of theological texts and studies the methodology employed in various texts as well as the historical and theological context in which the texts arose. Offered as needed.

**TH 425. Theology of Ecumenism**

(3)
An examination of the various theological problems posed by ecumenical discussion and of the major issues dividing the Christian churches, including the nature of faith and justification, the Eucharist and worship, the papacy and ecclesiastical authority, and the Marian doctrines of the Roman Catholic Church. Offered as needed.

**TH 450. Seminar in Theology**

(3)
Topical seminar with topics changing in different semesters. Open to all humanities majors. For those majoring in theology the seminar will include initial steps toward writing the senior research paper. Offered as needed.

**TH 451-453. Pastoral Internship**

(1-3)
Internships in a pastoral setting, where the student works part-time during a regular semester or summer, with reflection on the relationship between the pastoral work and classroom learning in theology.

**TH 475. Senior Thesis**

(3)
A substantial research paper or interpretive analysis undertaken by each senior, under the direction of department faculty, as a required graduation exercise in the spring preceding graduation. Upon completion, the thesis is publicly presented.

**TH 490. Original-Language Readings**

(1)
This course functions in conjunction with any of the 3-credit theology courses, and provides students who wish to exercise their language skills with the opportunity to read non-English sources relevant to the subject matter of the course under faculty direction. The course meets weekly. Offered as needed.
EXTRA-CURRICULAR ACTIVITIES

The Abbey Players  The Abbey Players produce six main-stage shows during a season, relying on the talents of students, faculty, staff and members of the local community.

The Abbey Chorus  The Abbey Chorus, which performs two concerts per year, Christmas and Spring, and sings for campus celebrations, features the talents of students, faculty, staff and members of the local community.

Student Life  For a complete discussion of student life, student services, policies governing residential life, and disciplinary procedures and policies, please refer to the Belmont Abbey College Student Handbook. Students are responsible for understanding and abiding by the information in the Handbook. Copies may be obtained from the Office of Student Life.

Athletics  Athletics are an integral part of the total educational enterprise at Belmont Abbey College. At the Abbey, athletic competition is about much more than mere winning: it is a vehicle for developing virtue and the whole person. The College is a member of NCAA Division II, and offers eight varsity sports for women and eight varsity and two junior-varsity sports for men. The Crusaders compete within the 11 member Carolina-Virginia Athletic Conference (CVAC), contending for CVAC championships in baseball, basketball, cross-country, golf, lacrosse, soccer, softball and volleyball.

The Intramural Sports Program offers voluntary competition for all students in a number of sports, athletic, and game events.

Student Activities  Co-curricular and extra-curricular activities are an important dimension of college life. Students’ involvement in the varied program of cultural and social events provides a unique opportunity for personal development. Joining with other students who share a common purpose and interest not only stimulates friendship, but also provides a practical experience in working with others. A complete list of student activities may be found in the Belmont Abbey College Student Handbook. It is also recommended that students contact the Office of Student Activities for more information.

Clubs/organizations  Abbey Players (Dramatics)  Belmont Abbey College Cheerleaders
Belmont Abbey Literary Club
Beta Beta Beta Biology Honor Society
Brothers in Christ, Sons of Mary Households
Campus Ministry
Chess Team
College Chorus
College Union Board
Crusaders for Life
Faithful Daughters Household
Greek Council
Greek Organizations – three fraternities & three sororities
Green Team
Hintemeyer Program for Catholic Leadership Development
Information Technology Professionals Association Student Chapter
International Student Organization
Intramural Sports
Kappa Delta Pi Education Honor Society
Orientation Leaders
Psychology Club
Resident Advisors
Senior Class Council
Social Justice Committee
Student Ambassadors
Student Government Association

Media
The Crusader (College Newspaper)
Agora (Literary Magazine)
The Spire (College Yearbook)

Social Fraternities
Delta Tau Delta (Colony)
Phi Kappa Theta
Sigma Alpha

Social Sororities
Alpha Sigma Pi
Tau Kappa Delta
Zeta Delta Phi
BOARD OF TRUSTEES
2007-2008

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Chairman
Charlotte, North Carolina

The Right Rev. Placid Solari, O.S.B.
Chancellor, Belmont Abbey College
Abbot, Belmont Abbey Monastery
Belmont, North Carolina

William K. Thierfelder, Ed.D.
President
Belmont Abbey College
Belmont, North Carolina

Mr. Richard Hoefling, ‘71
Secretary
Attorney at Law
Charlotte, North Carolina

The Very Rev. David Brown, O.S.B.
Registrar, Belmont Abbey College
Prior, Belmont Abbey Monastery
Belmont, North Carolina

Mr. John Church
Cramerton, North Carolina

Sr. Pauline Clifford, R.S.M.
Sisters of Mercy
Belmont, North Carolina

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Charlotte, North Carolina

Mr. Douglas P. Ehmann, ‘85
President
North American Lawn/Landscape
Charlotte, North Carolina

Rev. Agostino Fernandez, O.S.B.
Belmont Abbey Monastery
Belmont, North Carolina

Ms. Sharon Folk, ‘68
President/Chairman of the Board
National Business Forms
Greeneville, Tennessee

Mr. Robert Gallager, ‘72
Chairman of the Board and CEO
Good Will Publishers, Incorporated
Gastonia, North Carolina

Mr. Charles Grace
Charlotte, North Carolina

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Jefferson Pilot Securities
Charlotte, North Carolina

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President
US Textile Corporation
Lancaster, South Carolina

Ms. Teresa M. Licari
Charlotte, North Carolina

Br. James Liguori, CFC
President
Iona College
New Rochelle, New York

Mr. Phillip N. Maisano, ‘69
President
Evaluation Associates
Norwalk, Connecticut

Dr. Charles Meakin III
Medical Director
Caromont Cancer Center
Gastonia, North Carolina

Mr. Gene Miller, ‘65
Miller, Sherrill, Blake, CPA
Charlotte, North Carolina
Mr. James Miller
Chairman/CEO
Lion Bank
Atlanta, Georgia

Mrs. Regina Moody
President
Holy Angels, Inc.
Belmont, North Carolina

Mr. Robert Morgan
President
Charlotte Chamber of Commerce
Charlotte, North Carolina

Mr. Michael Mulvaney
Charlotte, North Carolina

Dr. J. Patrick O’Leary, ’63
Chairman of Surgery
LSU Medical Center
New Orleans, Louisiana

Mr. Charles Pol , ’78
President
BT American
New York, New York

Mr. Roger R. Regelbrugge
Charlotte, North Carolina

Mr. Edward C. Ruff
Charlotte, North Carolina

Mr. Richard Salem, ‘69
Salem, Saxon & Nielson PA
Tampa, Florida

Br. Paul Shanley, O.S.B., ’73
Assistant Professor of English
Cross Country Coach
Belmont Abbey College
Belmont, North Carolina

Mr. Michael Snyder, ‘62
Albemarle, North Carolina

Kevin Soden, M.D. ‘67
Charlotte, North Carolina

Mr. D. Harding Stowe
President/CEO
R.L. Stowe Inc.
Belmont, North Carolina

Mr. Joseph Tronco
Charlotte, North Carolina

Rev. Monsignor Mauricio West
Vicar General and Chancellor
Roman Catholic Diocese Charlotte
Charlotte, North Carolina

Mr. Howard Wheeler
President
Lowe’s Motor Speedway
Concord, North Carolina
ADMINISTRATIVE ORGANIZATION

Chancellor .......................... The Right Rev. Placid Solari, O.S.B., S.T.D.
President .............................. William K. Thierfielder, Ed.D.
Assistant to the President ............... Rita Lewis
Executive Director of the Bradley .......... Robert Preston, Ph.D.
Institute for the Study of Christian Culture
Archivist-Historian Emeritus .......... The Rev. Paschal M. Baumstein, O.S.B.
Secretary to the Chancellor .............. Gail Warlick
and Coordinator of Special Projects

ACADEMIC AFFAIRS

Vice President for Academic Affairs/Dean of Faculty .... Anne Carson Daly, Ph.D.
Administrative Assistant to the Vice President .......... Kathy Shaw
Registrar .................................. Fr. David Brown, O.S.B., B.S.
Records Specialist  Leslie Best, A.A.
Director of Library Services .......................... Donald Beagle, M.L.S.
Administrative Assistant to the Director ............... Vickie Jenkins
Circulation Systems Specialist ......................... Maggie Anderson, A.S.
Public Services Assistant ......................... Sandra Williams, M.L.S.
Cataloger/Systems Administrator ...................... Susan Mayes, M.S.L.S.
Cataloging Assistant .......................... Mary Burazer, B.S.
Periodicals Librarian .......................... Margaret Vickers, M.L.I.S.
Reference Librarian
Reference Assistant .......................... Komal Sodha, B.A.
Evening Reference Assistant ...................... Bradley Baker, B.A.
Evening Reference Assistant
Director of Abbey Players ......................... Simon Donoghue, M.S.L.S.
Technical Director of Theatre ....................... Gary Sivak, B.A.
Director of Academic Resource Center ................. Stacey Davis, M.A.
Director of Career Services and Internships ........ Matt Caporale, M.A.
Administrative Assistant ......................... Elizabeth McCune, B.S.
Director of Institutional Research .................... Sandra Nicks, Ph.D.
Systems Support Administrator ..................... Fr. Francis Forster, O.S.B., B.A.
Assistant Research Associate ..................... Theresa Martin, A.S.
Systems Report Writer ........................ Karen Price, M.S.
International Student Advisor ..................... Ana Litchfield, M.S.
Faculty Secretary .......................... Christine Rikard

ADMINISTRATION AND FINANCE

Vice President for Administration and Finance .... Wayne Scroggins, B.S., C.P.A.
Administrative Assistant to the Vice President ........David Hodges, M.B.A., C.P.A.
Senior Director of Financial Services ............... David Hodges, M.B.A., C.P.A.
and Controller
Accounts Payable Supervisor
Cash Control Coordinator
Staff Accountant for Student Accounts .......... Ashley Graham, B.A.
Staff Accountant .................................... Patti Pizzano
Director of Human Resources ....................... Mary Beth McAvoy, B.A.
Payroll and Benefits Coordinator .................. Linda Davis, ASB
Director of Mail Services .......................... Richard Marcoux, B.A.
Director of Information Technology .............. Marcia Makl, B.S.
Senior Programmer/Analyst .......................... Charlie Day, B.S.
Computing Support Analyst .......................... Eric LaRuffa, M.A.
Computing Support Analyst .......................... Thomas Jenkins
Network and Technology Specialist ................ Darley Ware, B.S.
Director of Bookstore ............................... Wanda Setzer
Director of Dining Services ........................ Darrell Green
Director of Facilities Management .................. Al Faulk
Manager, The Catholic Shoppe ...................... Scottie Gallagher

ENROLLMENT MANAGEMENT AND STUDENT LIFE

Vice President for Enrollment Management ........ Lucas Lamadrid, Ph.D.
and Student Affairs
    Administrative Assistant to the Vice President ...... Cathy Comeau, A.A.
of Student Affairs
    Assistant Dean of Students ....................... Jason Wagner, M.A.
    Enrollment Management
        Director of Admissions .......................... Roger Jones, B.S.
        Office Manager .................................
        Associate Director of Admissions .............
        Admissions Counselor .......................... Bernadette Fagarang, B.S.
        Admissions Counselor .......................... Elizabeth Cunneen, B.A.
        Admissions Counselor .......................... Tara Thomas, B.A.
        Admissions Counselor .......................... Danielle Blanchard, B.A.
        Admissions Intern .............................. Jonathan Blackwell, B.A.
        Data Entry Specialist .......................... Sharon Johns, B.A.
        Director of Adult Degree Program ............... .
        Associate Director ............................. Julia Gunter, M.S.
        Admission Specialist ........................... Barry Hill, B.A.
        Office Manager ................................. Holly Harper, A.A.
        Records Specialist .............................. Beverly Clark
        Director of Financial Aid ........................ Anne Stevens, B.A.
        Administrative Assistant ........................ Kathy George
        Associate Director of Financial Aid ............. Julie Hodge, B.A.
        Assistant Director of Financial Aid .............. Elisa Azar

Student Affairs
    Director of Athletics ............................ Richard Dull, J.D.
    Secretary ........................................... Debbie Bost
    Assistant Director of Athletics/Compliance ....... Paul Lyon, B.S.
    Head Athletic Trainer ............................. Joshua Suggs, M.S.
    Baseball Coach ..................................... Kermit Smith, M.A.
    Basketball Coach-Men ............................ Steven Miss, M. Phil.
Basketball Coach-Women ......................... Susan Yow, B.S.
Cross Country Coach .............................. Br. Paul Shanley, O.S.B.
Golf Coach-Men & Women ....................... Jim Haughey, A.S.
Lacrosse Coach-Men ............................. James Dietsch, B.A.
Lacrosse Coach-Women ......................... Shaun Williamson, B.S.
Soccer Coach-Men ................................ Stuart Brown, B.A.
Soccer Coach-Women .............................. Glad Bugariu, B.A.
Softball Coach .................................. Kenny Terry, M.S.
Sports Information Director ..................... Christopher Poore, B.S.
Volleyball Coach ................................ Loretta Wilkes, B.S.
Wrestling Coach .................................. Kenn Caudell, B.S.
Director of Residence Life ....................... Abby Curfman, M.S., A.C.
Administrative Assistant ......................... Jacqueline Timmons
Area Coordinator .............................. Lee Wilkerson, B.S.
Director of Campus Safety and Chief of Police . Shane Starnes
Director of Campus Ministry ....................
Assistant Director .............................. Rozanne Richards, B.A.
Campus Chaplain ............................ Fr. Agostino Fernandez, O.S.B., M.A.
Director of Counseling ........................... Trish Murray, Ph.D.
Student Counselor .............................. Sr. Carolyn Mary Coll, R.S.M., M.A.
Director of Health Services ....................... Claudina Ghianni, C.R.N.P., M.P.H.
Nurse ........................................ Sheila Locklear, R.N.
Nurse ........................................ Sue Stipanovic, R.N.
Director of Student Activities .................. ReGinae Reynolds, M.A.

COLLEGE RELATIONS

Vice President for College Relations ................... Ken Davison, M.T.S.
Administrative Assistant to the Vice President ........ Peggy McGlohon, A.S.
Director of Development .......................... Carol Brooks, Ph.D.
Director of Abbey Family Fund/Major Gifts Officer .... Tommy Love, B.A.
Assistant Director of Abbey Family Fund ................
Director of Corporate and Foundation Relations
and Prospect Management ......................... Monte Monteleone, M.B.A.
Systems Support Administrator .................... Aaron Condon, M.S.
Gifts Processor/Analyst ........................... Teresa Weyeneth
Director of Alumni/Parent Relations ............... Frances Pineros, B.A.
Associate Director of Alumni/Parent Relations .... Gayle Dobbs
Associate Director of Alumni for Chapters
and Clubs ........................................
Director of Marketing ............................ Ed Jones, B.A.
Administrative Assistant ........................ Donella Haywood-Vignolini, B.A.
Event Coordinator .............................. Rhonda Eason
Web Administrator .............................. Rick Sweeney
ADMINISTRATION

ANDERSON, Maggie ...........................................Circulation Manager
A.S., Gaston College, 1989

AZAR, Elisa ...........................................Assistant Director of Financial Aid

BAKER, Bradley ...........................................Evening Reference Assistant
B.A., Belmont Abbey College, 2006

A.A., Aquinas College, 1972
B.A., Holy Apostles College, 1973
M. Div., St. Meinrad School of Theology, 1979
M.A., Indiana University, 1979
C.A., Academy of Certified Archivists, 1989

BEAGLE, Donald ...........................................Director of Library
B.A., Oakland University, 1975
M.L.S., University of Michigan, 1977

BEST, Leslie ...........................................Records Specialist
A.A., Accounting, Gaston College, 1992

BLACKWELL, Jon ...........................................Admissions Intern

BLANCHARD, Danielle ...........................................Admissions Counselor
B.A., University of Louisiana-Monroe, 2005

BOST, Debby ...........................................Administrative Assistant for Athletics

BROOKS, Carol ...........................................Director of Development
B.A., St. Andrews College, 1964
M.A., Pennsylvania State University, 1966
Ph.D., Pennsylvania State University, 1969

BROWN, The Very Rev. David G., O.S.B. ....................Registrar
B.S., Appalachian State University, 1968

BROWN, Stuart ...........................................Men’s Soccer Coach
B.A., Brevard College, 1999

BUGARIU, Glad ...........................................Women’s Soccer Coach
B.A., University of North Carolina-Chapel Hill, 2000
BURAZER, Mary ........................................... Cataloging Assistant
B.S., Southern Illinois University, 1975.

CAPORALE, MATTHEW .................. Director of Career Services and Internships
B.S., State University of New York at Brockport, 1997
M.A., University of North Carolina-Charlotte, 2005

CAUDELL, Kenn .................................. Wrestling Coach
B.S., Slippery Rock University, 2000

CLARK, Beverly .............................. ADP Records Specialist

COLL, Sr. Carolyn Mary ...................... Student Counselor
B.A., Sacred Heart College, 1978
M.A., LaSalle University, 1984
M.S.W., University of North Carolina-Chapel Hill, 1995

COMEAU, Cathy .............................. Administrative Assistant to the Vice President for Student Affairs
A.A., Jackson Community College, 1991

CONDON, Aaron ............................ Systems Support Administrator
B.S., Belmont Abbey College, 1999
M.S., Winthrop University, 2004

CUNNEEN, Elizabeth ........................ Admissions Counselor
B.A., Belmont Abbey College, 2007

CURFMAN, Abby .............................. Director of Residence Life
B.S., Concordia University, 2002
M.S., Concordia University, 2005

Daly, Anne Carson .......................... Vice President for Academic Affairs and Dean of Faculty
B.A., Mount Holyoke College, 1975
M.A., Johns Hopkins University, 1977
Ph.D., Johns Hopkins University, 1980

DAVIS, Linda .............................. Payroll and Benefits Coordinator
ASB, Cambria-Rowe Business College, 1994

DAVIS, Stacey .............................. Director of Academic Resource Center
B.S., Methodist College, 2001
M.A., Appalachian State University, 2005

DAVISON, Ken .............................. Vice President for College Relations
B.S., Air Force Academy
B.A., Oxford University
M.A., Oxford University
M.T.S., Ave Maria University
DAY, Charlie .................................Senior Programmer/Analyst
B.S., Belmont Abbey College, 1990

DIETSCH, James ................................Men’s Lacrosse Coach
B.S. University of Maryland-College Park, 1969

DOBBS, Gayle ...........................Associate Director of Alumni/Parent Relations
DONOGHUE, Simon J. ......................Director of the Abbey Players
B.A., University of Virginia, 1974
M.S.L.S., University of North Carolina-Chapel Hill, 1980

DULL, Richard ............................Director of Athletics
B.A., University of Maryland, 1967
J.D., University of Maryland Law School, 1971

EASON, Rhonda ............................Event Coordinator

FAGARANG, Bernadette ....................Admissions Counselor
B.S., Belmont Abbey College, 2005

FERNANDEZ, Fr. Agostino, O.S.B. ..........................Campus Chaplain
B.A., Catholic University of America, 1985
M.A., Catholic University of America, 1989
M.A., St. John’s University, 2003

FORSTER, The Rev. Francis P., O.S.B. ...........Systems Support Administrator
B.A., Belmont Abbey College, 1960
S.T.B., Belmont Abbey Seminary, 1964

GALLAGHER, Scottie ........................Manager, The Catholic Shoppe

GEORGE, Kathy ............................Administrative Assistant to the Director of Financial Aid

GHIANNI, Claudina ..........................Director of Health Services
B.S., D’Youville College, 1977
M.P.H., School of Hygiene and Public Health, Johns Hopkins University, 1982
Family Nurse Practitioner Certificate, University of Virginia, 1989

GRAHAM, Ashley .............................Staff Accountant for Student Accounts
B.A., Belmont Abbey College, 2003

GREEN, Darrell .............................Director of Dining Services

GUNTER, Julia ...............................Associate Director of Adult Degree Program
B.S., Belmont Abbey College, 1981
M.S., North Carolina Agricultural and Technical State University, 1998
B.A., Belmont Abbey College, 2000
HARPER, Holly ................................. Office Manager for ADP Program
A.A., Gaston College

HAUGHEY, Jim ................................. Men and Women’s Golf Coach
A.S., Suffolk Community College, 2001

HAYWOOD-VIGNOLINI, Donella ................. Administrative Assistant to
B.A., Belmont Abbey College, 2006
the Director of Marketing

HILL, Barry ................................. Adult Admissions Specialist
B.A., Belmont Abbey College, 1994

HODGE, Julie ................................. Associate Director of Financial Aid
B.A., Belmont Abbey College, 1988

HODGES, David ............ Senior Director Student Financial Services and Controller
B.S.B.A., John Carroll University, 1978
M.B.A., University of North Carolina-Greensboro, 1980

JENKINS, Thomas ......................... Computing Support Analyst

JENKINS, Vickie .............................. Administrative Assistant to Director of Library

JOHNS, Sharon ................................. Admissions Data Entry Specialist
B.A., Gardner-Webb University, 1981

JONES, Ed ................................. Director of Marketing
B.A., Davidson College, 1979

JONES, Roger ................................. Director of Admissions
B.S., University of North Carolina-Pembroke, 1995

LAMADRID, Lucas ......................... Vice President for Enrollment Management
B.A., Marquette University, 1981
M.A., University of Notre Dame, 1987
Ph.D., Duke University, 1996

LA RUFFA, Eric ............................. Computing Support Analyst
B.A., Queens College, University of New York, 1996
M.A., Leslie Universiy, 2006

LEWIS, Rita ................................. Assistant to the President

LITCHFIELD, Ana ............................. International Student Advisor
B.S., Wingate University, 1996
M.S., Barry University, 2001

LOVE, Tommy ................................. Director of Abbey Family Fund
B.A., St. Andrews Presbyterian College, 1998
and Major Gifts Officer
LYON, Paul  Assistant Director of Athletics for Compliance  
B.A., Elon College, 1999
B.S., Elon College, 1999

MAKL, Marcia  Director of Information Technology  
B.S., University of California-Santa Barbara, 1978

MARCOUX, Richard  Director of Postal Service  
B.A., Belmont Abbey College, 1984

MARTIN, Theresa  Assistant Institutional Research Associate  
A.S., New Hampshire College, 1985

MAYES, Susan E.  Cataloger and Systems Administrator  
B.A., University of San Diego, 1976
B.S., Belmont Abbey College, 2002
M.S.L.S., University of Southern California, 1984

MCAVOY, Mary Beth  Director of Human Resources  
B.B.A., St. Bonaventure University, 1986

MCCUNE, Elizabeth  Administrative Assistant for Career Services  
B.S., Lander University, 1997

MCDERMOTT, Marjorie C  Librarian Emerita  
A.A., Warren Wilson College, 1952
B.A., University of Pittsburgh, 1968
M.L.S., University of Pittsburgh, 1971

MCGLOHON, Peggy  Administrative Assistant to the  
A.S., Bluefield Junior College, 1965  Vice President for College Relations

MISS, Steven  Men’s Basketball Coach  
B.A., University of North Carolina-Chapel Hill, 1992
M.A. University of Georgia, 1996
M. Phil., Trinity College-Dublin, 1997

MONTELEONE, Monte  Director of Corporate and Foundation Relations  
A.S., Gaston College, 1978  and Prospect Management
B.A., Belmont Abbey College, 1971
M.B.A., University of North Carolina-Charlotte, 1979

MURRAY, Trish  Director of Counseling  
B.S., Geneva College, 1991
M.A., West Virginia University, 1995
Ph.D., University of South Carolina, 2003
NICKS, Sandra .......................... Director of Institutional Research  
B.A., Missouri Baptist College, 1983  
M.A., Southern Illinois University, 1985  
M.B.A., Christian Brothers University, 2004  
Ph.D., St. Louis University, 1992

PIÑEROS, Frances Kirk .................. Director of Alumni and Parent Relations  
B.A., Belmont Abbey College, 1999

PIZZANO, Patty .......................... Staff Accountant  
Certificate, Secretarial Science, Stone School of Business

PRESTON, Robert A. .............. Executive Director of the Bradley Institute for the Study  
A.B., Belmont Abbey College, 1953  
M.A., The Catholic University of America, 1958  
Ph.D., The Catholic University of America, 1960

PRICE, Karen .......................... Systems Report Writer  
B.A., University of Pittsburgh, 1993  
M.S., West Virginia University, 1998

REYNOLDS, Reginae ....................... Director of Student Activities  
B.A., Johnson C. Smith University, 1998  
M.A., University of North Carolina-Charlotte, 2002

RICHARDS, Rozanne ....................... Assistant Director of Campus Ministry  
B.A., Florida Atlantic University, 1983

RIKARD, Christine C. ..................... Faculty Secretary

SCROGGINS, Wayne ................... Vice President for Administration and Finance  
B.A., Lewis University, 1969  
C.P.A., Illinois, 1972

SETZER, Wanda .......................... Director of Bookstore

SHANLEY, Br. Paul, O.S.B. ................. Cross Country Coach  
B.A., Belmont Abbey College, 1975  
M.Ed., University of North Carolina-Charlotte, 1976  
C.A.S., East Carolina University, 1982

SHAW, Kathy .......................... Administrative Assistant to Vice President for Academic  
Affairs and Dean of Faculty

SIVAK, Gary .......................... Technical Director of Theatre  
B.A., University of North Carolina-Charlotte, 1994
SMITH, Kermit ........................................ Baseball Coach
B.A., Pfeiffer University, 2000
B.S., Pfeiffer University, 2000
M.A., California University of Pennsylvania, 2007

SODHA, Komal ..................................... Reference Assistant
B.A., Belmont Abbey College, 1998

SOLARI, The Rt. Rev. Placid D., O.S.B. .................. Chancellor
B.A., Bellarmine College, 1974 Assistant Professor of Theology
S.T.B., Pontificium Athenaeum Anselmianum, 1978
S.T.L., Pontificium Institutum Patristicum “Augustinianum,” 1987
S.Th.D., Pontificium Institutum Patristicum “Augustinianum,” 1995

STARNES, Shane ............................... Director of Campus Safety and Chief of Police

STEVENS, Anne ................................. Director of Financial Aid
B.A., Belmont Abbey College, 1975

SUGGS, Joshua ................................. Head Athletic Trainer
B.S., Wingate University, 2003
M.S., California University of Pennsylvania, 2007

SWEENEY, Rick ................................. Web Administrator

THIERFELDER, William K .......................... President
B.A., University of Maryland, 1982
Ed.M., Boston University, 1989
Ed.D., Boston University, 1989

THOMAS, Tara .................................. Admissions Counselor
B.A., St. Andrews Presbyterian College, 2004

THUOT, Eugene F. ............................. Director of The Honors Institute
B.A., Assumption College, 1960 Professor of Political Science
B.Th., University of Ottawa, 1965
M.A., University of Chicago, 1973
Ph.D., University of Chicago, 1983

TIMMONS, Jacqueline .................... Administrative Assistant for Residence Life

VICKERS, Margaret ............................ Periodicals Librarian
M.L.I.S., University of North Carolina-Greensboro, 2000

WAGNER, Jason ............................... Assistant Dean of Students
B.A., University of Pittsburgh-Greensburg, 2001
M.A., Indiana University, 2003
WARLICK, Gail ...............................Secretary to the Chancellor and Coordinator of Special Projects

WILKERSON, Lee ...............................Area Coordinator
B.S., Lees-McRae College, 2005

WILLIAMS, Sandra ...............................Public Services Assistant
B.A., Wake Forest University, 1972
M.R.E., Southwestern Baptist Theological Seminary, 1976
M.L.S., University of North Carolina-Greensboro, 1991

WILLIAMSON, Shaun ...............................Women’s LaCrosse Coach
B.S., Lees-McRae College, 2002

YOW, Susan ...............................Women’s Basketball Coach
B.S., Elon College, 1976
FACULTY

BAKER, Elizabeth M. .................................................. Professor of Biology
B.A., George Washington University, 1967
M.S., University of Michigan, 1968
Ph.D., University of Virginia, 1973

BAYSTER, Philip ....................................................... Professor of Business
B.B.A., University of Michigan, 1968 Chairperson, Business, Economics
M.A., Wayne State University, 1973 International Business
M.S., MIT, 1986 Motorsports Management and Sports Management
M.B.A., Rutgers University, 1994
Ph.D., Rutgers University, 1997

BEEMAN, Julia ......................................................... Lecturer of Criminal Justice
A.A.S., Central Piedmont Community College, 1983 and Security Studies
B.S., University of North Carolina-Charlotte, 1985
M.S., University of North Carolina-Charlotte, 1989

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B.S., University of North Carolina-Charlotte, 1970 Chairperson,
C.P.A., 1972 Accounting Department
M.B.A., University of North Carolina-Charlotte, 1980
D.B.A., Nova Southeastern University, 2002

BLANDFORD, Janette M. .......................................... Associate Professor of Philosophy
B.A., Alma College, 1985 Chairperson, Philosophy Department
Ph.D., Marquette University, 1993

BOHN, Ralph P. ....................................................... Professor Emeritus of English
B.S., Northwestern University, 1950
B.D., Union Theological Seminary, 1953
Ph.D., University of Edinburgh, 1955

BROSNAN, Stephen .................................................. Associate Professor of Math/Physics
B.A., University of Colorado, 1980
M.S., University of Michigan, 1982

CALHOUN-SAULS, Ann ............................................. Associate Professor of Psychology
B.A., University of North Carolina-Charlotte, 1981
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B.A., University of Scranton, 1986
M.A., University of Dayton, 1988
Ph.D., Marquette University, 1998
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B.A., Furman University, 1988  Chairperson, Psychology Department
M.S., Vanderbilt University, 1992
Ph.D., Vanderbilt University, 1998

DALY, Anne Carson ......................... Professor of English
B.A., Mount Holyoke College, 1975  Vice President for Academic Affairs and
M.A., Johns Hopkins University, 1977  Dean of Faculty
Ph.D., Johns Hopkins University, 1980

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B.A., University of Virginia, 1974  Coordinator, Theatre Arts Minor
M.S.L.S., University of North Carolina-Chapel Hill, 1980  Director, Abbey Players

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B.A., Belmont Abbey College, 1960
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B.S., Siena College, 1995
M.S., University of North Carolina-Charlotte, 1999
Ph.D., Wake Forest University, 2005

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B.S., Taylor University, 1990
M.A., University of Notre Dame, 1998
M.A., University of Notre Dame, 1999
Ph.D., University of Notre Dame, 2003

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B.A., University of North Carolina-Wilmington, 2001
M.A., North Carolina State University, 2007

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Ph.D., University of Minnesota, 1971

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B.A., Utica College of Syracuse University, 1984
M.A., Indiana University, 1986
Ph.D., University of Iowa, 1994

B.Mus., St. Benedict’s College, 1949
S.T.B., Belmont Abbey Seminary, 1953
M.A., The Catholic University of America, 1964
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M.Ed., University of North Carolina-Charlotte, 1973
D.A., University of Miami, 1975
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B.S., Meerut College, 1969
B.S., Hancount Butler-Technological Institute, 1973
M.S., The University of Rochester, 1978
M.B.A., The University of Rochester, 1982

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B.A., University of North Carolina-Chapel Hill, 1990
M.A., University of North Carolina-Chapel Hill, 1992
Ph.D., Indiana University, 2000

HERNDL, George C.  Professor Emeritus of English
B.A., The Catholic University of America, 1950
M.A., University of North Carolina, 1955
Ph.D., University of North Carolina, 1965

HOOD, Michael D.  Associate Professor of English
B.A., Williamette University, 1967  Chairperson, English Department
M.A., University of Oregon, 1976
Ph.D., University of Oregon, 1984

JONES, Robert E.  Professor of Political Science
B.S., St. Louis University, 1960  Chairperson, Political Science Department
M.A., University of Notre Dame, 1962  Coordinator, International Studies Minor
Ph.D., University of Notre Dame, 1974  and Director of Study Abroad Programs

KIRCHGESSERT, The Rev. Christopher, O.S.B.  Associate Professor of Theology
B.A., St. Meinrad College, 1975
M.Div., St. Meinrad School of Theology, 1980
M.A., Catholic University, 2002

LEMNA, Keith  Visiting Assistant Professor of Theology
B.A., Indiana University, 1998
M.A., Saint Meinrad Seminary, 2000
Ph.D., The Catholic University of America, 2007

LODGE, Peter  Professor of Sociology
B.A., Manchester Polytechnic, 1974  Chairperson, Sociology Department
Ph.D., University of Keele, 1979

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B.A., Kalamazoo College, 1961  Chairperson, Computer Information Systems
M.A., Miami University of Ohio, 1963
M.A., Case Western Reserve University, 1969
Ph.D., Case Western Reserve University, 1972
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B.A., University of Maine, 1978 Coordinator, Chemistry Minor
M.S., University of Maine, 1981
Ph.D., University of North Dakota, 1987

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B.S., University of West Virginia, 1979
M.Ed., University of North Carolina-Charlotte, 1999

MCGEE, Edward H. .................................Associate Professor of History
B.A., Millsaps College, 1965 Chairperson, History Department
M.A., University of North Carolina-Chapel Hill, 1968
Ph.D., University of North Carolina-Chapel Hill, 1972

MCLEOD, Michael J. ...............................Professor of Biology
B.S., Lincoln Memorial University, 1969 Coordinator of Environmental Studies
M.S., East Tennessee State University, 1973 Chairperson, Faculty Assembly
Ph.D., Miami University (of Ohio), 1977 Chairperson, Biology Department

MISS, Angela ..........................................Assistant Professor of English
B.A., University of Georgia, 1993
M.A., University of Georgia, 1996
Ph.D., University of Georgia, 2004

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B.A., Gonzaga University, 1995
M.A., Gonzaga University, 1997
Ph.D., Baylor University, 2003

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B.A., King’s College, 1960
M.A., Niagara University, 1962
Ph.D., The Catholic University of America, 1977

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B.S., Purdue University, 1971 Computer Information Systems
M.A., University of Colorado-Boulder, 1974 Chair, Professional Affairs Division
M.S., University of Evansville, 1985

NEIPERT, David .................................Associate Professor of International Business
B.B.A., Texas A & M University, 1970
J.D., South Texas College of Law, 1975
M.B.A., Texas A & M University, 1991

O’CONNOR, M. Lesley ............................Assistant Professor of Mathematics
B.S., University of London, 1963
M.A., University of California at Los Angeles, 1967
Ph.D., University of California at Los Angeles, 1975
B.A., St. Benedict's College, 1947
S.T.B., Belmont Abbey Seminary, 1951
J.C.L., Pontificium Athenaeum Lateranense, 1954

B.S., Rhode Island School of Design, 1951
M.S., Institute of Textile Technology, 1953
S.T.B., Belmont Abbey Seminary, 1964
M.S., University of Notre Dame, 1966
Ph.D., Clemson University, 1972

PLECNIK, John M. Professor of Philosophy
Ph.D., Marquette University, 1979

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M.A., University of Dallas, 2003
Ph.D., University of Dallas, 2007

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B.S., Southern Nazarene University, 1973 Chairperson, Education Department
M.A., University of Colorado-Denver, 1978
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PRESTON, Robert A. President Emeritus
A.B., Belmont Abbey College, 1953 Emeritus Professor of Philosophy
M.A., Catholic University, 1958 Executive Director of the Bradley Institute
Ph.D., Catholic University, 1960 for the Study of Christian Culture

RATCHFORD, Melinda E. Associate Professor of Education
B.S., Appalachian State University, 1969
M.S.L.S., University of North Carolina-Greensboro, 1973 Chair, Mathematics and Natural Sciences Division
Ed.S., Appalachian State University, 1979
Ed.D., University of North Carolina-Chapel Hill, 1990

REIDY, Michael P. Associate Professor of Business
B.S., Campbell University, 1964 Coordinator, Sports Management
M.A., Appalachian State University, 1969
Ed.D., Northwestern State University of Louisiana, 1977

REILLY, Sheila S. Professor of Biology
B.S., Grove City College, 1966 Chair, Mathematics and Natural Sciences Division
Ph.D., State University of New York-Stony Brook, 1986

RISHEL, Tracy Associate Professor of Business
B.S., Pennsylvania State University, 1980 Director of Motorsports
M.S., Pennsylvania State University, 1984 Management Program
Ph.D., Pennsylvania State University, 1991
RUSSELL, Jane E., O.S.F.  Associate Professor of Theology
B.A., Alverno College, 1967
M.A., University of San Francisco, 1973
Ph.D., University of Notre Dame, 1979

SHOAF, Lynne  Associate Professor of Accounting
B.S., Indiana University, 1973
M.B.A., Indiana University, 1975
C.P.A., 1978

SIPE, Elaine  Professor Emerita of Education
B.S., Concordia College, 1964
M.A., Appalachian State University, 1970
Ed.D., North Carolina State University, 1988

SIVAK, Gary  Instructor of Fine Arts
B.A., University of North Carolina-Charlotte, 1994
Technical Director of Theatre

SOLARI, The Rt. Rev. Placid D., O.S.B.  Chancellor
B.A., Bellarmine College, 1974
S.T.B., Pontificium Athenaeum Anselmianum, 1978
S.T.L., Pontificium Institutum Patristicum “Augustinianum,” 1987
S.Th.D., Pontificium Institutum Patristicum “Augustinianum,” 1995

STAMPS, Leighton  Professor of Psychology
B.A., Westminister College, 1969
M.A., West Virginia University, 1972
Ph.D., West Virginia University, 1974

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B.S., University of Florida, 1969
M.B.A., University of Missouri, 1973
Ph.D., University of Missouri, 1977

SUTTON, Benette  Instructor of Education
B.A., Sacred Heart College, 1977
M.A., University of North Carolina-Charlotte, 1992

SZAKALY, Jennifer  Visiting Lecturer of Sociology
B.A., Belmont Abbey College, 2000
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TEETER, Carol G.  Associate Professor Emerita of Business
B.S., Appalachian State University, 1970
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B.A., Assumption College, 1960
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M.A., University of Chicago, 1973
Ph.D., University of Chicago, 1983
TIWARI, Rajive .................................Professor of Physics
B.S., St. Stephens College, 1980  Chairperson, Mathematics/Physics Department
M.S., Rutgers University, 1986  Coordinator, Mathematics/Physics Minor
Ph.D., Rutgers University, 1989

TOMPKINS, Robert ...............................Associate Professor of Biology
A.A.S., Rutledge College, 1985
B.S., Guilford College, 1990
M.S., North Carolina State University, 1996

VAN LEAR, William M. .......................Professor of Economics
B.A., Gettysburg College, 1980
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VAN ORDEN, Carl H. .........................Associate Professor Emeritus of Business
B.S., Rider College, 1958
M.B.A., Fairleigh Dickinson University, 1973

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A.B., Duke University, 1970
M.A., University of South Carolina, 1973
Ph.D., University of South Carolina, 1981

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B.A., Sacred Heart College, 1975  Chairperson, Humanities Division
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Ph.D., University of North Carolina-Greensboro, 1994

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B.A., Georgetown University, 1988  Chairperson, Theology Department
M.A., Boston College, 1992
Ph.D., Boston College (Political Science), 1993
Ph.D., Boston College (Theology), 2001

WILLIAMS, Gary ...............................Associate Professor Emeritus of Sociology
B.S.Ed., Kent State University, 1966
M.Ed., Kent State University, 1968
M.A., Kent State University, 1972
Ph.D., Ohio State University, 1980

WILSON, Pamela ...............................Assistant Professor of Education
B.S., Winthrop University, 1965  Director of Field Experience in Education
M.Ed., Winthrop University, 1987  and Licensure Officer

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### 2007-2008 ACADEMIC CALENDAR – DAY COLLEGE

#### August, 2007
- **Thursday, 16**: Residence Halls open for new international students
- **Friday, 17**: Orientation begins
- **Sat.–Sun., 18-19**: Residence Halls open for returning students
- **Monday, 20**: Day College Registration and drop/add
  - Late registration begins 12:00 noon
- **Tuesday, 21**: Classes begin
- **Tuesday, 28**: Day College drop/add continues

#### September
- **Monday, 3**: Labor Day (no classes)
- **Saturday, 22**: Love the Abbey Day

#### October
- **Thurs-Sun, 18-21**: Fall Break
- **Friday, 19**: Mid-Semester grades due in Registrar’s Office by 12:00 noon

#### November
- **Thursday, 1**: Feast of All Saints (no classes)
- **Monday, 12**: Spring pre-registration: currently enrolled seniors
- **Tuesday, 13**: Spring pre-registration: currently enrolled juniors
- **Wednesday, 14**: Spring pre-registration: currently enrolled sophomores
- **Thursday, 15**: Spring pre-registration: currently enrolled freshmen
- **Friday, 16**: Last day to officially withdraw from a Day College class
- **Wed.-Sat., 21-25**: Thanksgiving holiday (no class)
- **Friday, 30**: Last day of classes

#### December
- **Mon-Fri, 3-7**: Day College Exams
- **Saturday, 8**: Feast of Immaculate Conception (no exams)
- **Mon-Tues, 10-11**: Day College Exams continue
- **Wednesday, 12**: Residence Halls Close
- **Monday, 17**: All Grades due in the Registrar’s Office by 12:00 noon

#### January, 2008
- **Sunday, 13**: Residence Halls Open
- **Monday, 14**: Day College registration and drop/add
  - Late registration begins 12:00 noon
- **Tuesday, 15**: Day College classes begin
  - Day College drop/add continues
- **Monday, 21**: Martin Luther King Day (no classes)
- **Tuesday, 22**: Day College drop/add ends

#### March
- **Sat-Mon, 15-24**: Mid-semester and Easter break (no classes)
Monday, 17               Mid-semester grades due in Registrar’s Office by 12:00 noon
Thursday, 27               Last day to officially withdraw from a Day College class

**April**
Wednesday, 2               St. Benedict’s Day (no classes)
Wednesday, 16               Academic Awards Dinner
Monday, 21               Founder’s Day (no classes)
Tuesday, 22               Fall pre-registration: currently enrolled seniors
Wednesday, 23               Fall pre-registration: currently enrolled juniors
Thursday, 24               Fall pre-registration: currently enrolled sophomores
Friday, 25               Fall pre-registration: currently enrolled freshmen

**May**
Friday, 2               Last day of class
Mon-Fri, 5-9               Day College Exams
Mon-Tues, 12-13               Day College Exams continue
Thursday, 15               All Senior grades due in Registrar’s Office by 10:00 am
Saturday, 17               Baccalaureate Mass (9:00 am), Commencement (11:00 am)
Monday, 19               All grades due in Registrar’s Office by 12:00 noon
2007-2008 ACADEMIC CALENDAR – ADULT DEGREE PROGRAM

August, 2007
Monday, 20  ADP Session I (M/W night classes) and 16-week Monday night classes begin
Tuesday, 21  ADP Session I (T/Th) night classes and day classes begin
Friday, 24  Weekend College begins
Tuesday, 28  Drop/Add ends for day, 16-week evening and Session I classes

September
Saturday, 1  Drop/Add ends for Weekend Classes
Monday, 3  Labor Day (no classes for Day, Night and Weekend)
Wednesday, 12  Last day to officially withdraw from Session I classes

October
Thursday, 4  Last day of ADP Session I (T/Th) classes
Monday, 8  Last day of ADP Session I (M/W) classes
Tuesday, 9  ADP Session I (T/Th 6:00) exams begin at 6:00 pm
Wednesday, 10  ADP Session I (M/W 6:00) exams begin at 6:00 pm
Thursday, 11  ADP Session I (T/Th 8:15) exams begin at 6:00 pm
Monday, 15  ADP Session I (M/W 8:15) exams begin at 6:00 pm
Tuesday, 16  ADP Session II (T/Th classes) begins
Wednesday, 17  ADP Session II (M/W classes) begins
Fri-Sun, 19-21  Mid-semester break (no classes)
Friday, 19  Grades due in Registrar’s Office by 12:00 noon
Tuesday, 30  Drop/Add ends for ADP Session II classes

November
Thursday, 1  Feast of All Saints (no classes)
Monday, 12  Spring pre-registration: currently enrolled seniors
Tuesday, 13  Spring pre-registration: currently enrolled juniors
Wednesday, 14  Spring pre-registration: currently enrolled sophomores
Thursday, 15  Spring pre-registration: currently enrolled freshmen
Friday, 16  Last day to withdraw from a Day, Weekend or ADP Session II class
Wed-Sun, 21-25  Thanksgiving Holiday (no classes)
Friday, 30  Last day of Friday evening classes

December
Saturday, 1  Last day of Saturday classes
Mon-Fri, 3-7  Final Exams for day classes (check exam schedule)
Wednesday, 5  Last day of ADP Session II (M/W classes)
Thursday, 6  Last day of ADP Session II (T/Th classes)
Friday, 7  Weekend college exams begin
Saturday, 8  Weekend exams
Monday, 10  ADP Session II (M/W 6:00 classes) exams begin at 6:00 pm
Tuesday, 11  ADP Session II (T/Th 6:00 classes) exams begin at 6:00 pm
Wednesday, 12  ADP Session II (M/W 8:15 classes) exams begin at 6:00 pm
Thursday, 13  ADP Session II (T/Th 8:15 classes) exams begin at 6:00 pm
Monday, 17  Grades due in the Registrar’s Office by 12:00 noon

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THE CAMPUS  BELMONT ABBEY COLLEGE

THE LEGEND

1. Robert Lee Stowe Hall – Office of Admissions
2. Belmont Abbey Monastery
3. Abbey Basilica
4. Adult Degree Program Building
5. St. Leo Hall - The Catholic Shoppe
6. Holy Grounds Coffeehouse - Maurus Hall
7. The Haid
8. Abbott Vincent Taylor Library
9. William Gaston Science Building
10. Student Commons Dining Hall
11. O’Connell Hall
12. Poetlath Hall
13. Raphael Arthur Hall
14. Continuing Education Conference Center
15. Cuthbert Allen Student Apartments
16. Wheeler Center - Athletics Facility
17. Soccer Field
18. Tennis Courts
19. Baseball Field
20. Softball Field
21. Private Residence
22. Chi Rho House
23. Lowry Alumni House
24. Future St. Joseph Adoration Chapel