

BELMONT ABBEY COLLEGE

Belmont, North Carolina



Ut in Omnibus Glorificetur Deus
That in All Things God May Be Glorified

ACADEMIC CATALOGUE
2016-2017

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The 2016-2017 Academic Catalogue is

Dedicated to

Professor Elizabeth Baker

For her Exemplary Service to

Belmont Abbey College 1978-2016



Table of Contents

General Information	1
Vision Statement.....	1
Mission Statement	1
History	2
Accreditation	2
Philosophy	2
Environment	6
Undergraduate Program.....	10
Admission Procedures	10
International Students	10
Advanced Placement	11
Credit by Competency Assessment/Challenge Examination	12
Transfer Students.....	13
Transfer of Credits.....	13
Student Orientation.....	14
Re-Admission to the College.....	14
Non-Discrimination Policy	15
Office of Adult Degree Program	16
Summer Session (Traditional and ADP Students).....	22
Student Fees and Expenses	23
Traditional Undergraduate Students	23
Adult Degree Program Students	24
Withdrawals and Refunds.....	26
Students Receiving Title IV Aid.....	27
Non-Title IV Funds	28
Financial Assistance	28
Belmont Abbey College Scholarships and Grants	29
Academic Merit Programs	29
Other Programs.....	30
Conditions of Award.....	31
Application	31
Academic Programs and Policies (Traditional Students Only).....	32
Undergraduate Curriculum	32
Undergraduate Degree Requirements	32
Essentials Courses	32
Department Requirements	33
Electives	33
Course Substitution Policy.....	33
Major Fields of Study	33
Declaration of Major.....	34
Double Majors	34
Concentrations	34
Minors	35
Academic Advising	35
Change of Major or Advisor.....	35
Class Attendance	35
Mandatory Roll-Taking	36
College Assembly.....	36
Residency Requirement	36

Registration.....	36
Course Schedule	36
Permission to Take Courses Elsewhere	36
Permission to Take ADP Courses.....	37
Dropping or Adding a Course.....	37
Pass/Fail Credits	37
Auditing Courses	38
Academic Probation.....	38
Academic Dismissal	39
Requirements for Re-Admission.....	39
Appeal of Academic Dismissal.....	39
Student Complaint Policy and Procedures.....	40
Intellectual Property.....	41
Academic Dishonesty	42
Grade Appeals	43
Student Use of Personal Electronic Devices in Class	44
Withdrawal from the College	44
Leave of Absence/Medical Withdrawal.....	45
Classification of Students	46
Grading System	46
Grade Conversion Table.....	47
Grade Point Average.....	47
Grade Reports	47
Student Records and the Privacy Law	47
Permanent Records	47
Access to Student Records.....	47
Academic Recognition	50
Academic Awards.....	50
Honor Societies.....	52
Graduation	53
Participation in Graduation	53
Persistence Rates	53
Graduation Honors	53
Deficiencies for Graduation.....	53
Major Capstones	53
Second Bachelor's Degrees	53
Special Academic Programs	54
Academic Assistance	54
Career Services and Internships.....	54
Honors Institute	55
Saint Thomas More Scholarship Program	56
Military Science/ROTC	57
Pre-Professional Programs.....	58
Accessibility Services	59
Summer Session	60
The Belmont Abbey College Core Curriculum	61
Traditional Core Curriculum	61
Core Curriculum (Traditional Students)	63
Majors, Concentrations, and Minors.....	66
Accounting Major.....	67
Accounting Minor.....	69
Biology Major	73

Biology Minor	76
Business Major	83
Business Management Minor	88
Entrepreneurship Minor	88
Chemistry Minor	95
Classical Languages Minor	97
Computer Studies	99
Information Systems Minor	99
Computer Science Minor	100
Criminal Justice Major	105
Economics Minor	113
Education Major	116
Elementary Education	116
Educational Studies	118
Catholic Educational Studies	119
Post-Baccalaureate Elementary Education (K-6) Licensure	120
Education Minor	121
English Major	129
English Minor	130
Government and Political Philosophy Major	137
Government and Political Philosophy Minor	139
History Major	145
History Minor	146
Honors Institute	153
Interdisciplinary Minor	158
International Studies Minor	160
Justice and Peace Studies Minor	161
Interdisciplinary Studies Major (ADP only)	163
Mathematics Major	165
Mathematics Minor	170
Physics-Mathematics Minor	170
Medieval Studies Minor	178
Pre-Law Minor	179
Psychology Major	180
Psychology Minor	184
Saint Thomas More Scholarship Program	191
Sport Management Major	194
Sport Management Minor	196
Motorsport Management Major	196
Theatre Arts Minor	202
Theology Major	205
Theology Minor	207
Additional Courses	213
Extra-Curricular Activities	225
The Abbey Players	225
The Abbey Chorus	225
Student Life	225
Athletics	225
Intramural Sports	225
Student Activities	225
Clubs/Organizations	226
Campus Ministry	226

Student Media.....	227
Fraternities.....	227
Sororities	227
Board of Trustees	228
Administrative Organization	230
Academic Affairs.....	230
Administration and Finance.....	231
Athletics	231
College Relations.....	232
Student Affairs.....	233
Administration Directory.....	234
Faculty Directory.....	244
Academic Calendar for Traditional & ADP Students.....	253

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.

From time to time over the course of the year, there may be changes or adjustments made to the *Catalogue*. The most current and up-to-date version of the *Catalogue* resides on the college website, at <http://belmontabbeycollege.edu/academics/academic-catalogue/>.

All students must satisfy the requirements for graduation that are in force in the *Catalogue* of the latest date of entrance. Students may maintain the date of entrance option so long as their enrollment is not interrupted for a period greater than one calendar year.

Each student is responsible for meeting the requirements for graduation as stated in this Catalogue. Although an advisor is available for counsel, the ultimate 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 that every human is called upon to live out. We strive to renew that likeness in all dimensions of College life 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, and 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, our goal is to be responsible stewards 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 a 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 whole 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 inspire others to become part of the worldwide Belmont Abbey College community.

Mission Statement

Our mission is to educate students in the liberal arts and sciences so that in all things God may be glorified. In this endeavor, we are guided by the Catholic intellectual tradition and the Benedictine spirit of prayer and learning. Exemplifying Benedictine hospitality, we welcome a diverse body of students and provide them with an education that will enable them to lead lives of integrity, to succeed professionally, to become responsible citizens, and to be a blessing to themselves and to others.

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 that would use it to develop 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 April 21, 1876, the Reverend Herman Wolfe, O.S.B., arrived to take possession of the property. The young foundation became an independent abbey on December 19, 1884, with the Right Reverend Leo Haid, O.S.B., elected as the first abbot on July 14, 1885.

Originally chartered as St. Mary's College by the State of North Carolina on April 1, 1886, the school's name was changed to Belmont Abbey College in 1913. Reorganized as a junior college in 1928, it became a four-year institution in September 1952, and a co-educational institution for resident students in 1972.

Accreditation

Belmont Abbey College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Anyone with questions concerning the accreditation of Belmont Abbey College may contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500. Belmont Abbey College is a member of the North Carolina Independent Colleges and Universities. The College's degrees are accepted by graduate and professional schools, and the school 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 the monastic community and through ecumenical programs.

The College is committed 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. 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.

As 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. Recognizing that intolerance and narrow sectarianism retard learning and the pursuit of truth and understanding, the College recognizes that the community benefits from the presence 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, social issues, and group interaction.

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 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 to grow in holiness.

The College encourages its faculty and students to cultivate a deep love of learning and an appreciation of the human faculties of mind and spirit. The College ensures that students are provided with sufficient space and quiet time to cultivate the habits of serious study and healthy reflection.

The Rule is permeated with 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 encourage expressions of prayer and worship.

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

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 providing an effective, just,

and responsible system of social discipline on campus. Students are encouraged to develop an appreciation of good order and of the importance of relating 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 to 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 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 integrates the traditional ends and means of liberal education with majors and minors that help prepare students for particular professions.

In an era when most college students need to plan their education around future careers, the College makes various majors and course concentrations readily available. These majors provide the facts, principles, and questions that form the crucial underpinnings of specific professions. When promoting its studies and programs, the College conveys facts 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 of professional values is fostered along with growing competence in special areas of learning.

Since profession-oriented studies take place within an institution that is Catholic and Benedictine in character and within a liberal arts-based curriculum, 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 the unrestrained pursuit of profit and prestige.

Most broadly stated, a liberal education cultivates the mind. A mind properly cultivated enhances one's humanity and graces one with thoughtfulness, openness, and the spirit of inquiry in the most important areas of life: faith, family, friendship, community, work, and leisure.

The College curriculum provides a liberal education in three ways. 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 that are manual in character or ordered primarily to some external product. Strictly speaking, the liberal arts are intended to develop the mind in, of, and for itself. The arts, skills, and abilities being developed are reading, writing, speaking, listening, and reasoning (mathematic, analytic, synthetic, 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 God, humanity, and nature. None 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, literature, history, the natural sciences, political philosophy, sociology, economics, and psychology.

Third, liberal education seeks to foster exploration of life’s most important questions and of the various answers that great, thoughtful, and influential persons have provided in both the past and the present. 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. One of the goals of a liberal arts education is to be able to integrate what one learns through faith and reason. Such integration is critical to the humanistic formation of the whole person, enabling young men and women to be at once persons of integrity and faith, responsible citizens, and specialists in a given academic discipline.

A liberal education fosters an appreciation of what is beautiful, a growing awareness of what is good, and a quest for truth through a thorough examination of life’s most important perennial and contemporary questions.

In pursuit of the good, the true and the beautiful, 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 character to master the skills, knowledge, and concepts of liberal learning;
- are open to the transcendent dimension of life and willing to cultivate a deeper relationship to God through faith and prayer;
- have, or 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

- 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, North Carolina, approximately ten minutes west of Charlotte, which is 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 area of North Carolina.

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

The campus is impressively scenic. Most of the older buildings, which were engineered and built by the monks themselves before the beginning of the twentieth century, offer enduring charm to the Abbey's atmosphere. There are also many modern buildings, and the wooded, 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. **The Abbey Church of 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 Pope John Paul II.

Robert Lee Stowe Hall contains classrooms for many of the liberal arts courses, several administrative offices, the College Relations department, some faculty offices. The ten classrooms in the building have a combined seating capacity of 307, and building also features a computer lab that accommodates 19. Located in **St. Leo Hall** are the **Grace Auditorium** (with seating for 99), one classroom (with capacity for 21), the **Office of Career Services**, the **College Bookstore**, **The Catholic Shoppe**, and many faculty offices. The Music Building houses the College's archives and **Institutional Research** offices. The **William Gaston Science Building** houses laboratory facilities, science equipment, additional classrooms, and faculty offices. The building has eight laboratories, while the nine classrooms have a combined seating capacity of 252.

The **Abbot Vincent Taylor Library** contains more than 125,000 print books, 150,000 e-books, over 100 databases, and other digital sources, multimedia collections (DVDs, CDs), periodicals and microfilms, all searchable through the online catalog—Alexandria (www.belmontabbeycollege.edu/academics/library-information-services). The main floor houses the Learning Commons, featuring reading and reference areas with workstations, group study tables, laptop plug-in carrels, and the Carter Center computer lab where reference librarians teach research skills and information literacy, and which are also available for faculty reservations. The Main floor also houses the technical services and interlibrary loan department, administrative offices, and equipment for printing, scanning, faxing, and photocopying. On the lower floor are current and bound periodicals, rare books, the monastic collection in the Benedictine Room, and multimedia materials and equipment. The open-stack book collection is classified according to the Library of Congress system. The book stacks are located on both the main floor and the lower level.

The Library's **Learning Commons** is a focus of the Quality Enhancement Plan (QEP). Designated PILOT, for *Promoting Information Literacy over Time*, this initiative sponsors information literacy sessions during the First Year Seminar; research-intensive experiences tailored to Rhetoric I & II; and discipline-specific pilot and capstone courses with assessment rubrics designed around the information literacy standards established by the Association of College & Research Libraries.

The **Academic Resource Center** (ARC) is housed in the lower level of the library; students may receive tutoring as well as special accommodations for test-taking through the ARC.

The **Abbot Walter Coggin Student Commons** houses a one-stop shop for student services including the registrar, admissions, business office, financial aid and student life. Additionally, the Student Commons is open 24 hours a day for students to study, socialize and check postal mail. The **Dining Hall** is adjacent.

O'Connell, Poellath and **Raphael Arthur Halls** are built in a modular style, with suites of four rooms and a bath to serve four to eight students. **Cuthbert Allen** is a four-building complex with apartment suites which include kitchens. Between the Student Commons and the Athletic Fields are **St. Benedict** and **St. Scholastica** resident halls, built in 2013. These new residence halls, which house upperclassmen, have apartment style suites of two single bedrooms, a living room, and a shared bathroom.

Residence Life and **Campus Ministry** (including FOCUS offices) are located on the first floor of O'Connell.

Campus Police is located on the lower level of Raphael Arthur; police monitor the campus 24 hours a day, seven days a week.

MiraVia at Belmont Abbey College is a residence hall for pregnant college students. This home is managed by a separate, non-profit organization. More information at www.mira-via.org.

Located in the midst of the residence halls, the **St. Joseph Eucharistic Adoration Chapel** is open daily for prayer with daily Eucharistic Adoration during the academic year. (Students sign up for hours through the Campus Ministry office.)

The Wheeler Center for physical education houses a gymnasium, which seats 1,500, instructional facilities, and a recently renovated fitness center. The fitness center is open to the College community. Large playing fields provide excellent space for outdoor athletics. This student activity area includes a baseball diamond, a soccer field, a softball field, and intramural fields. A quarter-mile track of asphalt circles the soccer field.

The **Chi-Rho House** contains the physical plant operations including maintenance and housekeeping for the campus.

Admissions tours start at the **Lowry Alumni House** which is also home to the Alumni Office.

The Haid includes the Abbey Theatre (home of the Abbey Players and Belmont Community Theatre, with seating for 200), a ballroom for College functions, the campus Information Technology operations, and the Wellness Center. The Wellness Center is accessible only from the outside entrance on the basement level.

Maurus Hall houses **Holy Grounds**, a campus coffee house and grille.

The Sacred Heart Campus is located on the outskirts of downtown Belmont, and currently houses the **Sister Christine Beck Department of Education**, the **Department of Sport and Motorsport Management**, and classrooms. The ten classrooms in the Administration Building on the Sacred Heart Campus have a total seating capacity of 266, while the five classrooms in the Mercedes Building can comfortably accommodate 82 total students. Evening courses for Adult Degree Program students are also offered at **Charlotte Catholic High School**, twenty miles southeast of main campus.

Belmont Abbey College is a member of the **Greater Charlotte Consortium**, a cooperative venture that includes 7 colleges and universities in the greater Charlotte area. The free exchange of library facilities and transfer credits multiplies educational opportunities for all members, which include Belmont Abbey College, The University of North Carolina at Charlotte, Central Piedmont Community College, Winthrop University, Queens

University of Charlotte, Johnson & Wales University—Charlotte, NC
Campus, Pfeiffer University.

Students wishing to apply should see the Registrar or visit
www.greatercharlotteconsortium.org.

UNDERGRADUATE PROGRAM (Traditional Students Only)

Admission Procedures

Before the Office of Admissions can consider an application for an entering freshman, the applicant must present the following:

1. An application filled out by the applicant.
2. An official secondary school transcript showing academic achievement and rank in class. Since most applications are submitted during the senior year of high school, the applicant must request a final transcript to be sent after graduation. The minimum grade point average for acceptance is an un-weighted 2.25.
3. A score from either the College Entrance Examination Board Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT). The minimum SAT or converted ACT score must be a combined critical reading and math score of 850. If an applicant submits a transcript with an unweighted GPA equal to or greater than 3.0, the test score requirement is waived. However, students that submit a test score will have a greater advantage for scholarship opportunities. For students not submitting test scores, the final high school transcript must show completion of a college preparatory curriculum.
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 **OR** 79 IBT.
5. The following high school academic units are required:
 - English 4 units
 - Foreign Language 2 units
 - Social Science (including History) 2 units
 - Science 2 units
 - Mathematics 3 units
 - Additional academic units 3 units
6. A final high school transcript showing proof of graduation prior to the first day of class.

For more information regarding the application process, please contact Nicole C. Focareto, Executive Director of Admissions, at 704.461.6665

International Students

In addition to the regular Admissions Procedures, international students are required to:

1. Submit academic transcripts of secondary school, college, university and other post-secondary schools, which must be certified as official. **All International transcripts must be submitted to World Education Services (WES) for evaluation.**
2. 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 **OR** 79 IBT is required.
3. Provide documentation demonstrating sufficient financial resources to support education costs, including tuition, housing,

meals, and other expenses. Students must have these funds available when they register for classes each semester. **American Embassies and Consulates require financial verification when a prospective student applies for a Student Visa to enter the United States.** Contact the Office of Student Life for the requisite forms.

4. Request a Certificate of Eligibility (SEVIS I-20) from the College.

To ensure an adequate amount of time is available for the Student Visa process, all international students must apply and submit the additional documents before June 15 for fall admission, and before November 1 for spring admission.

International transfer students must be in good standing at the last institution they attended in order to be accepted into Belmont Abbey College.

The College is required to report to the U.S. Department of Homeland Security any International students who:

- Do not register at the College at the expected time.
- 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 ordinarily award course credit to students who have taken the Advanced Placement Tests of the College Entrance Examination Board and scored 3 or higher. The College also awards course credit for acceptable scores on the College Level Examination Program (C.L.E.P.) and for International Baccalaureate (IB) achievement. Credit is awarded only for courses in the College's current curriculum. A maximum of thirty (30) academic credits will be offered for advanced placement and other college-level learning acquired in non-traditional settings. Please see the table below for AP, CLEP Examination, and IB course equivalencies awarded by Department. Duplicate credit will not be awarded in the event the AP, CLEP, and/or IB achievement recommend award of the same course or courses.

ADVANCED PLACEMENT EXAMINATION			
Examination Name	Score	Credit	Course Awarded
Biology	4	4	BI 101
Calculus AB	3	3	MA 201
Chemistry	4	4	CH 105
Computer Science	3	3	CS 201
Economics/ Macro	3	3	EC 201
Economics/ Micro	3	3	EC 202

English Lang. & Comp.	3	3	RH 101
English Lit. & Comp.	3	3	RH 101
Environmental Science	3	4	BI 101
European History	3	6	HI 101, HI 102
French Language	3	3	FR 101
Gov't & US Policy	3	3	PO 201
Physics	3	--	Departmental Evaluation
Psychology	3	3	PC 201
Statistics	3	3	MA 208
US History	3	6	HI 201, HI 202

COLLEGE LEVEL EXAMINATION PROGRAM			
Examination Name	Score	Credits	Course Awarded
Biology	50	4	BI 101
English Lit.	50	3	EN 202
Freshman Comp.	50	3	RH 101
Intro. to Business Law	50	3	BU 312
Prin. of Accounting	50	3	AC 211
Prin. of Macro Econ	50	3	EC 201
Prin. of Management	50	3	BU 300
Prin. of Marketing	50	3	BU 309
College Mathematics	50	3	MA 135
Prin. of Micro Econ	50	3	EC 202
Psychology	50	3	PC 201
US History I	50	3	HI 201
US History II	50	3	HI 202
West Civ. I	50	3	HI 101
West Civ. II	50	3	HI 102

INTERNATIONAL BACCALAUREATE			
Examination Name	Score	Credits	Course Awarded
Biology	5	4	BI 101
Economics	5	6	EC 201, EC 202
English	5	3	RH 101
French	5	3	FR 101
History	5	6	HI 101, HI 102, HI 201, HI 202 or HI elective
Mathematics Methods	5	3	MA 151

**Credit by
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 only through coursework. 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 recorded on the student’s permanent record. A fee is assessed when a student challenges a course by examination. Please refer to the section on Student Fees and Expenses for more details. Additional information may be obtained from 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 he or she is currently enrolled. This precludes academic or disciplinary suspension.
2. Have a 2.0 grade point average (4-point system) if transferring as a freshman or sophomore (fewer than 60 hours) or have a 2.5 grade point average (4-point system) if transferring as a junior or senior (60 hours and above).

Transfer students who are accepted while attending another college or university are only accepted provisionally. They should ask the registrar of their current institution to forward a transcript of their most recent grades to the Admissions Office of Belmont Abbey College. If applicants have been 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. Only a limited number of such applicants will be accepted.

A student who has met all of these 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, as well as any high school transcripts. A transfer student who is transferring fewer than 24 semester credits must submit the same credentials and meet the same admissions requirements required of entering freshmen (and have an overall grade point average of 2.0 in completed college coursework).

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, which permits the transfer of up to 60 credit hours for courses completed at a North Carolina Community College prior to matriculation at Belmont Abbey College. Transfer credits for courses taken at colleges and universities that are recognized as accrediting bodies by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE), are generally accepted. Belmont Abbey College accepts transfer credit for such courses if the student earned a

grade of “C” or better. With the exception of an elective course, Belmont Abbey College does not ordinarily allow students to take courses elsewhere after matriculation. Current BAC students should consult the Registrar about transfer classes prior to enrolling for them at another institution.

Belmont Abbey College ordinarily accepts a maximum of sixty (60) credit (semester) hours from a North Carolina community college. However, the College will transfer a maximum of sixty-four (64) credit (semester) hours for students who graduate from a North Carolina community college with an Associate of Arts or Associate of Science degree prior to matriculating at BAC. Such students are ordinarily required to complete two courses in Political Philosophy and two in Theology at BAC. North Carolina community college graduates who complete an Associate of Applied Sciences prior to matriculation at BAC will have additional core curriculum requirements, and should consult the Registrar about additional core courses. Credit hours, not grade points, are transferred.

Student Orientation

All new students are required to attend Orientation, which takes place during the four days preceding the first day of classes in the fall semester. New Student Orientation is designed to assist incoming students with their transition to college life, to familiarize them with the campus and its services, and to introduce them to their peers, to professors, and to support staff. Selected upperclassmen work with new students throughout Orientation to answer questions, provide guidance, and continue to develop a relationship with new students throughout their first semester. The Orientation program features social events that give 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 both the fall and spring Orientations. For more information about New Student Orientation, please contact the Office of Student Life at (704) 461-6724.

Re-Admission to the College

Students who leave the College in good standing, with all accounts current, may be re-admitted by completing an application for re-admission. 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 have been dismissed for either academic or disciplinary reasons may be considered for re-admission after:

1. remaining out of Belmont Abbey College for one (1) semester and
2. completing a total of 12 credit hours—with a grade of “C” or better—at another accredited college or university.

The request for re-admission must be made in writing and must be accompanied by official transcripts of all college work completed. This request will be considered by the Registrar in consultation with

the Assistant Academic Dean, who may require the student to agree to a contract specifying conditions for re-admission.

Students applying for readmission to the College following a medical withdrawal must provide documentation from a treating physician on their current condition indicating that the applicant is now able to meet his or her responsibilities as a student. This documentation will be provided to the Director of the Wellness Center, who will review it in consultation with the Dean of Student Life.

If a student is re-admitted after having been academically dismissed, he or she will be subject to the policies and procedures outlined in the sections of this Catalogue on Academic Probation and Academic Dismissal. Typically, a student who is re-admitted after having been academically dismissed is not allowed to participate in any extra-curricular activities, including athletics, nor is he or she able to pledge to a sorority or fraternity until he or she achieves a cumulative GPA of 2.0 at the end of the following semester, and is therefore no longer on academic probation.

Degree-seeking students who have been enrolled at Belmont Abbey College for at least four consecutive semesters and who have left the College while not in good academic standing may apply for re-admission to the College under the Re-admission 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 at least five (5) years, and must provide evidence that the conditions that caused the initial academic difficulties no longer exist.

Under this policy, the former student's academic transcript will be evaluated. With regard to required courses for the student's proposed major, only courses with the grade of "C" or better will be applied toward the major. The student's historical transcript remains intact and a grade point average of 0.0 will be assigned for all credits earned up to that 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.

OFFICE OF ADULT DEGREE PROGRAM (ADP)

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

Adult Degree Program

Executive Director: Julia Gunter – (704) 461-6784

Associate Director: David Haun

Adult Admission Specialist: Barry Hill

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 adult students began in 1987, when neighboring Sacred Heart College closed and its adult program relocated to the Abbey. The Adult Degree Program expanded to Mecklenburg County and opened a campus at the Charlotte Catholic High School in the fall of 2009.

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 and/or during the day.

Classes are available at the Main Campus, the Sacred Heart Campus, and the Charlotte Campus located at Charlotte Catholic High School.

Criteria for ADP Status

To qualify as an Adult Degree Program student, an individual must meet one of the following criteria:

1. be 23 years old by the first class day of their starting semester;
2. hold a baccalaureate degree from an approved, accredited institution.

With the exception of the core curriculum and specific policies listed below, all Adult Degree Program students must meet the requirements for graduation and abide by policies enforced for the traditional day College (listed earlier in this Catalogue).

Adult Degree Program Degree Requirements

The College recognizes that adults, by virtue of their greater maturity and broader experiences with work and family, have educational needs and objectives that differ from those of the traditional college student. As a result, the core curriculum for those adults admitted to the Adult Degree Program differs slightly from the core curriculum required of traditional students.

***CORE CURRICULUM—ADULT DEGREE PROGRAM STUDENTS**

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 Transitions.

I. Writing, 6 credits

- A. Rhetoric 101 Rhetoric, Logic, Grammar, and Writing I
- B. Rhetoric 102 Rhetoric, Logic, Grammar, and Writing II

II. Quantitative Reasoning, 3 credits

- One of the following, appropriate to the student's major:
- Mathematics 135 Mathematics for Liberal Arts
 - Mathematics 151 College Algebra
Trigonometry and Pre-Calculus
 - Any 200-level Mathematics course
 - Any Statistics course
 - Any Calculus course

III. Theology, 6 credits

- A. Theology 105 Introduction to Scripture
- B. Theology 205 Introduction to Theology

IV. Philosophy, 6 credits

- A. Political Philosophy 211 Classic Texts I
- B. Political Philosophy 212 Classic Texts II

V. History, 6 credits

- A. History 101 Western Civilization I
- B. History 102 Western Civilization II

VI. Literature, 6 credits

- A. English 211 Literary Classics of the Western Tradition I
- B. English 212 Literary Classics of the Western Tradition II

VII. Natural Science, 6 credits

- A. One Biological Science
- B. One Physical Science

VIII. Fine Arts, 3 credits

- One (or more) of the following:
- Art 101 Introduction to Art in Western Civilization I
 - Art 102 Introduction to Art in Western Civilization II
 - English 104 Creative Writing
 - English 216 Introduction to Film Criticism
 - Theater (TA) 108 Introduction to Theatre Arts
 - Theater (TA) 110 Introduction to Stage Craft
 - Theater (TA) 150 Acting I
 - Theater (TA) 112 Theatre Appreciation
 - Theater (TA) 225 American Musical
 - Music 101 Music Appreciation
 - Music 201 Sacred and Liturgical Music

Three credit hours in any one of the following:

Chorus (1 credit)

Voice (1 credit)

Piano (1 credit)

Organ (1 credit)

Other fine arts courses as offered

IX. Social Sciences, 6 credits

A. Political Science 201 The U.S. Constitution

B. One of the following:

Criminal Justice 201 Introduction to Criminal Justice

Economics 201 Introduction to Economics I

Psychology 201 Introduction to Psychology

Sociology 201 Principles of Sociology or another

psychology or sociology course (Instructor's permission required)

X. Other Graduation Requirements:

A. **Writing-Intensive Requirement, 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. Students are strongly encouraged to choose one within their major or minor field of study.

B. **Global Perspectives Requirement**

Students meet the Global Perspective requirement through successful completion of one of the following:

1. Any course among History 102, Theater Arts 108, or Theology 365.
2. Any course approved as meeting the "Global Perspectives" criteria and so designated by the Office of the Registrar.
3. The intermediate level of a modern language (fourth semester of college-level language).
4. Significant time spent studying abroad (five weeks or longer).

C. **Competency in Technology**

ALL Belmont Abbey College students must demonstrate basic computer competency in one of the following ways:

1. Passing the competency exam administered during the first semester and/or periodically upon demand.
2. Successful completion of CS (Computer Studies) 100 or another CS course relevant to the student's major.
3. Successful completion of a technology-intensive class in the major.

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 file a formal application to graduate with the Office of the Registrar by August 1. Students anticipating May graduation must file a formal application to graduate with the Office of the Registrar by October 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 to be an Adult Degree Program student, a person must be 23 or older by the first class day of their starting semester or must hold a baccalaureate degree from an approved accredited institution. Applicants are required to submit an admission application, official transcripts from all previously-attended schools, colleges, and universities, 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 Adult Degree Program applicant who has less than 24 transfer college credits, has a GPA of less than 2.0 from any four-year school, has a GPA of less than 2.5 from any two-year school, or has not been enrolled full time in the last three (3) years.

Degree

Adult students who wish to pursue a first or second baccalaureate

Candidates degree program must submit official transcripts from all high schools and post-secondary institutions they have attended directly to the Adult Degree Program Office.

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 Adult Degree Program students are fully integrated into the College program and are eligible to enroll in any of the College's academic degree programs.

ADP students who can attend day classes can major in any of the majors offered to Traditional students. For students who can attend classes only at night, Belmont Abbey currently offers seven evening majors: Accounting, Business Management, Criminal Justice, Elementary Education (K-6), Educational Studies, Interdisciplinary Studies and Psychology. The evening schedule provides a full range of courses that enables the Adult Degree Program student to complete a degree in one of the aforementioned majors.

Orientation for New Student Adult Students 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 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 **AD101 Adult Transitions**. This course may not be taken as an elective for students already enrolled in the Adult Degree Program.*

Essentials Courses

Belmont Abbey College offers Communication Essentials (CE 100), a three-credit course for students whose academic performance prior to or after matriculation suggests that they may need additional skill building in the areas of reading comprehension, grammar, speaking, and writing. Mathematics Essentials (ME 100) is a three-credit course that provides students with additional skill building in college Mathematics.

Students Required to Enroll in Essentials Courses:

Any entering Adult Degree Program student starting college for the first time will be required to take AD 101, CS 100, CE 100, and ME 100.

Standards & Policies The academic policies mentioned 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, national test scores, and/or certain projects, the acquisition of skills or learning ordinarily acquired through coursework. 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 who wish to obtain credit for experiential learning may request a copy of the “Experiential Learning Credit Information Packet” from the Adult Degree Program office. 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 recorded on the student’s permanent record. Further information may be obtained from the Office of The Adult Degree Program. The application fee is \$120 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)
- Crusader Success Hub open at least one evening per week
- Campus Identification Card
- Career Services
- New Student Orientation for new adult students
- Evening bookstore hours
- Evening and weekend library hours
- Extended Adult Degree Program Office hours
- Tutoring as scheduled by the Academic Resource Center
- Belmont Abbey College email account

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

SUMMER SESSION (Traditional and ADP Students)

Belmont Abbey College offers a number of course options in both day and evening classes to accommodate Belmont Abbey College students, as well as others in the community who wish to obtain college credit during the summer. Please see our website for summer school course offerings.

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 To ensure transfer of credit, visiting students who are studying at Belmont Abbey should obtain prior approval from the Registrar at their home institution for the courses they intend to take. Students are considered to be “visiting” if they are enrolled at another college or university other than Belmont Abbey College or if they are high school seniors in good academic standing. Belmont Abbey College is not responsible for courses taken without prior approval from the home institution.

Expenses Summer School costs \$299 per credit hour. No additional fees are assessed for the summer sessions.

Financial Aid: Full-time students in the Adult Degree Program are eligible for many types of financial assistance. 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) 461-7000. Belmont Abbey College also honors most company reimbursement policies; please contact the Student Success Hub at 461-7000 for additional information.

Refund Policy Adult Degree Students who are eligible will receive refunds according to the Federal Refund Policy mentioned subsequently in the section entitled **Withdrawals and Refunds**.

Housing Limited housing is available for traditional Belmont Abbey students attending summer school. After registering for Summer School, students should contact the Residence Life office. Students currently enrolled at Belmont Abbey College who register for six (6) or more credit hours of Summer School will be charged the following housing rates (which are subject to change without notice):

8-week session – \$582

Housing is not available to students unless they are enrolled in summer classes.

Registration The same academic standards for the regular academic year apply to Summer School.

STUDENT FEES AND EXPENSES (Traditional Students)

NOTE: 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	<u>Full Year</u>
Full-Time Tuition (12-18 Credit Hours Attempted) <i>Includes general college fees associated with lab use and supplies, Wellness Center, student activities, etc.</i>	\$18,500
Additional Credit Hours <i>(Per credit hour above 18 attempted each semester)</i>	\$ 617
O’Connell or Poellath ^(a)	\$ 5,828
Cuthbert Allen Apartments ^(a) <i>(Upper-Classmen Only)</i>	\$ 6,508
Raphael Arthur ^(a)	\$ 3,900
St. Scholastica or St. Benedict ^(a) <i>(a) Includes unlimited usage of on-campus laundry facilities</i>	\$ 6,700
Single-Room Charge <i>(in addition to above room and board fees)</i>	\$ 1,312
Basic/Unlimited Meal Plan ^(c)	\$ 4,526 ⁹⁶ / \$ 4,753 ⁹⁶
Basic Sickness Insurance <i>Coverage is required for all students; fee can be waived if student has existing domestic coverage.</i>	\$ 333
Optional Tuition Insurance ^(b)	\$ 120 / 185
Enrollment Deposit	
New Resident Student	\$ 400
New Commuter Student	\$ 200
Returning Student (Resident/Commuter)	\$ 300
International Student	\$ 2,500
Application Fee	\$ 35

Part-Time Traditional Students

Part-Time Day Tuition (1-11 Credit Hours)	\$ 617
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NOTE: The rates above do not reflect any discounts that may be available through Federal, State, or Institutional Financial Aid.

(b) Reimbursement for students who withdraw due to medical concerns. Contact the Student Hub for more details on rates, terms and conditions.

(c) Meal plan rates include NC state sales tax of 6.75%, excluding the declining balance portion (“crusader cash”). Tax is assessed at the point of sale for declining balance dollars.

Other Specific Charges

New and Returning Students

Late Registration Fee	\$ 50 flat fee
Late Tuition Payment	\$ 300 flat fee
Improper Withdrawal Fee	\$ 300 flat fee
Late Housing Application	\$ 50 flat fee
Returned Check	\$ 50 per occurrence
Lost Meal (ID) Card	\$ 25 per occurrence
Lost Meal (ID) Card with door fob	\$ 50 per occurrence
Lost Room Key	\$ 275 per occurrence
Placement File (after second)	\$ 5 per request
Challenge Examination for Course Credit	\$ 120 per credit hour
Application of Credit Life Experience	\$ 120 per credit hour
Each Separate Application for CLEP	\$ 70 per request
Audit Fee (any undergraduate course)	\$ 270 per course
Petition to Graduate	\$ 50 flat fee
Collection Agency Charge	33% of outstanding balance ^(e)

High School Dual Enrollment \$ 60 per credit hour

No charge for Charlotte Catholic High School, Christ the King, or Catholic homeschool students.

Summer School Tuition \$ 299 per credit hour

(e) **Note:** Belmont Abbey College will seek the assistance of external collection agencies to satisfy all outstanding accounts in accordance with State and Federal statutes. In addition, the student will be responsible for all collection costs, including agency fees, attorney fees, and court costs incurred in collection efforts. Non-payment and/or a default judgment against the student account will also be reported to all three national credit reporting agencies.

Adult Degree Program 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 Adult Student (Full-Time = 12 credit hours per semester)	\$4,188 per semester
Part Time per Credit Hour	\$ 349 per credit hour
Application Fee <i>(Fee waived if attended information session)</i>	\$ 35 flat fee
Optional Tuition Insurance ^(a)	\$ 27 per semester
Summer School Tuition	\$ 299 per credit hour

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

(a) Reimbursement for students who withdraw due to medical concerns. Contact the Business Office for more details on rates, terms and conditions

Other Charges

Late Registration	\$ 50 flat fee
Returned Check	\$ 50 per occurrence
Application Fee for Credit for Life Experience	\$ 120 per credit hour
Each separate application for CLEP	\$ 70 per request
Fee for Challenge Examination for Course Credit	\$ 120 per credit hour
Audit Fee	\$ 270 any course
Petition to Graduate	\$ 50 flat fee
Late Tuition Payment	\$ 300 flat fee
Improper Withdrawal Fee	\$ 300 flat fee
Collection Agency Charge	33% of outstanding balance ^(f)

(f) Note: Belmont Abbey College will seek the assistance of external collection agencies to satisfy all outstanding accounts in accordance with State and Federal statutes. In addition, the student will be responsible for all collection costs, including agency fees, attorney fees, and court costs incurred in collection efforts. Non-payment and/or a default judgment against the student account will also be reported to all three national credit reporting agencies.

PAYMENT OF TUITION, FEES, AND ROOM AND BOARD

Belmont Abbey College bills the student rather than his or her parent(s), as required by the Family Educational Rights and Privacy Act of 1974. Each semester a bill is made available through Self Service, our on-line web portal (please visit our web site at www.belmontabbeycollege.edu). The billing statement prepared by the Student Financial Services Department includes all charges for tuition, fees, and room and board. Financial responsibility begins with registration for a course. A student's failure to attend classes will not cancel his or her bill. Tuition, fees, and room and board are due on the following dates:

Fall 2016 Semester	July 15, 2016
Spring 2017 Semester	December 16, 2016
Summer 2017	May 10, 2017

If a bill remains unpaid after the due date without payment arrangements being made, a \$300 late charge may be added. All money is credited on the day received, NOT the day mailed.

A student must pay the bill in full or make arrangements with Student Financial Services to enroll in a Semester Payment Plan. An administrative fee is assessed at the time of enrollment. The bill is then payable in installments throughout the semester. Failure to adhere to the payment plan will result in the canceling of future registrations and a hold on the student's transcripts, and may also result in suspension from classes. Legal action may result to collect monies due the College.

Belmont Abbey College will accept cash, check, money orders, and most major credit cards for payment of tuition, fees, and room and board. All debit and credit card payments must be paid online, and will be subject to a 2.75% merchant service fee.

Electronic checks can be submitted online, or you may mail a check to the College. Payment plans are available (please see our web site: www.belmontabbeycollege.edu/paymentplan). It is the College policy to write the student's ID number on the face of the check or money order to ensure accurate posting. By submitting a check, please be aware that you are authorizing Belmont Abbey College to use information on your check to make a onetime electronic debit from your account at the financial institution indicated on your check. This electronic debit will be for the amount on the check. Funds may be withdrawn from your account as soon as the same day your payment is received.

OUTSTANDING FINANCIAL OBLIGATIONS

Students must clear ALL financial holds in order to register for classes, make schedule changes, receive or send transcripts, view transcripts on line, or to graduate.

The following types of outstanding financial obligations can cause a financial hold to be placed on a student's record and stop registration transactions:

Business Office:	Any outstanding tuition, default on payment plans, late charges, write-offs, or delinquent loan payments.
Library:	Any late fines or replacement fees for books not returned.
Residence Life:	Residence hall damage or other fines.
Campus Police:	Any outstanding parking fines.

In order to clear a financial hold, a student must pay the obligation due in full, or make suitable payment arrangements with Student Financial Services.

WITHDRAWALS AND REFUNDS OF TUITION AND FEES

Dropping A Course A student leaving a course during the Drop/Add period will incur no tuition charge for that course. A student's transcript will not be affected. Dropping all classes during the Drop/Add period constitutes withdrawing from the College.

Withdrawing From a Course After the Drop/Add period ends, a student leaving a class must formally withdraw from the course in order to receive a grade of "W". The student will be liable for any associated tuition charges.*

Abandoning A Course A student who does not formally withdraw from a class or stops attending class after the drop/add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. Title IV refunds are processed based on last date of attendance.

****Traditional Students Who Pay a Flat Rate for Tuition:***

During the Drop/Add period if a full-time traditional student withdraws from a course but continues attendance in other courses at the College, resulting in a "part-time" status, they will be charged accordingly. If a traditional student drops a class after the end of the Drop/Add period, but remains enrolled in the College, there is no refund for the dropped class. In addition, a student will be charged accordingly for registering for additional credits in sessions beginning at a later date during the semester.

Withdrawal from All Classes / from the College

Unofficial withdrawal does not cancel an account. A status of “Withdrawn” will not be given to any student who does not fill out the proper withdrawal forms provided by the Registrar. *No withdrawals will be accepted over the telephone or via email.*

Students withdrawing from the college during the Drop/Add period will not be charged tuition. Room and Board will be assessed on a pro-rated basis. All applicable fees will remain.

Students withdrawing from the college after the Drop/Add period will be charged 50% of tuition, room and board during the 5 business days following, and 100% thereafter. All applicable fees will remain.

Note: Above table assumes a 15-week semester. Shorter sessions, such as during Summer School, will be pro-rated accordingly.

CREDIT AND REFUND PROCESSING SCHEDULE

Many factors can contribute to a student’s account having a credit balance. In order to facilitate proper accounting, refunds resulting from a credit balance will be reviewed and disbursed according to the below table:

FALL 2016

Session I Refund	9/2
Session II Refund	11/3
Remaining NC Need Based Refund	tbd in NOV.

SPRING 2017

Session I Refund	1/23
Session II Refund	3/30
Remaining NC Need Based Refund	tbd in APR.

Students Receiving Title IV Aid

Federal Title IV policy determines the amount of Title IV aid to be returned to the Federal Government 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). If the withdrawal date is before 60% of the semester has been completed, Belmont Abbey College must calculate the percent of Title IV aid that 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 the federal regulations as stated below. If 60% or more of the semester has been completed, the student shall be considered to have earned all of his or her Title IV assistance.

ADP Students please note: ADP students must drop and add classes on the same day to avoid changes to their financial aid awards.

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 last date of attendance.

School Responsibility

Belmont Abbey College must return 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 required to return unearned Title IV assistance.

The student or a 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, he or she will be responsible for returning only 50% of that grant amount; the other 50% will be forgiven.

Adult Degree Program Students

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

Cancelled Course Refund Policy

If Belmont Abbey College cancels a course, 100% of tuition is refunded to those students who pay by the credit hour.

FINANCIAL ASSISTANCE

Belmont Abbey College believes that the primary responsibility for educational expenses rests with students and their parents. However, students who cannot cover their entire expenses and who can demonstrate financial need are encouraged to apply for assistance. We also encourage 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, previously agreed to by Belmont Abbey College upon acceptance of these funds.

Belmont Abbey Scholarships and Grants

Academic merit scholarships and grants are awarded each year to applicants based on their official GPA and SAT scores. A scholarship or grant recipient must meet the specific academic requirements pertaining to his or her award and must maintain satisfactory grades and good conduct. The College reserves the right to adjust or cancel a scholarship and/or grant under extenuating circumstances.

Academic Merit scholarships are calculated using a blended academic index on a 100 point scale. The index weighs the student's high school GPA and SAT score equally. For students with above a 3.0 GPA who are not required to submit an SAT score, the index is calculated using one and half times the weight of the GPA alone. Please see the Net Price Calculator on the Belmont Abbey College Web site for more information and examples.

Academic merit scholarships are awarded to new transfer students entering Belmont Abbey College based on their college GPA. Please see the Net Price Calculator on the Belmont Abbey College Web site for more information and examples.

Returning Students keep the same merit award they received in the prior academic year providing they are enrolled full time and are making satisfactory academic progress.

Belmont Abbey College Scholarships for first-time, new students will be honored for a total of 8 semesters (fall and spring only). Scholarships to transfer students will be awarded as follows:

- Merit based—for a length of time according to the number of credits transferred in. For example, if a student transfers 30 credits, he or she has 3 years (6 semesters remaining) of merit-based aid.
- Athletic—for a length of time according to remaining NCAA eligibility.

Academic Merit Programs

In addition to several different types of scholarships and grants, Belmont Abbey College also offers qualifying applicants the opportunity to participate in an academic merit program. The following criteria ordinarily govern applicants' selection for different programs, and determine the corresponding award amount. Residency is generally required for all students enrolled in the following academic merit programs. The Program Director grants any exceptions concerning residency requirements.

Program	Selection Criteria	Award Amount
<i>Honors Institute</i>	<ul style="list-style-type: none">• High School GPA: 3.7 or higher, un-weighted• Standardized Test	\$9,000 for freshmen enrolling in 2016-

	<p>Scores: 1200 (with a minimum 600 verbal)</p> <ul style="list-style-type: none"> • Essay: Verbal self-portrait in 3 to 5 pages • Interview: Question and answer format. • Program Director: Makes final determination on awardees and notifies each applicant of decision. 	2017
<i>The Felix Hintemeyer Catholic Leadership Program</i>	<ul style="list-style-type: none"> • High School GPA: 3.5 or higher, un-weighted or higher • Standardized Test Scores: SAT Math and Verbal (or equivalent--excluding the SAT Essay score) of 1200 or higher • Essay: 300-400 words on an assigned topic • Interview: Question and answer format. • Program Director: Makes final determination on awardees and notifies each applicant of decision. 	\$9,000 for freshmen enrolling 2016-2017
<i>The Saint Thomas More Scholars</i>	<ul style="list-style-type: none"> • High School GPA: 3.4 or higher, un-weighted • Standardized Test Scores: SAT Math and Verbal (or equivalent--excluding the SAT Essay score) of 1100 or higher • Essay: 300-400 words on an assigned topic • Interview: Question and answer format. • Program Director: Makes final determination on awardees and notifies each applicant of decision. 	\$9,000 for freshmen enrolling 2016-2017

Other Programs

The Director of Financial Aid administers the following:
 Federal Pell Grant Program
 Federal Supplementary Educational Opportunity Grant Program
 Federal College Work-Study 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 that may include on-campus employment, loans, and/or scholarships and grants.

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 work-study 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 students accept aid from sources other than the College, and the amount of College-administered assistance is subject to adjustment and/or reduction. This does not apply to entitlement awards. Financial assistance granted to a student must 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 this 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 at www.FAFSA.ed.gov.

Student applicants must file all necessary application forms and the applications must be reviewed by the Director of Financial Aid before any aid can be disbursed. Students must re-apply each year if they wish to be considered for additional financial assistance.

For detailed information regarding financial assistance available to students of Belmont Abbey College, please visit our web site (www.belmontabbeycollege.edu).

ACADEMIC PROGRAMS AND POLICIES (Traditional Students Only)

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, and Theology.
2. **Division of Natural Sciences:** Biology, Chemistry, Mathematics and Physics.
3. **Division of Social Sciences:** Criminal Justice and Sociology, Government and Political Philosophy, and Psychology.
4. **Division of Professional Studies:** Accounting, Business, Computer Information Systems, Economics, Elementary Education, Educational Studies, Catholic Educational Studies, Motorsport Management, and Sport Management.

Undergraduate Degree Requirements

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

1. Complete the Core Curriculum (50-53 credits).
2. Fulfill all the requirements of his or her major as described in the appropriate section of this Catalogue, and achieve a minimum of a “C” average in upper-level (300 and 400 level) courses taken in the major.
3. Earn a minimum of 120 credits, including those in the core curriculum and from all courses required by the department in which a student majors.
4. Take 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, which is equivalent to a “C.”
6. Pass Comprehensive Examinations or successfully complete some equivalent work or project according to the requirements of the major department.
7. Make a formal application to the Registrar’s Office. Students planning to graduate in December must make their request by August 1. Those planning to graduate in May should contact the Registrar’s Office no later than October 1 of the previous year.

Essentials Courses

Belmont Abbey College offers Communication Essentials (CE 100), a three-credit course for students whose academic performance prior to or after matriculation suggests that they may need additional skill building in the areas of reading comprehension, grammar, speaking, and writing. Mathematics Essentials (ME 100) is a three-credit course that provides students with additional skill building in college Mathematics. Learning Essentials (LE 100) is a one-credit course designed to help students master the college learning environment, learn strategies for note taking, and form good study habits. This course also provides students with practical information about procedures, academic policies, and resources at Belmont Abbey College to help ensure their success. LE 100 is a required course for students admitted to the College by the Admissions Review Committee, students on continued Academic Probation, or any student re-admitted after appealing his or her Academic Dismissal.

Students Required to Enroll in Essentials Courses:

- I. Any entering ADP student starting college for the first time will be required to take both CE 100 and ME 100.
- II. Any Traditional student required to enroll in both CE 100 and ME 100 will also be required to enroll in LE 100.
- III. Any student granted special permission to enroll by the Admissions Review Committee will be required to enroll in LE 100, as will any student on continued Academic Probation or any student re-admitted following Academic Dismissal.

Department Requirements

Major departments may specify courses which must be taken in the major, in elective areas, and in the Core Curriculum to initiate study in the major (e.g., a student intending to major in Biology must complete BI 101 as a part of his or her Natural Science requirement for the Core Curriculum). Please consult the major outlines in this Catalogue and contact the departmental Chair.

Electives

The student may elect to take a certain number of courses according to his or her interests; these choices should be made after 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 place of a specific requirement under either of the following conditions:

1. If the substituted course would be more appropriate for the student's chosen course of study.
2. If 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 of Study

Listed below are the areas in which a Bachelor of Arts and/or a Bachelor of Science degree is awarded.

Bachelor of Arts	Bachelor of Science
Accounting	Biology
Biology	Mathematics
Business Management	Psychology

Catholic Educational Studies	
Criminal Justice	
Educational Studies	
Elementary Education	
English	
Government & Political Philosophy	
History	
Interdisciplinary Studies (ADP only)	
Mathematics	
Motorsport Management	
Psychology	
Sport Management	
Theology	

**Declaration
of Major**

Students are encouraged to declare a major after their first year. By the second semester of their sophomore year, students must declare an academic major. Students must obtain an Application for Major form from the Registrar’s Office and have it signed by the Department Chair of the field in which they have chosen to major. The process is not complete until the student returns the signed form to the Office of the Registrar.

Double Majors

A student may major in two departments with the written permission of the Chair 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 his or her primary major – that will be the field in which the student takes Comprehensive Examinations. Students must complete the required senior capstone project, thesis, or Comprehensive Examinations in the primary major. The Chair of the department of the secondary major may require the student to replace the senior capstone of the secondary major with a comparable number of upper-level course credit hours. It shall be the student’s responsibility to consult with faculty advisors in the appropriate departments to ensure that all requirements are met in both majors.

Concentrations

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. Under ordinary circumstances, students may take a concentration within their major.

Minors

Ordinarily an academic minor consists of fifteen (15) hours of course work in a specific discipline at the 200 level and above. However, in special circumstances, a department may agree to allow a 100-level course to be included in a minor, provided that the course was not taken to fulfill one of the College's core curriculum requirements. The preponderance of courses for the minor must be taken at Belmont Abbey College. Students must consult with the Chair of the minor department when designing a program.

Academic Advising

Most faculty members serve as academic advisors. They assist with decisions related to course requirements, academic majors, and career choices. They 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 First-Year Symposium courses serve as advisors for the students enrolled in their 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 of Belmont Abbey College. Once a student officially declares an academic major, a professor within that academic department 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 Assistant Dean of Academic Affairs 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 or advisor must complete the necessary forms in the Office of the Registrar.

Class Attendance

Student class attendance 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 classroom absences.**

Students' grades are based on academic performance, but 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 as to what constitutes "adequate cause" as it applies to a particular absence, the Assistant Academic Dean will resolve the dispute.

The number of absences permitted shall allow students an opportunity to participate in College-sponsored extra-curricular activities. Each professor will prepare an absence policy for each

course and distribute it to the students in the class within one (1) week of the beginning of the semester.

**Mandatory
Roll-Taking**

The taking of roll is required in every course at Belmont Abbey College. If a student on a professor's roster is not present during the Drop/Add period, the professor is required to notify the Registrar immediately. If a student misses an entire week of class (both sessions of a Tuesday/Thursday class or all three sessions of a Monday/Wednesday/Friday class), and the professor is not aware of the reason for the student's absence, the professor must immediately notify the Registrar and the Director of Academic Assistance. Either the Registrar or the Director of Academic Assistance will notify the student's advisor.

**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.

**Residency
Requirement**

All students must take at least 25 percent of their credit hours at Belmont Abbey College, and their final 30 credit hours must also be taken on campus. 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 that department as well as by the Chief Academic Officer. Students ordinarily will not be permitted to complete more than six of their 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 their 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 Drop/Add period) must be approved in writing by the advisor. The student must present this permission to the Registrar before any changes 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. A student taking more than 18 credits will be charged per credit hour.

**Permission
To Take
Courses
Elsewhere**

With the exception of an elective course, Belmont Abbey College does not ordinarily allow students to take courses elsewhere after matriculation. Degree-seeking students in good standing at Belmont Abbey College who wish to take courses at another institution for the purpose of transferring those 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 out-of-residence courses (credit hours, not grade points, are transferable).

Permission to Take ADP Courses

Traditional students wishing to take an ADP class must have junior standing and must submit an application through the Student Success Hub. Ordinarily, online courses are not available to traditional students.

Dropping or Adding a Course

To drop a course, a student must obtain a signed Drop/Add form from his or her advisor and hand the form in at the Registrar's Office. At the beginning of each semester during the Drop/Add period, a student may drop a course without a grade by following the procedure outlined above. 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 the Drop/Add period (please see the current academic calendar located at the back of this Catalogue for specific dates).

A student in the Adult Degree Program may add a class only on the first night of each eight-week session. 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 with approval from the Director of the Adult Degree Program or with that of the student's faculty advisor.

All students who receive approval to drop or add classes must meet with their academic advisor. Students may drop or add a class on *Self Service* or by filling out a Drop/Add form and handing the form in at the Registrar's Office.

The Registrar's Office will then notify the Financial Aid and Business Offices of the changes. If the Drop/Add change creates an additional charge, that 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 are responsible for tuition fees related to the portion of the class they attended, even if they later withdraw from the course. Because it is the responsibility of each student receiving aid to educate themselves on the balance they will owe for a course prior to withdrawing from a class, they are strongly encouraged to ask the Financial Aid Office how the Drop/Add will affect their financial aid before making the change.**

Pass/Fail

Among courses chosen as electives, the student may take one course

Credits

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 a Fail (F). The student's academic advisor must give notice of the student's intent to take a course on a Pass/Fail basis to the Registrar 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.

Auditing fees are \$270.00 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 auditing fee becomes 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 ensure the quality of our academic programs. Academic probation serves to alert students to potentially serious academic difficulties and as a warning that their academic achievement is falling below the expected level.

Acceptable Academic Progress

Belmont Abbey College students are expected to maintain a cumulative grade point average of at least 2.0; students whose cumulative grade point average falls below a 2.0 will be placed on academic probation. Students must raise their cumulative grade point average above 2.0 by the end of the next semester after they are put on academic probation in order to be in good standing.

Academic Probation will become part of the student's 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 a member of the Office of Academic Assistance.
- Meet regularly with his or her 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. Students on academic probation are, under

ordinary circumstances, ineligible to participate in any extra-curricular activities until they are off probation.

Academic Dismissal

Continuing Students

If, while a student is on academic probation, his or her semester grade point average falls below 2.00, and the cumulative grade point average remains below 2.00, the student will be dismissed from Belmont Abbey College. Academic dismissal will become part of the student's official transcript.

New Students

Any new student with a cumulative and term grade point average below 2.00 will be dismissed at the end of the second semester. Academic dismissal will become part of the student's official transcript.

Requirements for Re-Admission

Students who have been academically dismissed must complete the equivalent of one full-time semester (a total of 12 credit hours) of satisfactory academic work at an accredited college or university in order to be considered for re-admission. Students may fulfill their obligation to complete 12 hours in whole or in part through summer term classes at the Abbey. In such a case, if there are insufficient courses available to earn 12 hours in summer term, he or she must complete the remainder of 12 hours at another accredited institution before being eligible to apply for readmission. Students returning to Belmont Abbey College after a dismissal must request re-admission through the Registrar's Office and will automatically be placed on probation during their first semester after re-admission. Students returning to the College following an Academic Dismissal must meet regularly with a staff member of the Office of Academic Assistance.

Appeal of Dismissal

A student who has been academically dismissed may submit a written appeal to the Vice President for Academic Affairs. The Vice President for Academic Affairs, in consultation with the Assistant Dean, the Registrar, the Director of the Adult Degree Program, the Director of Academic Assistance, the Dean of Student Life, and an appointed faculty member will review all appeals of dismissal. The Vice President for Academic Affairs will send the student written notification of the committee's decision in a timely manner. If re-admission is granted, a student will be re-admitted 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 re-admission. The College uses the following guidelines for academic probation:

Term GPA of 2.0	Cumulative GPA of 2.0	Action
Yes	Yes	Good Standing
No	Yes	Good Standing

Yes	No	Continue on Probation
No	No	Academic Dismissal

**Student
Complaint
Policy and
Procedures**

Belmont Abbey College is committed to treating all members of its community with justice and respect and makes every effort to resolve student complaints fairly and quickly, with due regard for all parties involved.

The College seeks to promote a community of mutual trust, good faith, and courtesy among students, faculty, and staff. However, if any student has a complaint about the institution or some aspect of it or believes he or she has been treated unjustly or in violation of College policies, he or she may file a complaint with the College and expect the matter to be resolved appropriately.

The vast majority of conflicts and misunderstandings can be resolved without pursuing the formal complaint procedure. Accordingly, the College encourages students to seek resolution informally by first discussing the complaint with the individuals directly involved and/or a direct supervisor.

Students are encouraged to pursue the issue orally and by e-mail correspondence through appropriate administrative channels of the area with which the complaint is concerned. In keeping with the Catholic and Benedictine ideal of subsidiarity, our aim is to resolve complaints at the closest and lowest relevant level.

If a satisfactory resolution is not reached by these informal means or if a situation does not lend itself to informal resolution, students may seek resolution through the formal complaint process. Students should normally attempt resolution of the issue through the informal process before pursuing the formal complaint procedure. Students may make an inquiry regarding complaint procedures or about issues and concerns that could be considered complaints; however, Belmont Abbey’s response and its obligations to meet the specific timetables outlined in these procedures will begin only after the complainant submits a formal written complaint.

Formal Complaint Procedure

Formal complaints must be filed within a reasonable time frame whenever possible, usually within ten days if there was a specific incident. College officials will make reasonable efforts to give an initial response to complaints within ten working days of receipt, although the process of resolving a complaint may take longer.

Formal complaints must:

- 1) Specify that a formal complaint is being made, and be addressed to the appropriate College official; a printed letter signed by the individual is preferred
- 2) Describe the situation/incident/event and identify the person or office involved
- 3) If relevant, indicate how attempts have already been made to resolve the issue

Formal complaints should be submitted to the appropriate administrator. To determine the appropriate administrator for a complaint, students should consult the administrative organization chart in the *Catalogue* (pp. 234-243).

The administrator receiving the complaint will either attempt to resolve and respond to the complaint directly or route the complaint to the director/chair of the appropriate department. The student will receive a response in writing within ten working days.

If the complaint was routed to a chair/director, and the student believes that the complaint has not been satisfactorily resolved, he or she may raise the matter again, in writing, with the appropriate administrator, who will give a response within ten working days.

Academic Complaint Appeals

In academic matters, the decision of the Vice President for Academic Affairs is final.

Non-Academic Complaint Appeals

In the event that a student continues to believe that a grievance exists in a non-academic matter, the student may send 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 then convene the committee in accordance with the requirements specified in the *College Handbook*.

Exclusion of Appeals

The college-wide complaint policy above excludes some student appeals. The policies and procedures for the following types of appeals can be found in the cited locations:

Academic Dismissal Appeals (*Academic Catalogue* 39)

Academic Dishonesty Appeals (*Academic Catalogue* 43)

Financial Aid Appeals (*Financial Aid Handbook* 8-9)

Student Conduct Sanctions (*Student Handbook*, Student Conduct Process, section 7)

Grade Appeals (*Academic Catalogue* 43)

Intellectual Property

For information on the College's statement on intellectual property please visit:

belmontabbeycollege.edu/academics/programs/ipstatement/

Academic 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 a grade of F for the work 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.

General Procedures

An instructor who believes a student has committed an act of academic dishonesty must schedule a meeting with the student within ten (10) calendar days after discovery to discuss the alleged violation and give him or her the chance to explain the circumstances. If the instructor considers the offense to be unintentional, the student may be given a formal warning accompanied by a course specific sanction (additional assignment, written apology, etc.) or the student may be required to participate in a community service activity.

Most offenses will require more rigorous sanctions. In these cases, after conferring with the student, the instructor will send the work in question to the Assistant Academic Dean accompanied by a standard form which outlines the violation and the penalty, and indicates whether the student acknowledges the dishonesty and agrees with the sanction. The Assistant Academic Dean will review the case, as well as any previous violation(s) the student may have on file. After compiling and reviewing the materials, the Assistant Academic Dean will submit the case to the Vice President of Academic Affairs (VPAA), who will review the case. The VPAA has the authority to sustain, increase, diminish, or nullify the penalty. The VPAA will inform the student if there is any change in the original sanction.

If review of the standard form indicates that the student does not acknowledge the dishonesty and/or agree with the sanction, the VPAA will notify the student upon receipt of the documents from the instructor. If the incident in question is an egregious offense as determined by the VPAA or if the student is a habitual or repeat offender, the VPAA may bring the case directly to the Academic Integrity and Discipline Committee, or dismiss the student from the College without further adjudication.

Appeal Process

Students who believe that they have been unjustly accused of academic dishonesty may write a formal letter of appeal and deliver it directly to the VPAA. This must be done within ten (10) calendar days following the VPAA's notification of receipt of the material referred to in the preceding paragraph. A written response from the VPAA will be made to the student within one (1) calendar week of receipt of the student's appeal. If the student still believes that he/she was treated unjustly, he/she may write a formal letter of appeal to the Academic Integrity and Discipline Committee within one (1) calendar week of receiving the response from the Academic Dean. This letter must be delivered to the Dean of Student Affairs, who will direct it to the committee. The student's entire disciplinary file will be released from the Academic Affairs Office to the Academic Integrity and Discipline Committee for the adjudication process. The decision of the Academic Integrity and Discipline Committee is final and cannot be appealed.

Note: The use of technological devices to perpetrate acts of academic dishonesty will be punished in the same way as other violations of the College's policy on academic honesty.

Grade Appeals

If a student considers a final grade to be inaccurate or based on an unfair application of course policies, he or she should ask the professor to review the course grade within thirty (30) days of the end of the semester in which the grade was awarded. If the professor determines that a grade change is justified, the professor will submit a request using a standard form to the Vice President for Academic Affairs (VPAA) for approval. If the change is approved, the new grade will be reported to the Registrar. Requests for a grade change must be based on the student's belief that the final grade was inaccurate or based on an unfair application of course policies. Requests for the purpose of avoiding academic probation, suspension, or dismissal, or to preserve eligibility for financial aid, graduation, scholarships, or academic honors will not be considered.

If after requesting a grade change, students wish to appeal the professor's decision, they may submit a request for a review to the Assistant Academic Dean. As part of this review, students must submit a written appeal to the Assistant Academic Dean within the first four (4) weeks of the semester following the semester in which the grade was received. Using the syllabus and the relevant material submitted for the course, the appeal must show evidence that the grade in question is inaccurate or that course policies have been unfairly applied. The Assistant Dean will then conduct an investigation, speak with the student and professor, and attempt to resolve the dispute. The Assistant Dean will render a decision in writing to the student within ten (10) business days of receiving the student's written appeal. Failing a resolution at this level, the student may, within ten (10) business days of receiving the Assistant Dean's letter, appeal the decision to the VPAA. The VPAA makes the final decision. Absent extraordinary circumstances, the VPAA will send a

written decision to the student within fourteen (14) business days of receiving the student's appeal letter.

Student Use of Personal Computers, Tablets, & Smart Phones in Class

Students should be aware that at Belmont Abbey College, the instructor determines what use of laptop, tablet computer, and smart phone technologies—if any—is appropriate for the course in question. It is the student's responsibility to learn and follow the instructor's guidelines with respect to the use of personal electronic devices in class as outlined in the course syllabus. A student's failure to familiarize him- or her-self with the instructor's policies for the course will not absolve the student from the penalty—if any—that the instructor enforces with respect to the unauthorized use of a laptop, tablet computer, or smart phone during class. All necessary accommodations will be made for students who have a documented disability that requires the use of a personal electronic device during class, provided that the student has submitted all required paperwork to the Office of Academic Assistance, and the student has indicated to the instructor that he or she would like to have these accommodations available for the class in question.

Rules concerning proper classroom etiquette pertain to the use of all technological devices in the classroom. In no case should students engage in unauthorized texting, searching the internet, answering e-mails, or playing with their smart phones. Such behavior, in addition to being rude to the instructor and distracting to others in the class, is unlikely to be productive for the one who engages in it.

A faculty member may ask students either to turn off all such equipment. When students are taking tests, instructors may ask students to give them temporary custody of all technological devices. If a student violates the professor's rules concerning use of technological devices in class, the instructor may—for the duration of the class period—ask that the student give him or her the technological device in question.

Withdrawal from the College

Students who wish to withdraw from Belmont Abbey College must contact the Registrar's Office for an exit interview. 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 exit interview 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. Telephoned requests for withdrawal will not be processed. **Students with health and medical issues that cause them to miss half or more of the total class sessions for any course will be accommodated with a medical withdrawal. The student must provide medical documentation in such cases to avoid having a failing mark for the course posted to his or her transcript.**

**Leave of
Absence/
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. Federal Financial Aid regulations govern billing and refund procedures for students who receive aid. Therefore, any student seeking a medical withdrawal should consult with his or her Financial Aid Counselor to understand what tuition obligations he or she will bear for the portion of the semester completed prior to withdrawal. **Students with health and medical issues that cause them to miss half or more of the total class sessions for any course will be accommodated with a medical withdrawal. The student must provide medical documentation in such cases to avoid having a failing mark for the course posted to his or her transcript.**

To obtain a medical leave of absence, the student must apply to the Registrar and the Assistant Academic Dean with supporting documentation from a physician or counselor. These materials will be reviewed by campus medical personnel before a medical withdrawal or a leave of absence is granted. All medical records are confidential and will not be released to anyone other than the Director of the Wellness Center or Counseling Center.

A student granted a leave of absence for more than one semester may return to the College by re-applying for admission, which is considered official notification of the student's intention to return; application fees for such students will be waived. Students applying for readmission to the College following a medical withdrawal must provide documentation from a treating physician on their current condition indicating that the applicant is now able to meet his or her responsibilities as a student. This documentation will be provided to the Director of the Wellness Center, who will review it in consultation with the Dean for Student Life.

If the student intends to return in the fall semester, the College must be notified by May 1; if the student intends to return in the spring semester, the College must be notified by December 1. In addition, transcripts must be sent to the Registrar if the student completed any academic work at other colleges or universities during his or her leave of absence.

Students who wish to receive campus mailings during a 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 leave of absence policy described above, 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 either as a regular or as a special student.

A part-time 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 not formally enrolled as a degree-seeking student. This classification includes students taking special work to complete teacher certification, transient students enrolled for a limited time, and high school students.

Grading System The following grading system appears on our students' permanent records:

A	4.00	4.00 quality points per credit
A-	3.67	3.67 quality points per credit
B+	3.33	3.33 quality points per credit
B	3.00	3.00 quality points per credit
B-	2.67	2.67 quality points per credit
C+	2.33	2.33 quality points per credit
C	2.00	2.00 quality points per credit
C-	1.67	1.67 quality points per credit
D+	1.33	1.33 quality points per credit
D	1.00	1.00 quality point per credit
D-	0.67	0.67 quality point per credit
F	0.00	no quality points, no credit
P	Pass	credit, but no quality points
I		Incomplete
W		Voluntary withdrawal from a course; no quality points, no 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 received; failure to do so will result in an "F" for that course. However, individual faculty members may set a time limit within which the incomplete course work must be finished and submitted. **In such cases, the student and the Registrar must be given written notice of the time limit.**

An "F" grade for a semester requires the student to repeat that entire 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. 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 GPA. The original grade for the course and any subsequent grade for the same course, including an “F,” will remain on the transcript, but only the most recent grade is calculated into the GPA. **This means that if re-taking a course results in a lower grade, the last grade and the credits attempted for it, are calculated into the GPA.**

Grade Conversion Table

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Grade Point Average

The grade point average (GPA) is the number of quality points earned divided by the number of credits attempted. A GPA 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 GPA is determined by dividing the total number of quality points earned by the total number of semester hours attempted.

Grade Reports

Providing that all financial obligations to the College have been fulfilled, students can access their academic records, including course grades, in *Self-Service*. 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.** Parents and eligible students who need assistance or who wish to file a complaint under FERPA or PPRA should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

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; courses previously taken or being taken; credits; and grades. Applicants for financial aid have an additional file for 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 Vice President for Academic Affairs, the Assistant Dean for Academic Affairs, the Dean of Student Life, the Director of Financial Aid, the faculty of the College, and their respective staff members 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 Vice President for Academic Affairs, and 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), is made available to anyone, 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 keeps a record, available to the student and kept with the Personal file, of all persons and organizations, other than those authorized within the College, who request or obtain access to the files. This record specifies 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 Student Life, 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 his or her file. At that time, the student may examine all records in his or her 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 his or her records a written explanation respecting the contents of such records. If the student and the Registrar, the Director of Financial Aid, the Dean of Student Life, 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 well in advance of the date, time, and place of the hearing. The hearing will take place before a board composed of the Chief Academic Officer and the Dean of Student Life (or their designated alternates), 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 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. If, however, 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, the College shall inform the student of its right to place a statement in the records commenting on the information in question and/or setting forth the student's reasons for disagreeing with the College's decision.

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. Students may request that they not be listed in campus directories by submitting a written statement to the Chief Academic Officer to that effect. Students electing this option should be aware that their decision means that the College can neither list their names in the graduation bulletin for Commencement, nor verify their degree completion for a prospective employer, nor have their names published in the media for academic recognitions like the Dean's List and the President's List. Students choosing to not be listed in campus directories 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.

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 (5) year period, to destroy any and all records that it maintains on a student, except to the extent that the law requires their maintenance for a longer period of time.
7. The College also maintains a medical record for each student 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 records of all visits to the Counseling Center, the Placement Center, or to Disabled Student Services (DSS) for each student. These are available only to the staff member directly involved in counseling the student (unless the student signed a form allowing others to see these records), and to the student, upon reasonable request, within the limits of the law.

ACADEMIC RECOGNITION

Academic Awards

The President's List. Students achieving a GPA of 4.00 for the semester, taking at least 12 credits on a graded basis, and with no "I" grades, are included on the President's List. Courses with a "Pass" grade are not included in calculating this award.

The Dean's List. Students who achieve a minimum GPA of 3.40 for the semester, taking at least 12 credits on a graded basis, and with no "F" or "I" grades, are included on the Dean's List. Courses with a "Pass" grade are not included in calculating this award.

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 academic and extra-curricular campus life. A student must have a minimum cumulative GPA of 3.0 to be considered for this award. A committee appointed by the Dean 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 their respective majors.

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

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

The Pop Martin Memorial Award. This award is presented to an outstanding junior or senior female or male 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. Its objectives 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 educational honor society, 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 of North Carolina Chapter of 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. Students who have not completed their full program of study may not have academic honors announced at graduation and may not be issued honor cords. 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 GPA as follows:

Cum laude	3.40
Magna cum laude	3.75
Summa cum laude	3.90

Students who do not wish to have their 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 must complete at least one of the following capstone experiences within their major: a senior seminar, a comprehensive examination, or defense of a written thesis. The choice of comprehensive examinations or senior research thesis is made by the individual departments. Although the timing of these exams or thesis defenses is scheduled by individual departments, 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 VPAA;
2. The general educational 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 credits must be taken at Belmont Abbey College and passed with an average GPA of 2.0.

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

Linda Tennant, 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 academically. The ARC offers tutoring with faculty and peer tutors in most academic disciplines. Tutoring schedules are posted at the beginning of each semester and updated throughout each term.

The OAA offers individualized academic coaching to help students develop the habits and abilities needed to be successful in college, including time management techniques and study skills. The Director of Academic Assistance oversees the ARC, peer and faculty tutors, and works closely with the Academic Resource Center Staff to ensure that services are available to any student experiencing academic difficulty, including those who have been placed on academic probation. Through the OAA 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 offered by the OAA and the ARC.

Career Services & Internships

Stephannie Miles, Director

The Office of Career Services and Internships is available to assist students, alumni, 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 help with résumé writing are free of charge. Career Services also offers the opportunity to participate in mock interviews and in on-campus job interviews with employers. Listings for full-time and part-time jobs, babysitting opportunities, and internship information are available. To receive information on any of these services, please contact Career Services at (careerservices@bac.edu), 704-461-6783, or visit the office in Room 102, St. Leo's Hall.

Internships

The Office of Career Services & Internships manages both the required and optional internship programs for all majors on campus. The office maintains an online database of available internships, and will assist students in searching for and locating opportunities locally, regionally, nationally, and internationally. In order to receive academic credit for an internship, students are required to complete an Internship Contract, register for the appropriate course for the semester in which they are undertaking the internship, and complete all work hours and academic requirements. Credit is awarded by

work hours completed; a 3-credit internship requires 120 on-site work hours. Students may earn a maximum of twelve (12) credits at any one internship site and a maximum of twelve (12) credits total in internships. To begin exploring internship opportunities please contact the Director at stephanniemiles@bac.edu; 704-461-6873; Room 102, St. Leo's Hall.

Internship policies:

- **Internships eligible for academic credit** must have the approval of the student's major department; each department has differing academic requirements. Students will be awarded 1-12 credits as determined by the College.
- All students must have completed their sophomore year prior to earning Internship credit.
- **An Internship for experience only** is valuable, but still requires an Internship Contract and approval by the student's major department.
- Students must register for an Internship during the same semester that they will be working the internship hours and prior to accumulating them.
- Students engaged in Summer Internships will be charged summer tuition fees.
- Any student engaged in a fall or spring semester Internship will be charged if he or she is taking more than 18 credit hours.
- Students must contact the Office of Career Services and Internships to complete and submit a signed Internship Contract prior to beginning an Internship.

Honors Institute

Joseph S. Pizza, D.Phil., Director

Drawing guidance from John Paul II's encyclical on *Faith and Reason*, the Honors Institute of Belmont Abbey College is a four-year educational program designed to benefit 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, and writing assignments emphasize and encourage depth of thought and clarity of expression. In pursuit of these aims, students collaborate rather than compete. The ultimate objective of study and discussion is not victory over another or individual dominance. Rather, it is mutual assistance so that the best in each student is brought forth and true understanding can emerge as fully as possible.

Students are encouraged 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 also features the following curricular and extra-curricular opportunities:

Independent Study

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

The Honors Institute Seminar

A culminating senior-year course in which Honors Institute students join two or more members of the Belmont Abbey College faculty to study and discuss one of the following: 1) crucially important contemporary questions; 2) non-Western authors; 3) texts by Latin American authors.

Cultural Enrichment

Three times each semester, Honors Institute students are able to attend theater, music, and dance performances in nearby Charlotte for a nominal fee or for free. These events are presented by the Charlotte Symphony, Opera Carolina, the North Carolina Dance Theatre, and other internationally known performing artists.

Study Abroad; Guest Lecturers; Dinners with Faculty and Administrators

In the summer prior to their senior year, students in the Honors Institute are encouraged to study abroad for a month, under the guidance of Belmont Abbey College faculty or educators from other institutions. Each student receives financial assistance towards this endeavor in the form of a \$3,500 travel grant.

Honors Institute students also benefit from the wisdom of academic guest lecturers speaking on contemporary issues or shedding further light on the 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.

The Saint Thomas More Scholarship

Joseph Wysocki, Ph.D., Director

At a time when Americans are increasingly interested in questions of religious liberty and the relationship between Church and State, Belmont Abbey College offers select applicants the opportunity to become Thomas More Scholars. The Thomas More Scholarship Program aims to enrich the academic experience of morally serious, principled, talented students interested in the vital moral and political issues of our age and the exercise of public courage in defense of the truth.

To this end, The Thomas More Program provides

- one seminar-style class each year focused on the study and discussion of the foundational works and seminal ideas of the Western intellectual tradition

- the opportunity to participate in other stimulating extracurricular activities throughout the year, including social gatherings, hikes, reading groups, and cultural events

The program takes inspiration from the life and thought of the great Saint Thomas More. Through a broad classical education and a life of prudence informed by faith, Thomas More exemplified the Renaissance tradition of bringing classical learning to bear on political life. In keeping with More's example, the program seeks young men and women who are themselves looking for a "Renaissance" education that integrates faith, learning, and moral courage, one that promotes the development of virtue and wisdom.

One Great Books Seminar per Year

In addition to taking their usual schedule of courses at the Abbey, students in the More Program take one seminar each spring that focuses on the close reading and discussion of the great books of Western civilization from the Greeks to the modern world.

Faculty Conversation

Each year students attend a live public Socratic conversation among several faculty members on a portion of one of the great texts from the core or the Great Tradition Seminars.

More Program Book

Each year all members of the program read one great book outside of class. The selected text will be one not normally studied in the More Seminars or the Abbey core. This text provides the basis for a cross-cohort all-program seminar where students and instructors discuss the work in small groups mixed of freshmen, sophomores, juniors, and seniors.

Other Cultural and Extracurricular Activities

Students in the program will also have the opportunity to attend annual lectures and cultural events, to participate in reading groups and outdoor activities with the director and faculty members, to dine with faculty off campus, and to enjoy social gatherings.

Military Science

The ROTC program at Belmont Abbey College, which is elective, is offered through the University of North Carolina at Charlotte. This program 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.

The ROTC program, primarily designed around a two-year Basic Course and a two-year Advanced Course, culminates in a commission in the active Army, Army Reserve, Army National Guard, or Air Force. 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 Belmont Abbey College, a student will be commissioned as a Second Lieutenant in the Army Reserve or Air Force. Course offerings and descriptions are available from the Registrar's Office. Students interested in ROTC should contact the Rick Nash for more information (704-687-8633).

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. In addition, students enrolled in the advanced courses receive a monthly stipend.

Marine Corps PLC The Marine Corps Platoon Leaders Course (PLC) is an alternative for NROTC college students who wish to become commissioned officers in the United States Marine Corps. College students can enroll in PLC when they are freshmen, sophomores, or juniors in college. Those who enroll as freshmen or sophomores attend two, six-week summer training programs at the Marine Corps Officer Candidate School located at Quantico, Virginia. Students who enroll in the program as juniors attend one 10-week summer course. There are no training or time requirements during the academic school year. Students are paid while attending summer training and can earn up to \$2,985. Additionally, students may receive tax-free financial assistance of up to \$7,000 for Platoon Leaders Class participation. Belmont Abbey College has a PLC scholarship available for selected students. Most colleges will grant academic credit for the summer training. Upon completion of the first summer training session, applicants may begin receiving a \$150 per month (tax-free) stipend. Upon completing their four-year degree, applicants are commissioned as 2nd Lieutenants in the United States Marine Corps. Unless one accepts tuition assistance under the program, there is no obligation to join the United States Marines after completion of the course. However, there is also no obligation on the part of the Marine Corps to offer a commission when the student completes the course. For those who accept tuition assistance (up to \$15,600 over three consecutive years), there is a military service obligation of four years.

Pre-Professional Programs

The pre-professional programs at Belmont Abbey College entail four (4) years of undergraduate study culminating in a B. S. or B. A. degree. Pre-dental, pre-medical, and pre-veterinary students should follow the curriculum given on the page of the Catalogue for the major concentration in Biology. Pre-legal students may minor in pre-law but generally major in: English, History, or Government and Political Philosophy. Please see the section on "Majors, Minors, and Concentrations" for more information.

Accessibility Services

Linda Tennant, Director of Academic Assistance

The Director of Academic Assistance, located on the lower level of the Library, is the campus representative responsible for compliance with the Americans with Disabilities Act (ADA), and manages all student requests for special access accommodations due to disabilities. An applicant with a documented disability must satisfy the regular admission requirements. The nature or existence of an applicant's disability will not affect whether he or she is admitted to the College.

Accommodation Policy: Once accepted to the College, students who wish to receive reasonable accommodations must provide documentation of a recent medical assessment and/or psycho-educational evaluation, preferably completed in the last three (3) years. Documentation for a psychological disorder should be current within the last twelve (12) months. Documentation must define the disability according to professional standards, list the recommended accommodations, and explain the rationale for those accommodations with regard to the student's specific disability. Upon submitting proper documentation of his or her 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.

Accommodations related to coursework and classroom environments are determined on a case-by-case basis. Common accommodations include 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 appropriateness 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 are expected to seek academic support if necessary.

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 treated confidentially. **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.

Summer Session Summer Session may help students accelerate completion of their degree, fulfill core and major requirements, or explore new areas of interest. The same academic standards that exist during the regular academic year apply to Summer School. Without special permission, students may not register for more than seven (7) semester hours in any one session. Courses are open to visiting students as well as to Belmont Abbey College students in good academic standing. Suspended or dismissed students are not ordinarily permitted to register for summer courses

THE BELMONT ABBEY COLLEGE CURRICULUM

All traditional students must complete the requirements of the core curriculum, which constitutes 50-53 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 knowledge, skills, and virtues 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 Abbey's core courses, beginning with 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 faculty of Belmont Abbey College have therefore developed the following list of Core Competencies that we believe our core curriculum inculcates in our students:

1. Students will understand the principles and processes of the natural sciences, social sciences, and mathematics.
2. Students will be theologically literate, acquainted with the Catholic Intellectual Tradition, and show an appreciation for the Benedictine ethos.
3. Students will understand and appreciate the traditions and history of Western thought and culture.
4. Students will demonstrate the ability to reason critically and analytically.
5. Students will be information literate and will be able to demonstrate they can access needed information, evaluate information and sources critically, and use information effectively, legally, and ethically.
6. Students will demonstrate the ability to write competently.

Students can demonstrate computer literacy through a competency test. Information literacy is integrated into a number of courses, from the First-Year Symposium and the

Rhetoric 101-102 sequence to advanced major courses. A Global Perspectives course ensures that each student has at least one significant academic experience with a foreign culture. Finally, all students must take at least one writing-intensive course so that they have 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

N.B.: Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium

II. Foundational Skills in the Liberal Arts

A. Writing, 6 credits

- a. Rhetoric 101 Rhetoric, Logic, Grammar, and Writing I
- b. Rhetoric 102 Rhetoric, Logic, Grammar, and Writing II
(RH 101 is a prerequisite for RH 102)

B. Quantitative Thinking, 3 credits

One of the following, appropriate to the student's major:

- Mathematics 135 Mathematics for Liberal Arts
- Mathematics 151 College Algebra
Trigonometry and Pre-Calculus
- Any 200-level Mathematics course
- Any Statistics course
- Any Calculus course

III. Further Explorations in the Liberal Arts

C. Theology, 6 credits

- a. Theology 105 Introduction to Scripture
- b. Theology 205 Introduction to Theology

D. Philosophy, 6 credits

- a. Political Philosophy 211 Classic Texts I
- b. Political Philosophy 212 Classic Texts II

E. History, 6 credits

- a. History 101 Western Civilization I
- b. History 102 Western Civilization II

F. Literature, 6 credits

- a. English 211 Literary Classics of the Western Tradition I
- b. English 212 Literary Classics of the Western Tradition II

G. Fine Arts, 3 credits

One (or more) of the following:

- Art 101 Introduction to Art in Western Civilization I
- Art 102 Introduction to Art in Western Civilization II
- English 104 Creative Writing
- English 216 Introduction to Film Criticism
- Theater (TA) 108 Introduction to Theatre Arts
- Theater (TA) 110 Introduction to Stage Craft
- Theater (TA) 150 Acting I
- Theater (TA) 112 Theatre Appreciation
- Music 101 Music Appreciation

Three credit hours in any one of the following:

- Chorus (1 credit)
- Voice (1 credit)

Piano (1 credit)

Organ (1 credit)

H. Natural Sciences, 8 credits

- a. One of the following:
 - Biology 101 General Biology
 - Biology 201 Cell Biology (Instructor's permission required)
 - Biology 231 Organismal Diversity (Instructor's permission required)
- b. One of the following:
 - Science 110 Physical World
 - Chemistry 105 General Chemistry
 - Physics 101 General Physics 1

I. Social Sciences, 6 credits

- a. Political Science 201 The U.S. Constitution
- b. One of the following:
 - Criminal Justice 201 Introduction to Criminal Justice
 - Economics 201 Introduction to Economics I
 - Psychology 201 Introduction to Psychology
 - Sociology 201 Principles of Sociology or another psychology or sociology course (Instructor's permission required)

IV. Other Graduation Requirements

J. 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. Students are strongly encouraged to choose one within their major or minor field of study.

K. Global Perspectives Requirement

Students meet the Global Perspective requirement through successful completion of one of the following:

- a. Any course among History 102, Theater Arts 108, or Theology 365.
- c. Any course approved as meeting the "Global Perspectives" criteria and so designated by the Office of the Registrar.
- d. The intermediate level of a modern language (fourth semester of college-level language).
- e. Significant time spent studying abroad (five weeks or longer).

L. Competency in Technology

ALL Belmont Abbey College students must demonstrate basic computer competency in one of the following ways:

- a. Passing the competency exam administered during the first semester and/or periodically upon demand.
- b. Successful completion of CS (Computer Studies) 100 or another CS course relevant to the student's major.
- c. Successful completion of a technology-intensive class in the major.



Dr. Sara Powell
Professor of Education

**Recipient of the
2015-2016
Adrian Faculty Excellence Award**

MAJORS, CONCENTRATIONS, AND MINORS

The following pages describe the academic programs available at Belmont Abbey College and include courses of study organized as majors, concentrations, and minors. 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, numbered 100 to 299, are called lower-level courses, and junior and senior courses, numbered 300 to 499, are called upper-level courses.

The programs in which students can major are listed by department. Not all departments listed in this Catalogue offer a major, and some free-standing majors are offered within a larger department (e.g., Educational Studies). Those departments offering a minor are also indicated in the descriptions. Students may not minor in the field in which they are majoring. Students may, however, have a concentration in a field within their major. For example, a Business major may choose to do a concentration in Motorsports, which is a special area of study in the Business Department. An English major, for example, could not have a concentration in Motorsports.

The number of hours for a course is stated in credits. Following each descriptive title, the credit value is indicated in parentheses.

DEPARTMENT OF ACCOUNTING

Chair: Angela Blackwood

Professor: Irene Meares

Associate Professors: Angela Blackwood, Lynne Shoaf

Lecturers: Amy Hargett, William Woody

Department Mission: Our mission is to build on a liberal arts and business education foundation to provide students with accounting knowledge and skills. Exemplifying Benedictine hospitality, we welcome a diverse body of students and provide them with an education that fosters an appreciation of their ethical, social, and public responsibility. This will enable them to lead lives of integrity, to succeed professionally, and to become responsible citizens.

Departmental Goals: The general goals of the Department of Accounting are to offer students a solid foundation in accounting fundamentals and to contribute to the development of the student's ability to think critically, exercise judgment, make decisions, and communicate effectively in a complex and rapidly changing business environment. That is, students should be able to understand and evaluate accounting information. The department has the following specific goals for students majoring in accounting: 1) To understand fundamental accounting principles and theory; 2) To understand the importance of effective communication skills and to be able to analyze, organize, and communicate information effectively; 3) To engage in practical professional experiences and career exploration. With an accounting degree, graduates can pursue careers as professional accountants in public, private, and non-profit organizations, as well as in business fields, such as banking and financial services, manufacturing, healthcare and technology. The degree can also serve as a basis for graduate study in numerous areas—such as accounting, taxation, business administration, public administration, education, and law. Graduates can also pursue professional designations such as CPA, CMA, CIA, CFM and CFE. Requirements to sit for the CPA exam vary by state and students should consult the State Board of CPA Examiners in the state in which they wish to practice. Accounting graduates who meet the residency requirements of the North Carolina State Board of Certified Public Accounting Examiners are eligible to sit for the CPA examination upon graduation; licensure requires completion of 150 credit hours. Thus, although the B.A. offers a solid foundation in accounting, students who are planning to pursue the CPA certification are strongly encouraged to pursue a graduate degree.

B. A. in Accounting

120 hours

To be eligible for acceptance into the degree program, students must complete AC 211 and AC 212 with a grade of “C” or better.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum

48-53 hours

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

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**.

As a part of the Core Curriculum requirements, the following are specific core requirements for a B.A. in Accounting:

Mathematics

MA 151 College Algebra 3 hours

II. Major Requirements

30 hours

AC 211 Principles of Financial Accounting 3 hours

AC 212 Principles of Managerial Accounting 3 hours

AC 311 Intermediate Accounting I 3 hours

AC 312 Intermediate Accounting II 3 hours

AC 321 Advanced Accounting 3 hours

AC 331 Managerial Accounting I 3 hours

AC 360 Accounting Information Systems 3 hours

AC 341 Auditing I 3 hours

AC 401 Federal Income Tax I 3 hours

AC 407 Accounting Seminar 3 hours

NOTE: A “C” (2.00) average or above in all Accounting courses is required for graduation.

III. Other Required Courses

37-42 hours

BU/CS 265 Spreadsheet and Database Applications 3 hours

BU 300 Management 3 hours

AC/BU 306 Quantitative Analysis 3 hours

BU 310 Finance 3 hours

AC/BU 412 Legal Environment of Business 3 hours

BU 315 Business Communications 3 hours

BU 407 Seminar, Strategic Management 3 hours

EC 201 Introductory Economics I (macro) 3 hours

EC 202 Introductory Economics II (micro) 3 hours

General elective hours 10-15 hours

NOTE: Although an internship is not required, it is strongly recommended.

NOTE: The majority of accounting courses taken for the major must be taken at Belmont Abbey College. For a B. A. degree, no more than four (4) accounting courses and four (4) business/economics courses may be transfer credit taken at another institution.

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

Minor in Accounting

15 hours

AC 211 Principles of Financial Accounting	3 hours
AC 212 Principles of Managerial Accounting	3 hours
Any three (3) upper-level accounting courses (excluding AC 306 and AC 412)	9 hours

A grade of "C" (2.00) or better must be earned in each course taken for the minor.

At least three courses, including two upper level AC courses, must be taken at Belmont Abbey College. A maximum of two courses may be transferred.

Students considering a minor in Accounting should see the Chair for information about courses that best relate to the student's interest.

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

Double Major in Accounting and Business Management

For a double major in Accounting and Business Management, the requirements for each major must be fulfilled.

Accounting and Business double majors may not count Accounting courses towards a Business concentration nor as Business electives.

NOTE: The concentration required for the Business degree may not be in Accounting.

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

Course Descriptions

AC 211. Principles of Accounting

(3)

Prerequisite: Sophomore status or higher recommended

An introduction to the fundamental accounting principles with an emphasis on the use of financial accounting data and analysis of financial statements. Required prior to all upper-level accounting courses. Offered every semester.

AC 212. Principles of Managerial Accounting (3)

Prerequisites: AC 211. Recommended: either MA 135 or MA 151

An introduction to managerial accounting with an emphasis on using accounting information to make decisions. Offered every semester.

AC 311. Intermediate Accounting I (3)

Prerequisite: AC 211. Recommended: either MA 135 or MA 151

An in-depth study of accounting theory: the balance sheet, the income statement, the statement of cash flows, time value of money, cash and temporary investments, receivables, payables and inventories. Offered every year.

AC 312. Intermediate Accounting II (3)

Prerequisite: AC 311 or permission of instructor

Continuation of Intermediate Accounting I (AC 311). The study of plant and intangible assets, long-term investments, liabilities, long-term debt, owners' equity, earnings per share, and leases. Offered every year.

AC 321. Advanced Accounting (3)

Prerequisites: AC 211, AC 311, AC 312 or permission of instructor

An in-depth study of business combinations, partnerships, foreign operations and state and local governments. Offered every year.

AC 331. Managerial Accounting I (3)

Prerequisites: AC 211, and AC 212. Recommended: either MA 135 or MA 151

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)

Prerequisite: AC331

Continuation of Managerial Accounting I (AC 331). Capital budgeting, cost allocation, process costing, decision models, and special topics. Offered as needed.

AC 341. Auditing I (3)

Prerequisites: AC 211, AC 311, AC 312, and BU 265

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. Includes discussions of ethical problems. Offered as needed.

AC 360. Accounting Information Systems (3)

Prerequisites: AC 211, AC 212, and BU 265

An introduction to accounting systems with particular emphasis on internal controls and computerized accounting. Offered every year.

AC 401. Federal Income Tax I (3)

Prerequisite: AC 211

A study of the federal income tax structure and of the application of tax principles. Offered every year.

AC 407. Accounting Seminar I (3)

Prerequisites: AC 311, AC 312, and senior standing

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 every year.

AC 451-456. Internship (1-6)

Prerequisite: Approval of Department Chair.

Direct participation in the practical workings of the accounting profession. The student must submit a written report. One credit awarded per 40 hours of work in an approved setting. Strongly recommended. Offered every semester.



DEPARTMENT OF BIOLOGY

Chair: Michael McLeod

Professor: Michael McLeod

Associate Professors: Robert Tompkins, Jennifer Ellington, Heather Ayala

Assistant Professor: Stephen Bauer

Professors Emerita: Sheila Reilly, Elizabeth Baker

Department Mission: The Biology Department educates students in the discipline within the context of the Benedictine Liberal Arts tradition. In doing so, we understand biology as the study of life and life processes. The Biology Department believes that, in this modern world, knowledge of biological principles is necessary for every educated person. Such knowledge constitutes a vital part of that liberal learning. We aim for the study of Biology to help students assess the many issues that face today's world, enabling them to become responsible citizens and to promote the common good.

Departmental Goals: In *Ex Corde Ecclesiae*, John Paul II states, "a Catholic University is distinguished by its free search for the whole truth about nature, man, and God." In biology, because of the limitations of the tools of science, we concentrate on the first two, the natural world and humans and our place in the realm of nature. It is the nature of biology to observe the fundamental symmetry of nature and the patterns and tempo in the evolution of organisms. In this way, biologists and scientists in general seek to understand the diversity, commonalities, and evolution of the natural world, and to appreciate the importance of assuming stewardship and preservation of the biological diversity of life. 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 valuable laboratory experience. We hope this study will help students become good citizens who can effectively participate in society. Increasingly, the ethical questions that society is debating are rooted in science. To participate in the debate and to make informed decisions, students have to understand the underlying science. The department offers foundation courses for non-majors, the B. S. and B. A. degrees in Biology, and the option of a concentration in environmental science. The Biology Department has the following goals for biology majors: 1) to understand the methods of science; 2) to understand the basic theories in each biological discipline taught in the department; 3) to be able to search biological literature effectively; 4) to understand the fundamental principles of biology; 5) to be able to communicate their knowledge of biology effectively. Biology majors develop the ability to make oral and written presentations, and cultivate the skills necessary to enter into graduate and professional programs as well as the workplace. Biology students are considered partners in the learning process and are expected to demonstrate cooperation with faculty in their progression through the departmental curriculum.

B. A. in Biology

120 hours

To be eligible for acceptance into either the B.A. or B.S. degree program, the student must have completed BI 101, BI 201, and BI 231 and have earned a numerical average of at least “70” or better in all three courses. Students must have at least a "C" average in all of their Biology courses to graduate with a degree in Biology.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum

48-53 hours

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

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**.

In addition to the other Core Curriculum requirements, the following are specific core requirements for a B.A. in Biology:

BI 101 General Biology (required)	4 hours
MA 151 College Algebra (required)	3 hours
PY 201 Physics I (required)	4 hours

II. Major Requirements

31 hours

BI 201 Cell Biology	4 hours
BI 215 Research Methods in Biology	3 hours
BI 231 Organismal Diversity	4 hours
BI 300 Genetics	4 hours
BI 310 or 361 Animal or Human Physiology	4 hours
BI 407 and 408 Coordinating Seminars I, II	4 hours
CH 105 and 106 General Chemistry I, II	8 hours

III. Other Courses

36-39 hours

300-400 level Biology electives (excluding internship, if taken)	16 hours
General elective hours	20-23 hours

Credits earned through internships are not counted toward the major. They are counted as elective hours toward graduation and are graded on a Pass/Fail basis.

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

B. S. in Biology **120 hours**

To be eligible for acceptance into the B.S. degree program, the student must have completed BI 101, BI 201, and BI 231, and earned a numerical average of "70" or better in all three courses. Students must have a "C" average in all of their Biology courses to graduate with a degree in Biology.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum **50-53 hours**

Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

In addition to the other Core Curriculum requirements, the following are specific core requirements for a B.S. in Biology:

BI 101 General Biology (required)	4 hours
MA 151 College Algebra (required)	3 hours
PY 201 Physics I (required)	4 hours

II. Major Requirements **46 hours**

BI 201 Cell Biology	4 hours
BI 215 Research Methods in Biology	3 hours
BI 231 Organismal Diversity	4 hours
BI 300 Genetics	4 hours
BI 310 or 361 Animal or Human Physiology	4 hours
BI 407 and 408 Coordinating Seminars I, II	4 hours
CH 105 and 106 General Chemistry I, II	8 hours
CH 221 and 222 Organic Chemistry I, II	8 hours
MA 208 Statistics	3 hours
PY 202 Physics II	4 hours

III. Other Courses **15-18 hours**

300-400 level Biology electives (excluding internship, if taken)	16 hours
General elective hours	0-2 hours

Credits earned through internships are not counted toward the major. They are counted as elective hours toward graduation and are graded on a Pass/Fail basis.

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

Concentration in Environmental Science

Students selecting this concentration will not be required to take BI 310 or BI 361. They must take the other biology, chemistry, math, and physics courses required for the B.S. or B.A. in biology and must complete a minimum of 16 credit hours among the courses listed below. Courses marked with an "*" are required.

BI 306 Entomology	4 hours
BI 308 Microbiology	4 hours
BI 311 Taxonomy of Vascular Plants	4 hours
BI 326* Plant Ecology or BI 403* Ecology	4 hours
EV 300* Environmental Science	4 hours
EV 350* Environmental Issues	3 hours
EV 498* Directed Study in Environmental Science	3 hours

The preponderance of the hours for the concentration in Environmental Science must be taken at Belmont Abbey College.

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

Minor in Biology 15 hours

Fifteen (15) credits of Biology at the 200-level or above.

The preponderance of the hours for a Minor in Biology must be taken at Belmont Abbey College.

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

Course Descriptions

BI 101. General Biology (4)

Co-requisite: BI 101L

Introductory-level course emphasizing scientific thinking, chemistry, cells, energy, DNA, gene expression, chromosomes, cell division, evolution, natural selection, diversity of life, ecosystems, and population ecology. (class, three hours; laboratory, two hours per week). Offered every fall and spring.

BI 103. Introductory Biology (3)

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. (class three hours). Offered in the evening program as needed.

BI 201. Cell Biology (4)

Prerequisites: BI 101 with any grade equivalent to 70% or higher

Pre- or Co-requisite: BI 215 or permission of instructor

An introduction to prokaryotic and eukaryotic cells including metabolism, gene structure and function, cell division, cell signaling, membrane structure and function, and the extracellular matrix (class three hours; laboratory three hours per week). Offered every fall semester.

BI 203. Plants in Society (3)

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. Does not count as an upper-level course for the biology major or minor. Offered upon sufficient demand in ADP.

BI 215. Research Methods in Biology (3)

Prerequisite or co-requisite: BI 201

Required for all Biology majors. 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 and present reports. Offered every year.

BI 220. Impact of Disease (3)

In this course, students will study the impact, consequences, costs, and the lessons learned from disease outbreaks throughout history. Crucial to this examination is learning how past experience can help us deal effectively with current or anticipated disease outbreaks. Students will also learn how disease transmission and pathology data have been amassed through the use of a scientific method and how this information is constantly open to retesting and

reinterpretation as better evidence becomes available. Does not count toward completion of biology major or minor. Offered in ADP upon sufficient demand.

BI 231. Organismal Diversity (4)

Prerequisites: BI 101 with any grade equivalent to 70% or higher

A lecture and demonstration course covering the Eubacteria, Archaea, Protista, Fungi, Plantae, and Animalia kingdoms. Evolutionary relationships, taxonomy and anatomy emphasized (class, three hours; laboratory, two hours per week). Offered every spring.

BI 300. Genetics (4)

Prerequisites: BI 101, 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 (4)

Prerequisites: BI 101, 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.

BI 306. Entomology (4)

Prerequisites: BI 101, 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, three hours per week). Offered upon sufficient demand, in alternate years.

BI 308. Microbiology (4)

Prerequisites: BI 101, BI 201

Pre- or co-requisite: CH 105

A survey of microorganisms and viruses; their morphology, taxonomy, physiology, and ecology, including selected topics in immunology (class, three hours; laboratory, three hours per week). Offered in alternate years.

BI 310. Animal Physiology (4)

Prerequisites: BI 101, BI 201, BI 231, CH 105

A systematic study of the physiology of body systems to include 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 based on topics in comparative physiology (class, three hours; laboratory, two hours per week). Offered every spring.

BI 311. Taxonomy of Vascular Plants (4)

Prerequisites: BI 101, BI 231

Identification, classification and phylogenetic relationships of vascular plants (class, three hours; laboratory, three hours per week). Offered upon sufficient demand in alternate years.

BI 312. Issues in Natural Sciences (3)

Prerequisites Permission of the instructor, BI 101 and BI 201

Discussion of topics of current interest and concern in the natural sciences. Students and faculty from all disciplines are invited to participate. Offered upon sufficient demand.

BI 313-315, BI 410-412. Special Investigations in Biology (1, 2, 3)

Prerequisites: Permission of the instructor; junior or senior status

A directed laboratory, field, or library 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 326. Plant Ecology (4)

Prerequisites: BI 101 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 North Carolina communities, classification, and vegetation patterns in relation to environment, ecological succession, and a survey of North American vegetation (class, three hours; laboratory, three hours per week). Offered upon sufficient demand.

BI 327. Economic Botany (3)

Prerequisites: BI 101, BI 231

This course examines the discipline of plant biology that focuses on the study of plants that are economically important to people, including plants that are sources of food, fibers, medicines, gums, insecticides, etc. The course introduces the student to the vocabulary and principles of plant biology. It covers the broad areas of plant taxonomy, anatomy, morphology, physiology, diversity, ecology, and economic importance. Success in this course will depend upon each student's accumulation, appreciation, and application of botanical knowledge.

BI 330. Epidemiology (3)

Prerequisites: 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. Offered in alternate years.

BI 360. Human Anatomy (4)

Prerequisite: BI 101

Recommended: BI 201, BI 231,

A survey of the structure and evolutionary development of the body. 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 in alternate years.

BI 361. Human Physiology (4)

Prerequisites: BI 101, BI 201, BI 231, CH 105

A systematic study of the physiology of body systems to include 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)

Since adults often achieve competencies beyond those of typical undergraduate students, the department occasionally awards college credit for learning acquired through life/work experience that is equivalent to a college-level course but 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 and permission is granted only upon approval by the Department Chair. To apply for credit consideration, a student must complete the "Request for Experiential Learning Credit" forms available in the Adult Degree Program Office.

BI 402. Histology (4)

Prerequisites: BI 101, BI 201

Recommended: BI 310 or BI 361 and BI 360

A detailed study of the basic tissues of the vertebrate body and the arrangement of these tissues into organs. Some 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, 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.

BI 407W-408W. Coordinating Seminars I, II (2, 2)

Prerequisites: BI 101, 201 and 231, each with grades of at least a “C”.

Two writing intensive courses that review basic biological principles via required readings and quizzes on assigned chapters in a comprehensive biology text. Short papers on responsible conduct in research and inter-relationship of important concepts in biology will be required. Additionally, each semester students will write a term paper and give an oral presentation on topics chosen by the faculty centered around a particular theme in biology. The intent is to provide students with a seminar discussion forum in which to “pull together” information learned in a variety of courses in the biology major. Two hours; two semesters. Offered yearly.

BI 409. Immunology (4)

Prerequisites: BI 201, BI 300, BI 308; recommended: CH 105, CH 106, CH 221

Study of the 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. Developmental Biology (3)

Prerequisites: BI 101, BI 201, BI 300

Co-requisite or prerequisite: BI 421

The ontogenetic development of organisms and the mechanisms of control for the process (class, three hours). Offered in alternate years.

BI 421. Embryology (3)

Prerequisites: BI 101, BI 201, BI 231

Recommended co-requisite: BI 420 Developmental Biology

This laboratory-oriented course will investigate how animals develop from gametes to adults and follows the morphological changes involved in the process. This is an advanced-level biology course designed for those students who wish to know more about the morphology of animal development. It will utilize the microscopic study of classical embryological materials, especially echinoderms, amphibians, birds, and mammals with occasional reference to nematodes, insects, mollusks, and fish. (Lecture and laboratory 3 hours per week). Offered alternate years.

BI 422. Molecular Biology (4)

Prerequisites: BI 101, BI 201, BI 300, CH 105

A study of the structure and function of macromolecules that are essential to the cell, with particular emphasis on proteins and nucleic acids. Discussion will include an examination of metabolic pathways and their coordination, cell signaling, specific organelle functions, and integration of cellular activities.

(Lecture, three hour; laboratory, three hours per week). Offered in alternate years.

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. **N.B.: These courses do not count toward the major.**

EV 300/ Bi 301. Introduction to Environmental Science (4)

Prerequisite: BI 101

An introduction to environmental science considered on both a local and a global scale. Course material includes the principles of ecology, the impact of humans on the natural world, major legal initiatives, and attempts to address environmental issues. Laboratory exercises include sampling techniques and analysis of soil and water (class, three hours; laboratory, three hours per week). Offered alternate years.

EV 350/Bi 350. Environmental Issues (3)

Prerequisite: 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.

EV 498. Directed Study in Environmental Science (3)

Prerequisites: EV 300, EV 350, and permission of instructor

This is the capstone exercise in the Environmental Science concentration. The specific activity will be determined by the student's needs and interest. It most usually will take the form of an internship, but may be a research project resulting in a thesis and public presentation. The project must be approved before the student begins the research. Offered upon demand.

DEPARTMENT OF BUSINESS

Chair: Gary Scott

Professor: Gary Scott

Associate Professor: Bradford Frazier

Assistant Professors: James Powell, Hugh Sales

Lecturers: Phyllis Barbour, Steven Bostian, Elizabeth Davis, Daphne Friday, Leo Gunter, Mitchell McIntosh, Jerome Murray, Christine Richards

Department Mission: The Business Department aims to develop knowledge and skills in effective communication practices, critical thinking, intelligent problem-solving, informed decision-making, and responsible action. As part of our students' development, they learn about the intrinsic connection between professional preparation and a liberal arts education. In addition to imparting key skills and knowledge, the Business faculty is committed to modeling and encouraging the further development of honesty, integrity, and virtue in our students. Our hope is to provide an atmosphere of learning and study that will, in keeping with the highest values of a Catholic and Benedictine education, enable young men and women to engage in Business practices that help to make the world a better place to live.

Departmental Goals: To prepare our Business majors with the knowledge, skills, discipline, and ethics needed for personal and career success; to instill in our Business majors a commitment to ethical business practices and social responsibility; to provide our Business majors with opportunities to apply knowledge and skills gained during coursework to field experiences and in profession-affiliated student organizations; and to enhance our Business majors' ability to become independent learners and thinkers who can take responsibility for their careers in a changing business environment. We seek to achieve these goals within the context of a learning environment that reflects the values of Belmont Abbey College.

In support of these goals, the Business curriculum focuses on building the following kinds of knowledge, skills, and abilities:

- Business ethics
- Leadership qualities and skills
- Creative thinking and taking initiative
- Critical thinking and reasoning
- Decision-making and problem-solving: using strategies, tools, and techniques
- Communications skills (including composing papers and giving presentations)

- Understanding globalization and diversity in the U.S. workplace and marketplace
- Technology (including using word processing, presentation software, spreadsheets, databases, and the internet)
- Teambuilding and collaboration

B. A. in Business Management **120 credit hours**
 (Traditional Students only)

Students must complete the requirements outlined below:

- I. The College Core Curriculum
- II. Major Requirements
- III. Other Courses

I. The College Core Curriculum **50-53 hours**

Traditional Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

II. Major Requirements **42 hours**

(15 lower-division hours)

EC 201 Introductory Economics I	3 hours
EC 202 Introductory Economics II	3 hours
AC 211 Principles of Financial Accounting	3 hours
AC 212 Principles of Managerial Accounting	3 hours
BU 265 Spreadsheet and Database Applications	3 hours

(27 hours at 300 Level or above)

BU 300 Management	3 hours
BU 306 Quantitative Analysis	3 hours
BU 309 Marketing	3 hours
BU 310 Finance	3 hours
BU 315W Business Communication	3 hours
BU 407 Management Seminar	3 hours
BU 412 Legal Environment of Business	3 hours
BU 436 Operations Management	3 hours
IB 310 International Business	3 hours

III. Other Courses **19-22 hours**

BU 453 Internship	3 hours
Business concentration courses	12 hours
General Elective courses	4-7 hours

NOTE: Students seeking to graduate with a major in Business may have no more than two grades below a “C” in the major, and must have a major area GPA of 2.00 or higher.

Requirements for a double major in Sport Management and Business Management or Motorsports Management and Business Management: For a double major in Sport Management and Business Management or Motorsports Management and Business Management, concentration courses are not required.

Business and Accounting double majors may not count Accounting courses towards a business concentration or as Business electives.

It is the student’s responsibility to verify that all degree requirements for graduation are fulfilled. Students who pursue a Minor in Accounting, Economics, Entrepreneurship, Computer Science, or Sport Management do not have to additionally fulfill the Business Concentration.

B. A. in Business Management **120 hours**
(ADP Students only)

To be eligible for acceptance into the degree program, students must complete all of the following courses with a grade of “C” or better: AC 211, AC 212, EC 201, EC 202, and BU 265.

Students must complete the requirements outlined below:

- I. The College Core Curriculum
- II. Major Requirements
- III. Other Courses

I. The Core Curriculum **48-51 hours**

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**.

In addition to the other Core Curriculum requirements, the following are specific core requirements for a B.A. in Business Management:

- | | |
|---|---------|
| EC 201 Introductory Economics I (macro) | 3 hours |
| MA 135 or 151 | 3 hours |

II. Major Requirements **42 hours**

(15 lower-division hours)

- | | |
|---------------------------------|---------|
| EC 201 Introductory Economics I | 3 hours |
|---------------------------------|---------|

EC 202 Introductory Economics II	3 hours
AC 211 Principles of Financial Accounting	3 hours
AC 212 Principles of Managerial Accounting	3 hours
BU 265 Spreadsheet and Database Applications	3 hours

(27 hours at 300 Level or above)

BU 300 Management	3 hours
BU 306 Quantitative Analysis	3 hours
BU 309 Marketing	3 hours
BU 310 Finance	3 hours
BU 315W Business Communication	3 hours
BU 407 Management Seminar	3 hours
BU 412 Legal Environment of Business	3 hours
BU 436 Operations Management	3 hours
IB 310 International Business	3 hours

III. Other Courses

27-30 hours

4 AC/EC/BU/CS/ET/IB courses at 300 level or above	12 hours
General Elective Courses	15-18 hours

Business and Accounting double majors may not count Accounting courses towards a business concentration or as Business electives.

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

Concentration Areas

Requirements for concentrations: Students should take concentration area courses during their junior and senior years. Students concentrating in Management, Marketing, or International Business should take the corresponding Major requirement course (e.g. BU300, BU309, BU310, respectively) prior to taking any concentration courses.

Accounting	12 hours
4 AC courses at 300 level or above	12 hours

Actuarial Science	12 hours
Business Management majors may concentrate in Actuarial Science.	
MA 201 Calculus I	3 hours
MA 202 Calculus II	3 hours
MA 203 Calculus III	3 hours
MA 208 Statistics OR	
BU 306 Quantitative Analysis	3 hours
MA 305 Advanced Statistics	3 hours

Any one of: BU 311 Financial Management BU/EC 307 Money and Banking I BU/EC 308 Money and Banking II EC 316 Intermediate Economics EC 440 International Economics and Finance	3 hours
Economics 4 EC courses at the 300 level or above	12 hours 12 hours
Entrepreneurship ET 300 The Entrepreneur ET 302 Launching New Ventures ET 303 Financing New Ventures <u>One</u> of the following courses: ET 401 Social Ventures ET 402 Product Innovation & Development	12 hours 3 hours 3 hours 3 hours 3 hours 3 hours
General Business 4 EC/BU/CS/IB courses at 300 level or above	12 hours 12 hours
International Business IB 315 Fundamentals of International Logistics IB 317 International Marketing IB 318 International Management EC 440 International Economics and Finance	12 hours 3 hours 3 hours 3 hours 3 hours
Management <u>Four</u> of the following courses: AC 331 Managerial Accounting I BU/SO 380 White-Collar Crime BU/SO 401 Organizational Behavior BU 404 Human Resource Management BU 410 Business and Society IB 318 International Management PC 308 Theories of Personality	12 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours
Management Information Systems CS 201 Introduction to Programming CS 220 Introduction to Information Systems CS 307 Files and Database Access CS 309 Information Systems Analysis	12 hours 3 hours 3 hours 3 hours 3 hours
Marketing <u>Four</u> of the following: BU 318 Public Relations	12 hours 3 hours

BU 319 Advertising and Promotion	3 hours
BU 409 Sales and Sales Management	3 hours
IB 317 International Marketing	3 hours
BU 419 Marketing Research	3 hours
SO 305 Research Methods	3 hours
SO 405 Demography	3 hours

Motorsport Management **12 hours**
MM 201 Introduction to Motorsports Management 3 hours
Any **three** MM Courses at the 300 level or above:

Sport Management **12 hours**
SM 201 Introduction to Sport Management 3 hours
Any **three** SM courses at the 300 level or above 9 hours

It is the student’s responsibility to verify that all degree requirements for graduation are fulfilled.

Minor in Business Management **15 hours**

Requirements for the minor:

AC 211, EC 201, BU 300, and two additional upper-level (300 or 400) BU courses (excluding 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: A minor in Business Management is not available to Accounting majors.

It is the student’s responsibility to verify that all degree requirements for graduation are fulfilled.

Minor in Entrepreneurship **15 hours**

Each of the following:
ET 300 The Entrepreneur 3 hours
ET 302 Launching New Ventures 3 hours
ET 303 Financing New Ventures 3 hours

Business Management majors must also take the following two courses:
ET 401 Social Ventures 3 hours
ET 402 Product Innovation & Development 3 hours

Students not majoring in Business Management must take:

BU 412 Legal Environment of Business	3 hours
And <u>one</u> of the following courses	
ET 401 Social Ventures	3 hours
ET 402 Product Innovation & Development	3 hours

Note: All courses must be taken at Belmont Abbey College.

It is the student's responsibility to verify that all degree requirements for graduation are fulfilled.

Course Descriptions

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)

Prerequisite: Sophomore status

A survey of management principles and practices related to planning, organizing, leading, and controlling. Offered every semester.

BU 306. Quantitative Analysis I (3)

Prerequisite: Either CS 100 or CS 221 (or successful completion of the Computer Competency Assessment), either MA 135 or MA151, and BU 265 or permission of the instructor

This course provides an introduction to the application of statistics to managerial problem-solving. Topics include 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 functions of the monetary and banking systems of the United States. Offered upon sufficient demand. Cf. EC 307.

BU 308. Money and Banking II (3)

A continuation of BU/EC 307. Offered upon sufficient demand. Cf. EC 308.

BU 309. Marketing (3)

Prerequisites: AC211, AC212, EC201, EC202, and BU265 or permission of instructor

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, and BU306 or permission of the instructor

A survey of topics dealing with the basic nature and application of financial concepts. Various techniques and their use in financial decision-making and problem-solving within an organization will be given emphasis. Offered every semester.

BU 311. Financial Management (3)

Prerequisite: BU310 or permission of the instructor. A study of the proper application of financial management concepts in business organizations. Offered upon sufficient demand.

BU 315W. Business Communication (3)

Prerequisite: Sophomore status

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 (3)

Prerequisite: 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 practitioner of public relations. Offered upon sufficient demand.

BU 319. Advertising and Promotion (3)

Prerequisite: 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 (3)

Prerequisite: MA135 or MA151 or permission of the instructor

The focus of this course is on the management of financial decisions for an individual. Topics include financial planning and budgets, taxes, insurance, investments, and retirement planning for individuals and families. Offered upon sufficient demand.

BU 380. White-Collar Crime (3)

Prerequisite: Sophomore status

This course compares and contrasts the deviance of upper-echelon “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 1930s and 40s is used as a benchmark to discuss the subsequent issues and research that 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

Prerequisite: Junior status (3)

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 CS 309, two business courses; 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)

Prerequisite: Junior status

A survey of contemporary personnel theories and practices. Offered upon sufficient demand.

BU 407. Management Seminar:

Strategic Management (3)

Prerequisites: for **Business majors**, completion of (or concurrently taking) all other required business core courses and senior standing or permission of the instructor; for **Accounting majors**, completion of (or concurrently taking) BU300, BU306, BU310, BU315, and BU412 and senior standing or permission of the instructor

This is a capstone course in management decision-making with an emphasis on the formulation and implementation of strategies required for effective adaptation to changing organizational environments. Offered every semester.

BU 409. Sales and Sales Management (3)

Prerequisite: BU 309 or permission of the instructor

An introduction to the selling process and to the managerial responsibilities associated with maintaining an effective sales function. Offered upon sufficient demand.

BU 410. Business and Society (3)

Prerequisite: Junior status

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. Primary emphasis is on decision-making regarding the management of financial assets. Offered upon sufficient demand.

BU 412. Legal Environment of Business (3)

Prerequisite: Junior status.

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, 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 436. Operations Management (3)

Prerequisites: BU 306, Junior status

An introduction to operations management in both manufacturing and service organizations. The scope of this course runs the gamut 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, are also emphasized. Operations management concepts will be presented through class lectures and discussions, real-life examples, case studies, and assignments.

BU 451-456. Internship (1, 2, 3, 4, 5, 6)

Please see the Director of Career Services and Internships. Offered on demand.

ET 300. The Entrepreneur (3)

This survey course introduces students to entrepreneurship. Students will learn about alternative entrepreneurial models (e.g., startups, franchises, nonprofits, buying an existing business) and resources available to assist entrepreneurs. In addition to studying traditional course materials, students will watch and discuss documentary films, and gain practical insights from guest speakers. Student teams will also “pitch” entrepreneurial ideas to fellow students.

ET 302. Launching New Ventures (3)

This course teaches students about pitching, planning, and launching a new business. Topics include: pitching an idea for a new venture; preparing an executive summary and business plan; researching business license requirements; forming an entity; building a team; and opening up the business. Students should successfully complete ET 300, or speak with the instructor, before taking this course.

ET 303. Financing New Ventures (3)

This course teaches students how new businesses raise capital. Topics include issuing securities without registrations; issuing equity to founders and employees; angel and venture capital investments; tax strategies; working with banks; and the impact of the current “financial crisis” on entrepreneurial businesses. In addition to studying the economics behind early-stage financings, students will analyze early-stage investments being made in the real world.

ET 401. Social Ventures (3)

This course teaches students about pitching, planning, financing, and running nonprofit organizations. While studying various entrepreneurial aspects of social ventures, students will also consider tax-related matters.

ET 402. Product Innovation & Development (3)

This course introduces students to the product innovation and development processes. Students will learn about the steps inventors (and others) must take to transform new ideas into actual products offered for sale in stores.

ET 450. Internship #1 (3)

Please see the Director of Career Services and Internships. Offered on demand.

ET 451. Internship #2 (3)

Please see the Director of Career Services and Internships. Offered on demand.

ET 452. Founder’s Day 2.0 (2)

Students may compete in a “student venture pitch” competition to be offered in connection with the Founder’s Day celebration at the Abbey (which takes place each spring). The student venture competition will involve “selling” an idea for a new venture to investor-judges. Successful participation may include preparing an “executive summary” of a proposed venture and “pitching” (*i.e.*, presenting) additional information about the proposed venture to judges. Students will be allowed to work in teams. However, to receive credit, each student must obtain approval from the Director of the Entrepreneurship Program prior to registering for the competition. More details about the competition, including registration materials and rules, will be available at a later date.

IB 310. International Business (3)

Prerequisite: Junior status

An introductory course in international business that 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 Logistics (3)

Prerequisite: Junior status

This course introduces the student to elements of: exporting and importing, including legal issues; international sale terms; quotations; the use of intermediaries; and documentation and international payment methods and risks.

IB 317. International Marketing (3)

Prerequisite: BU 309

This course focuses on the global economic, cultural, political-legal, and technological environments in which international marketing takes place. It examines marketing strategies, their functions, and their adaptations to those environments.

IB 318. International Management (3)

Prerequisite: BU 300

The emphasis of this course is on the decision-making processes of firms operating in a cross-cultural or multi-cultural foreign environment. It examines the relationships among the functional areas of decision-making relative to issues of home and host-nation culture, law, politics, language, currency, and general business practices

DEPARTMENT OF CHEMISTRY

Program Coordinator: Marilyn Martin-Schwan

Program Mission: The Chemistry minor presents students with an orderly, disciplined study of fundamental chemical principles, giving them an appreciation of both the physical nature of the natural world and of the chemical and energy changes that occur there. In accordance with the Catholic and Benedictine liberal arts tradition, students gain an understanding of the natural world as one means of coming to know the truth. The study of the discipline of chemistry helps our students to become responsible citizens and to promote the common good by enabling them to assess the many issues that face today's world.

Minor in Chemistry

15 hours

CH 221 Organic Chemistry I	4 hours
CH 222 Organic Chemistry I	4 hours
CH 316 Biochemistry	3 hours
CH 317 Analytical Chemistry	4 hours

NOTE: Students must earn a grade of "C" or better in each course taken for the minor.

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

Course Descriptions

CH 105-106. General Chemistry (4, 4)

Prerequisites: MA 151; Students interested in enrolling for CH 106 must have earned a "C" or higher in CH 105

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 (4, 4)

Prerequisites: CH 105, CH 106 with a grade of "C" or higher; Students interested in enrolling for CH 222 must have earned a "C" or higher in CH 221

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 (3)

Prerequisite: CH 222

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

CH 317. Analytical Chemistry (4)

Prerequisite: CH 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.

CLASSICAL LANGUAGES MINOR

Program Director: Gerald Malsbary

Classical Languages Minor

15 hours

Students pursuing a minor in Classical Languages study Latin or Greek or both languages. Five courses need to be taken (beyond the 101 level). At least three courses must be taken in sequence in Greek or Latin (GK102, GK201, GK202, **OR** LA102, LA201, LA202). The remaining two courses can be either continuing language classes (GK301 and above or LA301 and above, as Directed Studies) or one or two (maximum) approved courses from other departments, which feature classical authors in translation (**N.B.:** In order for these courses to count toward the minor, a special additional assignment in translation from the original language must be completed to the satisfaction of the Program Director).

Required Courses for Classical Languages Minor:

I. Introductory Level	3 hours
LA 102	
OR	
GK 102	
II. Intermediate Level	6 hours
LA 201 and 202	
OR	
GK 201 and 202	
III. Additional Language or Translation Studies	6 hours

Two courses from among:

- LA 102 Introduction to Latin II
- LA 301 Advanced Latin I
- GK 102 Introduction to Greek II
- GK 301 Advanced Greek I
- EN 403 Medieval Literature
- HI 303 The Middle Ages
- HO 310 Plato's *Republic* and Aristotle's *Ethics*
- *HO 340-345 Selected Authors
- PO 401 Classical Political Philosophy
- PO 402 Medieval Political Philosophy
- *TH 358 Major Figures in Theology

N.B.: Students wishing to receive Classical Languages Minor credit for any non-language courses listed above must complete, to the satisfaction of the Program Director, a special classical language translation assignment pertaining to the material of the course.

*Because topics change each semester for HO 340-345 and TH 358, students interested in taking one of these courses as a part of their classics minor must have the approval of the Director to do so.

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

DEPARTMENT OF COMPUTER STUDIES

Chair: Robert Lover

Associate Professors: Gireesh Gupta, Robert Lover

Department Mission: The Computer Studies program supports the mission of Belmont Abbey College by preparing students to succeed using computer systems to solve problems faced by individuals and organizations and to keep up with emerging technology and its uses. Designed to appeal to students with a wide variety of computer-related interests, our programs enable students to solve problems using their knowledge of computer technology, reasoning skills, ability to gather information, and skill at communicating proposed solutions effectively to a variety of audiences. This approach enables students to understand and evaluate the impact of their solutions and decisions and to continue their education independently. We welcome a diverse body of students and provide them with programs that foster an appreciation of their ethical, social, and public responsibility, helping them to lead lives of integrity, to succeed professionally, and to become responsible citizens.

Departmental Goals: The Computer Studies Department offers two minors and a concentration in Business (see Concentrations section under Department of Business, above). Courses are offered in computing fundamentals, computer programming, systems analysis, and computing applications. The goals of the department are to help students gather information about information systems, reason correctly about them, solve problems with information systems, evaluate the impact of their solutions, and then, to communicate their reasoning and proposed solutions effectively to a variety of audiences. In addition, the department helps students acquire the skills needed for ongoing independent study.

Minor in Information Systems (IS)

15 hours

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 IS.**

CS 201 Introduction to Programming OR	3 hours
CS 243 Web Site Development	
CS 220 Introduction to Information Systems	3 hours
CS 307 Files & Data Base Access	3 hours
CS 309 Information Systems Analysis	3 hours
CS 403 Management of Information Systems	3 hours

A grade of “C-” (1.67) or better must be earned in all courses required for any minor in the department. Students should consult with the Department Chair and complete an official declaration of minor form as early as is feasible.

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

Minor in Computer Science (CSC)

15 hours

The minor in Computer Science is designed for students who want to understand fundamental computing concepts in order to be able to write and use computer programs. Although such students typically major in mathematics, the sciences, or engineering, students from any major are welcome to minor in CSC.

CS 201 Introduction to Programming 3 hours

A second programming course 3 hours

Any **three** of the following 9 hours

CS 302 Data Structures

CS 325 Logic and Algorithms

CS 332 Foundations of Computing

CS 345 AI and Expert Systems

CS 410 Program Testing and Verification

A grade of “C-” (1.67) or better must be earned in all courses required for any minor in the department. Students should consult with the Department Chair and complete an official declaration of minor form as early as possible.

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

Course Descriptions

CS 100. Introduction to Computing (3)

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 how they affect society. Offered every semester. Does not count towards the Computer Studies major or any minor in the discipline.

CS 120. Creating Web Sites (3)

Prerequisite: None

Introduction to the creation and design of web pages and web 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. Does not count towards the Computer Studies major or any minor in the discipline.

CS 201. Introduction to Programming (3)

Prerequisite: MA 112 or equivalent

Introduction to algorithmic problem solving by means of reading, designing, writing, testing, and documenting computer programs. Offered every year.

CS 203 Programming 2

Prerequisite: CS201 or permission

A continuation of CS201 covering additional issues involving reading, designing, writing, testing, and documenting Computer programs. Offered on demand.

CS 211. Business Programming (3)

Prerequisite: CS 220

Introduction to structured computer programming in a business environment. Topics include report generation, sorting, and testing. Offered on demand.

CS 220. Introduction to Information Systems (3)

Prerequisite: Experience using a computer

This course introduces the students to the use of information systems. Topics typically include hardware, software, databases, data communications, people, operating procedures, and business applications. The student is introduced to methods of determining user requirements and developing application systems. Offered every year.

CS 234. Introduction to C++ (3)

Prerequisite: CS 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 on demand.

CS 242. Computer Networks (3)

Prerequisite: CS 220

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. Offered on demand.

CS 243. Web Site Development (3)

Prerequisite: CS 120, C S201, or experience creating web sites

An introduction to web site design using HTML, CSS, DHTML, and scripting languages. Emphasis is on business web sites. Offered on demand

CS 302. Data Structures (3)

Prerequisites: CS 201

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 on demand.

CS 307. Files and Database Access (3)

Prerequisite: CS 201 or CS 220 or BU/CS265

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 other year.

CS 309. Information Systems Analysis (3)

Prerequisites: AC 211, CS 220 and one of CS 243 or CS 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 other year.

CS 310. Information Systems Design (3)

Prerequisites: CS 307 and CS 309 and one of CS 242 or CS 243

A structured approach to the design, implementation, documentation and maintenance of computer information systems, with an emphasis on the development of user-friendly, well-structured, well-documented, and maintainable systems. Offered on demand.

CS 320. Operating Systems (3)

Prerequisite: CS 220

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)

Prerequisite: CS 220

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: CS 201

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 on demand.

CS 332. Foundations of Computing (3)

Prerequisites: CS201 or permission

Introduction to the fundamental concepts of computer science with emphasis on the theory and design of algorithms. Offered on demand.

CS 345. AI and Expert Systems (3)

Prerequisites: CS 201

Introduction to problems and methods of artificial intelligence with special emphasis on expert systems. Offered on demand.

CS 353. Internship (1)

Prerequisites: 9 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 on demand.

CS 354. Internship (1)

Prerequisite: CS 353

A continuation of Computer Studies 354. Supervised by a faculty member. Offered on demand.

CS361 Computer Based Modeling and Simulation

Prerequisites: 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: CS 220, CS 307, or CS 309, two business courses; Senior status. Senior-level treatment of the management of information systems and their role in businesses and other kinds of organizations. This is a writing-intensive course. An oral presentation is required. Offered every other year. Cf. BU 403.

CS 410. Program Testing and Verification (3)

Prerequisite: CS 201

A study of elementary program testing and verification methods with emphasis on tracing, test plans, functional testing, structural testing, diagnosis, debugging, formal and informal verification methods, as well as on the relative advantages and disadvantages of testing and verification. Offered on demand.

CS 414. Applied Software Development Project (3)

Prerequisites: CS 302 and CS 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 are required. Offered on demand.

CS 426. Management Science (3)

Prerequisites: MA 151 and BU 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 (students cannot receive credit for both CS 326 and CS 426). Offered on demand.

CS 453, 456. Internship (3, 6)

Prerequisites: 12 credit hours of CS courses

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). Offered on demand.

CS 490. Seminar (3)

Prerequisites: Junior status and permission of instructor

Seminar discussion of selected special topics in computing. Offered on demand.

CS497-499. Directed Study (1, 2, 3)

Prerequisites: Junior status and permission of the department chairperson.

Offered on demand

DEPARTMENT OF CRIMINAL JUSTICE & SOCIOLOGY

Chair: Julia Foster Beeman

Assistant Professors: Julia Foster Beeman, Stephen Ward

Visiting Assistant Professor: Mary P. Summa

Program Mission: Criminal Justice, with its foundation in the social sciences, is a multidisciplinary field that looks to the liberal arts and Catholic intellectual tradition to explore the history, philosophy, and practice of the criminal justice system in America. At the Abbey, we aim to help Criminal Justice majors, as future practitioners and citizens, continue to develop their sense of community and ethics with regard to the administration of law, under the guiding principle that God be glorified in all things.

Program Goals: Criminal Justice majors will develop a knowledge of the building blocks of the criminal justice system; explore the schools of criminological thought that attempt to explain crime and criminal behavior; acquire an ability to think critically and creatively about crime and other social problems; develop empirically-supported solutions to these problems; strengthen their oral and written communication skills; and explore the ethical issues surrounding the professional field of criminal justice.

B. A. in Criminal Justice

120 hours

To be eligible for acceptance into the degree program, the student must have completed CJ 201 with a grade of “C” or better. To graduate with a degree in Criminal Justice, majors and minors must have a cumulative average of 2.0 in Criminal Justice coursework.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum

48-53 hours

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium. Students transferring to Belmont Abbey College with an Associate of Arts degree are required to complete specific core courses.

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. Major requirements **36 hours**

CJ 201* Introduction to Criminal Justice	3 hours
CJ 300 Law Enforcement in the United States	3 hours
CJ 304 Institutional and Community Corrections	3 hours
CJ 307 Research Methods I	3 hours
CJ 308 Research Methods II	3 hours
CJ 360 American Criminal Courts	3 hours
CJ 414 Criminology	3 hours
CJ 403 Ethics in CJ Systems	3 hours
CJ 408W Senior Thesis	3 hours
CJ Electives and/or Internships**	9 hours

III. Other Courses **31-36 hours**

Social Science Division Courses:	9 hours
3 PC/PO/SO Electives	
General Elective courses	22-27 hours

*CJ 201 is a prerequisite for all upper-level CJ coursework for all students, including those pursuing a major or minor in Criminal Justice.

** Students must complete a minimum of 9 hours in CJ internships and/or electives. This requirement is met through **one** of the following options:

- a) completing three (3) CJ course electives;
- b) completing two (2) CJ course electives and a 3-credit internship;
- c) completing one (1) CJ course elective and a 6-credit internship.

NOTE: Students must also pass the Computer Proficiency Exam or complete CS 100.

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

Minor in Criminal Justice **15 hours**

CJ 201 Introduction to Criminal Justice	3 hours
CJ 300 Law Enforcement in the United States	3 hours
CJ 304 Institutional and Community Corrections	3 hours
CJ 360 American Criminal Courts	3 hours
CJ 414 Criminology	3 hours

NOTE: All coursework must be completed with a cumulative average of "C" or better.

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

Course Descriptions

CJ 201. Introduction to Criminal Justice (3)

Prerequisite: None

The purpose of this course is to introduce students to the three (3) components of the Criminal Justice system: law enforcement, courts, and corrections. Students will develop sufficient knowledge to understand the interdependence and independence of each subsystem. Lectures and discussions include crime statistics, explanations of criminal behavior and crime, the role and practices of law enforcement, operation of the state and federal court systems and of the corrections system, which includes probation/parole and prison. This course also satisfies three-hour social science requirement in the core curriculum. Offered every semester.

CJ 300. Law Enforcement in the United States (3)

Prerequisite: CJ 201 or permission of instructor

This course introduces the student to the law enforcement profession in general, and to municipal policing in particular. Since most of the law enforcement activity in the U.S. occurs at the local level, emphasis is placed upon the history, recruiting, training, management, and theoretical applications of urban, suburban, and rural police organizations. Coursework includes study of police research, daily activities of police, constitutional law, ethics, unique problems faced by police families, and contemporary issues in law enforcement. Offered yearly.

CJ 302. Special Topics in Criminal Justice (3)

Prerequisite: CJ 201 or permission of instructor

Various topics will be offered each semester. Some examples include, Female Offenders, and Drugs and Violent Crime. Offered annually, with topics varying from year to year.

CJ 304. Institutional and Community Corrections (3)

Prerequisite: CJ 201 or permission of instructor

Students will study the history of the penal system in the U. S., 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 discuss how the philosophy of these systems are translated into practice. Offered yearly.

CJ 307. Research Methods I (3)

Prerequisites: CJ 201 and junior standing or permission of instructor

The two-course sequence of CJ 307 and CJ 308 replaces previous courses SS 300 and CJ 305 (Social Science Statistics and Research Methods). Students will

study research purposes and designs, the difference between quantitative and qualitative research, the development of hypotheses and research questions, data collection, appropriate statistical analysis of data, and interpretation of the research findings. Students will also further develop their computer research skills by identifying criminal justice empirical sources relevant to particular research questions. Offered yearly.

CJ 308. Research Methods II (3)

Prerequisite: CJ 307 or permission of department chair

Second in a two-course sequence, this course is a continuation of CJ 307. Students will continue to build upon skills learned and prepare for their review and analysis of empirical literature for senior thesis. Offered yearly.

CJ 355. English Foundations of American Law (3)

Prerequisite: CJ 201 or permission of instructor

This course will examine the historical basis of the American Legal System in the Common Law traditions of England. Attention will be given to the creation of the Common Law, the drafting of the Magna Carta, the development of the Parliamentary Procedure, the evolution of the Adversarial System of Justice, and the birth of modern Law Enforcement. The course will meet twice weekly during the first two months of the Spring semester and culminate in a trip during Spring Break to London. Here, the students will visit the British Library to see the Magna Carta, tour Parliament, observe a criminal trial in the “Old Bailey” courthouse, and visit New Scotland Yard and the Middle Temple of the Inns of Court. In addition, there will be visits to the Tower of London, Westminster Abbey, St. Paul’s Cathedral, and Hampton Court Palace. Visiting these sites will help students understand the connection between the British and American legal systems is still strong and provide students with a unique perspective that cannot be gained in the classroom. The cost of the trip is not included in the course tuition and is an additional expense. Offered only during spring semester. (new course Spring 2015).

CJ 360. American Criminal Courts (3)

Prerequisite: CJ 201

This course focuses on one of the three subsystems of the Criminal Justice system. Students study the intricacies of the state and federal criminal court systems, particularly the responsibilities and challenges faced by prosecutors, defense attorneys, judges, and juries. Students are also exposed to criminal procedure within the courts and to applicable constitutional law. Offered yearly.

CJ 365. Juvenile Justice (3)

Prerequisite: CJ 201 or permission of instructor

This course is an exploration of the theory and issues of crime as they relate to the juvenile population. It considers the application of criminological research and the unique features of the juvenile offender, juvenile court proceedings, and constitutional law. Offered as needed.

CJ 370. Criminal Procedure (3)

Prerequisite: CJ 201

This course will expose students to the multi-faceted aspects of the federal and State criminal procedure systems. During the semester, students will be exposed to scenarios that require them to apply the principles they have learned to practical problems presented during class sessions. Offered fall semester.

CJ 375. Theological Perspectives on (3)

Restorative Justice

Recommended prerequisites: CJ 201 and TH 105

This course is team-taught. In the first half of the semester, students will explore the theological underpinnings of criminal punishment by engaging scripture and the writings of Augustine and Aquinas, the US Bishops, and other Christian writers attempting to reconcile divine justice with punishment, atonement and notions of damnation/salvation. In the second half of the semester, students will consider the application of these teachings to the realities of the Criminal Justice system in the U.S. Our focus on current practices in sentencing and the corrections subsystem will consider the ultimate question: how might theological and ethical approaches to justice inform our courts and prisons? Cf. TH 375.

CJ 380. White-Collar Crime (3)

Recommended prerequisite: CJ 201

This course compares and contrasts the deviance of upper-echelon “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 1930s and 1940s is used as a benchmark to discuss the subsequent issues and research that have emerged in recent years. This 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 spring semester. Cf. and BU380

CJ 385. Victimology (3)

Prerequisite: CJ 201; PC 201 recommended

Students will examine the field of Victimology through its various components including: its scope and development as a discipline; review of the problems associated with victimization; the relationship between the victim and the offender; the victim and the criminal justice system; and the victim and society. Victimization will be defined through both traditional crimes and special populations. Students will also discuss various practical applications and policies that have resulted from society’s increasing concern about victims such as Victim Assistance legislation, Restorative Justice, and Therapeutic Jurisprudence. Emphasis is placed on exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary

trauma effects of victimization, and community and media response. Offered as needed.

CJ 401. Famous American Trials (3)

Prerequisite: CJ 201

Students will review, discuss, and analyze some of the infamous and landmark criminal trials of American jurisprudence. This course will explore the legal, social, political and cultural influences inside and outside the courtroom. Offered as needed.

CJ 403. Ethics in Criminal Justice (3)

Prerequisites: CJ 201, 300, 304, 360, 414; CJ major or minor; Senior or permission of instructor. This course addresses the ethical dilemmas faced by criminal justice practitioners in law enforcement, courts, and corrections, and discusses whether the resolutions of those dilemmas ought to be different from the solutions sought for similar problems in general society. Offered annually.

CJ 408W. Senior Thesis (3)

Prerequisites: CJ 307 and CJ 308; Senior status or permission of instructor

The main purpose of the senior thesis is to give students an opportunity to demonstrate the knowledge of criminal justice they have acquired over the course of three or four years of study, to demonstrate their mastery of that knowledge, and to further develop their research and written communication skills. The senior thesis requires proficiency in all areas of the liberal arts curriculum: critical thinking, oral communication, writing, , an understanding of classical and contemporary academic works, and the ability to demonstrate discipline and perseverance. The nature of the senior thesis requires an extensive review of the existing literature and analysis leading to policy development. The department recommends that seniors take this course fall semester of senior year.

CJ 414. Criminology (3)

Prerequisites: CJ 201, PC 201, and SO 201 or permission of instructor; Junior status

This course studies the three schools of criminological thought, , the relationship between law and justice, types of crime, explanations for criminal behavior and crime, and policy implications of criminological research. Offered yearly.

CJ, 453 or 456. Internship (3- 6 hours)

Prerequisites: CJ 201; Junior or Senior status

Students engage with criminal justice professionals in real-time working conditions. In conjunction with their advisor and the Career Services Office, majors identify and secure a part-time position within an agency and develop learning objectives. Students have the opportunity to work with law enforcement, court administrators, or corrections personnel over the course of a semester. The proposed internship must be approved by the department chair

prior to the beginning of the internship itself. Offered as Pass/Fail. Offered every semester.

SO 201. Principles of Sociology:

The Scientific Study of Society

(3)

This course examines the basic concepts and principles in sociology as they are used to examine patterned and recurrent forms of social behavior. The role of social factors among the major determinants of human behavior is also considered. Offered every semester.

SO 302. Special Topics: Death and Dying

Prerequisite: SO 201

(3)

This class introduces you to issues related to death and dying and provides a foundation of facts, theories and concepts to help you reflect on the ways in which society deals with and expresses death and loss. Topics such as: cultural differences, the history of the experience of death, causes of death, demographics, religious practices & death, forensic science, advanced care directives, and hospice will be covered in this course Offered as needed.

SO 303. Special Topics: Aging

Prerequisite: SO 201

(3)

This class introduces you to issues in aging and offers a firm foundation of gerontological facts, theories and concepts to help students reflect on the most important topics in aging. Topics such as: demographics, aging policy, programs & services, family structure, disease processes, and current research will be covered in this course. Lectures, three hours; one semester. Offered every semester. .

SO 313. Race and Ethnic Relations

(3)

A study of the factors affecting cultural and racial minorities in contemporary American society (and other selected societies). This course will examine minority-majority relationships; in particular, the various forms of discrimination that minorities face. Offered as needed

SO 351. Social Problems

(3)

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 as needed.

SO 360. Social Psychology

(3)

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, there will be special emphasis on differences between collectivist and individualistic cultures and/or 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 401. Organizational Behavior (3)

Prerequisites: SO 201 or PC 201; Sophomore status or higher

A survey of theories and research pertaining to motivation, leadership, small group processes, and organizational design. Offered as needed. Cf. BU 401.

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 and wife, towards the elderly, and in sibling relationships, as well as 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 as needed.

DEPARTMENT OF ECONOMICS

Chair (Business Department): Gary Scott

Program Coordinator: William Van Lear

Professor: William Van Lear

Department Mission: The Economics program aims to provide a comprehensive understanding of economic theory and its application to a wide variety of socio-economic issues. The department strives to develop students' skills in effective communication, critical thinking, and problem-solving. The Economics faculty is committed to modeling and encouraging the development of honesty, integrity, and virtue in our students. Our hope is to provide an atmosphere of learning and study that will, in keeping with the highest values of a Catholic and Benedictine education, enable young men and women to live a life that will help to make the world a better place.

Departmental Goals: 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; mathematical and graphical skills are developed as well.

Minor in Economics

15 hours

Requirements for the Minor: students must have completed five (5) courses in Economic theory, including EC 201 and EC 202, and must have earned a grade of "C" or better. For any student who wishes to be considered for the minor, transfer credit from another college or university cannot comprise the majority of his or her courses in Economics.

EC 201 Introductory Macroeconomics	3 hours
EC 202 Introductory Microeconomics	3 hours
Any three other theoretical EC courses	9 hours

It is the student's responsibility to verify that all degree requirements for graduation are fulfilled.

Course Descriptions

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 organizations, 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)

Prerequisites: MA 151 and BU 265 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. Offered every semester. Cf. BU 306.

EC 307. Money and Banking I (3)

Prerequisites: EC 201, EC 202

A study of the nature, characteristics, and function of domestic and international financial and banking systems. Offered upon sufficient demand. Cf. BU 307.

EC 308. Money and Banking II (3)

A continuation of EC 307. Offered upon sufficient demand. Cf. BU 308.

EC 316. Intermediate Economics (3)

Prerequisites: EC 201, EC 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

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)

Prerequisites: EC 201

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, EC 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

This course examines the historical development of our modern economic society and its institutions, including: manufacturing, agriculture; foreign and domestic 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, both past and present. Offered upon sufficient demand.

EC 402. The History of American Economic Life II (3)

Prerequisites: EC 201

A continuation of EC 401, this course examines the historical development of our modern economic society and its institutions, including: manufacturing, agriculture; foreign and domestic 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, both past and present. Offered upon sufficient demand

EC 408. Economics Seminar (3)

Prerequisites: EC 201, EC 202, EC 306 or EC 316; Senior status or permission of the instructor

A capstone experience providing 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 410. Business and Society (3)

Prerequisite: Junior status

A survey of contemporary social issues facing management and a review of socially responsible decision-making in free-enterprise economies. Offered upon sufficient demand.

EC 440. International Economics and Finance (3)

Prerequisites: EC 201 and EC 202

This course examines issues of economic trade and finance, public policy, and globalization, with specific emphasis on the economies of developed and developing nations.

SR. CHRISTINE BECK DEPARTMENT OF EDUCATION

Chair: Sara Davis Powell

Professor: Sara Davis Powell

Associate Professors: Amanda Kloo, Judith McDonald, Melinda Ratchford

Assistant Professors: Laura Campbell, Tara Galloway, Lisa O'Neil

Instructor: Benette Sutton

Lecturer: Julie Kohlbrenner

Department Mission: Guided by the tenets of Catholicism and the Benedictine hallmarks, the Department of Education's mission is to promote commitment among students to serve and to be advocates for those most vulnerable in society, children. By our own example, we teach our students to understand the responsibilities and privileges entailed in this commitment. Through the study of the liberal arts and the knowledge, skills, and dispositions inherent in education courses and field experiences, we help our students develop minds that are both broad and agile, so they are equipped to make wise and ethical decisions that benefit them and those whose lives they touch.

B. A. in Elementary Education

120 hours

To be eligible for acceptance into the degree program, the student must declare the major, have completed at least 9 hours of education coursework, and have on file a cumulative Praxis I score of at least 522, or an SAT score of at least 1100 (math and verbal only), or an ACT cumulative score of at least 24. In addition, a student must have at admission, and maintain throughout the program, a GPA of 2.75 with no grade lower than a "C" in major courses. A student must submit an Application for Admission to the Elementary Education Teacher Licensure Program and pass a national background check. Students must be accepted into the program before beginning the Professional Sequence courses.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum

48-53 hours

Traditional Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

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. Major requirements **51 hours**

Prerequisites for Professional Sequence **15 hours**

ED 300 Introduction to Education	3 hours
ED 303 Children's Literature	3 hours
ED 305 Introduction to the Exceptional Child	3 hours
ED 310W Educational Dev. and Psychology	3 hours
ED 399 Diversity in Education	3 hours

Before taking any coursework in the Professional Sequence, a student must be accepted into the Elementary Education Teacher Licensure Program. The Professional Sequence is comprised of three distinct semesters. The three courses in Professional Sequence I (PS I) serve as prerequisites to Professional Sequence II (PS II), while the four courses in PS II serve as prerequisites to Professional Sequence III (PS III).

Professional Sequence **36 hours**

Professional Sequence I

ED 400 Classroom Management	3 hours
ED 402 Curriculum and Instructional Design	3 hours
ED 403 Arts Integration	3 hours
ED 404 Math Foundations for Elem. Teachers	3 hours

Professional Sequence II

ED 407 Literacy and Assessment	3 hours
ED 408 Teaching Social Studies in Elementary School	3 hours
ED 409 Teaching Science in Elementary School	3 hours
ED 410 Teaching Mathematics in Elementary School	3 hours

Professional Sequence III

ED 471 Student Teaching Seminar	3 hours
ED 475 Student Teaching	9 hours

III. Other Courses **16-21 hours**

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 *Student Teaching Handbook*.

To receive Belmont Abbey College's recommendation for licensure in North Carolina a student must:

- Complete all required coursework (core, major, and electives) with a minimum cumulative grade point average of 2.75.
- Achieve North Carolina passing scores on the appropriate NCTEL Exams.
- Pass an Electronic Exit Portfolio review.
- Receive the recommendation of the Chair of the Department of Education and of the 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).
- Successfully pass a background check conducted during student teaching.
- Complete all necessary application materials, obtain official transcripts, and pay any required state licensure fee(s).

Federal and State Compliance: The Elementary Education Teacher Licensure Program at Belmont Abbey College is fully accredited 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 (IHEs) 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 student's responsibility to see that all degree requirements for graduation are fulfilled.

B. A. in Educational Studies

120 hours

To be eligible for acceptance into the degree program, the student must declare the major and have completed at least 9 hours of education coursework. The student must complete 30 hours of required major coursework, including an internship, with a minimum grade of "C" in each.

Students must complete the requirements outlined below:

I. The Core Curriculum

- II. Major requirements
- III. Other Courses

I. The Core Curriculum 48-53 hours

Traditional Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

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. Major requirements 30 hours

ED 300 Introduction to Education	3 hours
ED 303 Children’s Literature	3 hours
ED 305 Introduction to the Exceptional Child	3 hours
ED308 Perspectives in Education	3 hours
ED 310W Educational Dev. and Psychology	3 hours
300-400 Level Psychology or Sociology course	3 hours
BU315W Business Communication	3 hours
ED 399 Diversity in Education	3 hours
ED 460 Internship and Seminar	6 hours

III. Other Courses 37-42 hours

Educational Studies majors are encouraged to pursue a minor.

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

B. A. in Catholic Educational Studies 120 hours

To be eligible for acceptance into the degree program, the student must declare the major and have completed at least 9 hours of education coursework. The student must complete 33 hours of required major coursework, including an internship, with a minimum grade of “C” in each.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum 48-53 hours

Traditional Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

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. Major requirements 33 hours

ED 300 Introduction to Education	3 hours
ED 305 Introduction to the Exceptional Child	3 hours
ED 310W Educational Dev. and Psychology	3 hours
ED 399 Diversity in Education	3 hours
ED 400 Classroom Management	3 hours
ED 402 Curriculum and Instructional Design	3 hours
TH 311 Jesus and Salvation	3 hours
<u>One</u> of the following two theology courses:	3 hours
TH 340 Catholic Social Teaching	
TH 380 Liturgy and Sacraments	
ED 415 Instruction and Assessment for the Secondary Classroom	3 hours
ED 416 Catechetical Formation for Catholic Teachers	3 hours
ED 417 Catholic Internship and Seminar	3 hours

III. Other Courses 34-39 hours

Catholic Educational Studies majors are **REQUIRED** to complete a minor in one of the four core teaching areas: math, science, social studies, English. A double major is encouraged in one of the core areas or in theology.

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

Post-Baccalaureate Elementary Education (K-6) 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) and must meet all the requirements for admission, including a GPA of at least 2.75 and passing scores on the state-required Praxis I exam. 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. 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 education course requirements for the elementary licensure-only program are the same as those for degree-seeking students.

Recommendation for Licensure: same as for non-Post-Baccalaureate students.

It is the student's responsibility to see that all requirements for teacher licensure are fulfilled.

Minor in Education

15 hours

For students who are not pursuing a major in education but who have an interest in the study of education, an education minor is available. A student interested in pursuing a minor in education must formally apply to the Department of Education for approval and complete 15 hours within the department with a grade of "C" or better. A minor in education must include ED300 and four of the remaining five courses:

ED 300 Introduction to Education	3 hours
ED 303 Children's Literature	3 hours
ED 305 Introduction to the Exceptional Child	3 hours
ED 308 Perspectives in Education	3 hours
ED 310W Educational Dev. and Psychology	3 hours
ED 399 Diversity in Education	3 hours

It is the student's responsibility to see that all degree requirements for the minor and for graduation are fulfilled.

Concentration in Secondary Education Content

15 hours

Students majoring in Elementary Education may elect to concentrate in Secondary Education content.

Required Courses for Secondary Education concentration

ED415 Instruction and Curriculum for Secondary Classrooms	3 hours
Hours beyond the core requirements	12 hours

in a single department offering majors and/or minors in:

Accounting, Business Management, English, Math, Biology, History, Political Science, Sport Management, Chemistry, Physics, Physical Science, Sociology, Drama/theater*

Students obtaining a clear K-6 teacher license through the Elementary Education major, may petition the state to have a 7-12 content licensure area added to the K-6 license upon completion of a total of 24 hours (including core courses) in a subject area or through passing the required Praxis II content exam. The teacher would enter the public school system fully licensed to teach all subjects K-6 and a subject of concentration in grades 7-12.

*Areas licensed by North Carolina for grades 7-12 teachers. Once licensed in NC, the license will be honored in most states.

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

Course Descriptions

ED 300. Introduction to Education (3)

This is the first required course in the education major, both in K-6 licensure and in educational studies. Topics addressed include the roles of a teacher, student development, school venues, curriculum, instruction, assessment, classroom environments, history of education, legal issues, governance, finance, and the societal context of education today. In addition, students learn about departmental and state requirements for teaching, including certification exams. Offered every semester.

ED 303. Children's Literature (3)

This course provides an overview of the history and development of literature for children. The different types of literature, book selection, evaluation and elementary resources are included in this exploration. Students engage in learning experiences that involve literary criticism, relationships between principles of human development and text interpretation, and applications of course content to teaching practices and curriculum organization. Offered every semester.

ED 305. 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 implications of this legislation, as well as placement issues, are discussed. Offered every semester.

ED308. Perspectives in Education (3)

Education is discussed and analyzed in terms of how society influences education and vice versa. The student is introduced to the history of the American school experience, as well as to the most current trends and issues in American education today. Overviews of the governance and finance of schools and school law and ethics are also included. Offered every semester.

ED 310W. Educational Development and Psychology (3)

The purpose of this course is to provide an overview of the theories of human development, incorporating the physical, emotional, cognitive, linguistic, social, and moral domains through adolescence. Students will develop an understanding of the educational implications and applications of research on child development, cognitive science, learning, teaching, and assessment by exploring the specific theories related to these areas. This is a writing-intensive course. Offered every semester.

ED 371. Service Learning (3)

Service Learning is a course designed to provide unique opportunities to gain both academic knowledge and skills through real-world hands-on learning. The goal of the class is to integrate local community service with meaningful instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities, both locally and abroad. This course will combine learning goals with community service in ways that can enhance student growth while serving others. As part of the course students will embark on a service learning trip in the Dominican Republic to work with the [Mariposa Foundation](#).

ED 372. A Mastery Journey: Faith, Learning, and Health (3)

The purpose of A Mastery Journey: Faith, Learning, and Health is to build awareness of strategies that will help students find success in a variety of aspects of life, including education and health. Students will be challenged to align their actions with their core values through self-reflection, spiritual-reflection, discussion, and debate. The course will introduce students to a framework designed to optimize choices, align values, achieve goals, and create opportunities. This framework is grounded in the hallmarks of Benedictine education, theories of values determination, and models for higher order thinking. Assignments include: journaling; scripture study; written and oral responses to assigned readings and videos; critical reflection; in-class debate and discussion; and case example analyses. It is the intent of ED372 to further the mission and knowledge base of the Belmont Abbey College Department of Education by equipping life-long learners with the tools to glorify God in all actions and with their whole selves – mind, body, and spirit.

ED 376. Practicum (1)

Prerequisites: Permission of instructor; Junior or Senior status

This directed observation and participation of fifteen (15) hours in selected school classrooms is designed as an additional field experience for students in education or related fields. Offered as needed.

ED 377. Practicum (2)

Prerequisites: Permission of instructor; Junior or Senior status

This directed observation and participation of thirty (30) hours in selected school classrooms is designed as an additional field experience for students in education or related fields. Offered as needed.

ED 378. Practicum (3)

Prerequisites: Permission of instructor; Junior or Senior status

This directed observation and participation of forty-five (45) hours in selected school classrooms is designed as an additional field experience for students in education or related fields. Offered as needed.

ED 380. Science and the Community (3)

This unique course is the result of collaboration between Belmont Abbey and Discovery Place Science Museum in Charlotte. Half of the sessions will take place at the Museum's uptown location and the adjacent Education Studio. Students will investigate the influence of science in the course of history and society today. Additionally, they will take part in field observations in both elementary science classrooms and in the museum in order to examine best practices in science education. The culminating assignment involves teaching a science lesson to children at the museum. This elective is open to juniors and seniors. Offered every fall and spring.

ED 399. Diversity in Education (3)

This course surveys the major social and psychological processes involved in diversity and human relations and examines how these processes influence teaching, learning, and other human interactions. The focus is on practical issues of diversity in classroom settings, especially related to race, culture, gender, ethnicity, socio-economic levels and language. Offered every fall and spring.

ED 400. Classroom Management * (3)

Prerequisite: Admission to licensure program

This course focuses on various strategies for establishing the types of classroom environments and student behavior that provide optimal learning experiences. Selected teaching and classroom management techniques are studied and evaluated. A field experience of fifteen (15) hours is required. Offered every fall and spring.

ED 402. Curriculum and Instructional Design * (3)

Prerequisite: Admission to licensure program

This course provides the knowledge and skills necessary for teachers to be curriculum and instructional leaders who make developmentally and academically sound decisions leading to optimal learning. Dominant curricular theories, ideas, and issues are explored. The course focuses 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 fall and spring.

ED 403. Arts Integration * (3)

Prerequisite: Admission to licensure program

Integration of the four components of the arts into the elementary curriculum is the main focus of this course. Included are basic vocabularies, materials, techniques, and the thinking processes used in each arts discipline (visual art, music, theatre, and dance), with emphasis on weaving the arts throughout the elementary curriculum. Offered every fall and spring.

**ED 404. Foundations of Math (3)
for Elementary Teachers ***

Prerequisite: Admission to licensure program

This course includes an intense review of math topics taught in grades K-8 to help prepare new teachers for the range of abilities and achievement likely in an elementary classroom. Emphasis is placed on the Common Core State Standards math concepts and content. Offered every fall and spring.

***Students must successfully complete these courses in the semester prior to the semester they enroll in ED 407, ED 408, ED 409, and ED 410.**

ED 407. Literacy and Assessment (3)**

Prerequisites: Senior status and admission to licensure program

In this course students study the design and implementation of an integrated language arts and reading curriculum. Included are the interrelatedness of all modes of communication (reading, speaking, writing, listening and viewing); the implications of language/literacy theory for instructional practice; the concept of reading as a developmental process; and models and techniques of reading instruction, including the implementation of a developmentally appropriate reading program that identifies and meets the needs of children experiencing reading difficulty. Course emphasis is on informal assessment and diagnostic strategies and the Common Core State Standards English language arts concepts and content. A field experience of fifteen (15) hours is required. Offered every fall and spring.

ED 408. Teaching Social Studies in Elementary School (3)**

Prerequisites: Senior status and admission to 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 curricular areas and sensitize students to global and cultural issues. A field experience of fifteen (15) hours is required. Offered every fall and spring.

ED 409. Teaching Science in Elementary School (3)**

Prerequisites: 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 is focused on promoting good health and a healthful lifestyle. A field experience of fifteen (15) hours is required. Offered every fall and spring.

ED 410. Teaching Mathematics in Elementary School (3)**

Prerequisites: Senior status and admission to licensure program

This course provides knowledge of the processes of problem solving, reasoning and proof, communication, connection, and representation as the foundation for the teaching and learning of mathematics in the classroom. The progression from using concrete and manipulative activities to dealing with the symbolic and abstract is explored. Topics include numbers and operations, algebra, measurement, geometry, data analysis, and probability. A field experience of fifteen (15) hours is required. Offered every fall and spring.

****Students must successfully complete all Methods courses to be eligible to become student teachers. It is preferable to take all four courses (ED 407, ED 408, ED 409, and ED 410) in one semester, but permissible to take two at a time. These courses may not be taken one at a time.**

ED415. Instruction and Assessment for the Secondary Classroom (3)

Instruction and Assessment for the Secondary Classroom is designed to assist future secondary teachers in building a broad repertoire of techniques that address student diversity in developmentally appropriate ways. Major topics include: characteristics of effective teaching; how students learn differently; student engagement and motivation; use of technology in a secondary classroom; diagnostic, formative, and summative assessment; and collaborative planning.

ED416. Catechetical Formation for Catholic Teachers (3)

This course is designed for prospective teachers in Catholic schools to promote an understanding of teaching as a vocation rooted in the call to Christian ministry; to create an awareness of the context of Catholic education; to develop skills that enhance the integration Catholic identity and traditions in the classroom and throughout the school; and to assist teachers in the acquisition of the theological background and skills necessary for the implementation of religious education and family life curriculum.

ED417. Catholic Teacher Internship (3)

This course combines a weekly seminar focusing on professionalism and a 60-hour internship in a Catholic middle or high school. During the internship students will observe teachers in the content area matching their minor/double major, participate in class activities, teach small groups, and culminate with planning and teaching three whole lessons under the guidance of school-based cooperating teachers.

ED 458 Educational Studies Internship (3)

Prerequisite: Permission of Director of Educational Studies Program

This internship of one hundred twenty (120) volunteer field hours is a requirement for an Educational Studies major and is accompanied by a seminar class (ED 459). Planned and conducted under the supervision of a faculty member, and approved as part of the 30-semester-hour requirement for the major, this experience is tailored to the liberal education and career interests of

the student. ED 458 is a prerequisite for ED459. The courses should be completed in one semester. Offered every fall and spring, **Charlotte Catholic campus only.**

ED 459. Educational Studies Seminar 459

Prerequisite: Permission of Director of Educational Studies Program

This course is the accompanying seminar for the required Educational Studies internship (ED 458). ED 458 and ED 459 should be completed in one semester. Offered every fall and spring, **Charlotte Catholic campus only.**

ED 460. Educational Studies Internship and Seminar (6)

Prerequisite: Permission of Director of Educational Studies Program

This internship of one hundred twenty (120) volunteer field hours is a requirement for an Educational Studies major and is accompanied by a seminar class. Planned and conducted under the supervision of a faculty member, and approved as part of the 30-semester-hour requirement for the major, this experience is tailored to the liberal education and career interests of the student. Offered every fall and spring, **Belmont campus only.**

ED 471. Student Teaching Seminar (3)

Prerequisites: Completion of methods courses and approval of the Director of Student Teaching

This course provides support for student teachers to help them understand their roles as teachers and to enable them to integrate theory with practice in the classroom. Each candidate engages in reflective evaluation of the effects of choices and actions on others and examines how these ultimately affect professional growth. The required Exit Portfolio will be evaluated at intervals during this course. Offered every fall and spring.

ED 475. Student Teaching (9)

Prerequisites: Completion of methods courses and approval of the Director of Student Teaching

This full semester experience in a public school classroom involves directed observation, participation, and teaching under the supervision and guidance of selected classroom teachers and college supervisors. All courses except ED 471 should be completed prior to student teaching. Offered every fall and spring.

ED 478. Practicum (3)

Prerequisite: Permission of Department Chair

This course is designed for those students who have substantial private school teaching experience, are teaching in an approved setting and have completed all the Belmont Abbey College prerequisites for licensure in elementary education. Compliance with student teaching policies is required and the experience will be supervised by faculty. Offered as needed.

ED 498. Directed Study in Education (1-3)

Prerequisite: Permission of a supervising Education faculty member. Individual project planned and conducted in consultation with, and under the supervision of, an Education faculty member. Scope of project determines credit. Offered as needed.

DEPARTMENT OF ENGLISH

Chair: Farrell O’Gorman

Director of Rhetoric and Writing: Angela Miss

Professor: Farrell O’Gorman

Associate Professors: Al Benthall, Svetlana Corwin, Simon Donoghue, Angela Miss, Rebecca Munro, Mary Ellen Weir, Joseph Pizza

Assistant Professor: Stephen Shivone

Visiting Lecturer: Laura La Flair

Department Mission: The English program at Belmont Abbey College offers students a literary education in the Catholic, Benedictine liberal arts tradition, providing them with an understanding of the complexities of human nature and a comprehensive grasp of Western civilization. Through intensive study and analysis of key works of British and American Literature, students nourish their minds and spirits, develop a deep understanding of the human person, and prepare themselves for a lifetime of intellectual and spiritual growth that will benefit them and others.

Departmental Goals: The overall goal of the Department of English is to help students develop a life-long appreciation of literature and their verbal skills in speech and writing. To achieve this end, the department has the following goals for students majoring in English: (1) to become familiar with the significant classical, medieval, and modern literary works; (2) to know the major works of the traditional periods of British and American Literature; (3) to develop a cogent understanding of the theoretical principles underlying various interpretations of these works; and (4) to master the critical skills to engage in research, organize information, form conclusions, and express them persuasively in writing and in speech.

B. A. in English

120 hours

To be eligible for acceptance into the degree program, the student must have successfully completed RH 101, RH 102, EN 211 and EN 212, and have earned an average grade of “B-” or better in all of them.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major Requirements
- III. Other Courses

I. The Core Curriculum

50-53 hours

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

In addition to the other Core Curriculum requirements, the following are specific core requirements:

EN 211 Literary Classics of the Western Tradition I 3 hours

EN 212 Literary Classics of the Western Tradition II 3 hours

Transfer students seeking to major in English may not need to complete EN 203, EN 211, and EN 212. Please contact the Department Chair for questions concerning transfer credit in Literature courses.

Honors Institute students may have different requirements for the major. Please contact the Department Chair for details.

I. Major Requirements (300 Level or above) 30 hours

7 English Courses 300 level or above

(see "Course Descriptions" below)

EN 303 American Literature 3 hours

EN 305W Introduction to Literary Studies 3 hours

EN 430W Senior Thesis 3 hours

***N.B.: EN 430W should only be taken in the fall semester of the senior year.**

III. Other Courses 37-40 hours

A. Foreign Language 6 hours

B. Humanities Division Requirement 6 hours

a. One (1) upper-level History course

b. One (1) upper-level Theology course

C. General elective hours 25-28 hours

NOTE: Students must meet following conditions: 1) The last eighteen (18) 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 (9) credits at the 300 and 400 levels.

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

Minor in English 15 hours

EN 211 Literary Classics of the Western Tradition I 3 hours

EN 212 Literary Classics of the Western Tradition II 3 hours

Nine (9) hours from 300- or 400-level (English) 9 hours

NOTE: At least nine (9) credits for the minor in English must be taken at Belmont Abbey College.

Honors Institute students may have different requirements for the minor. Please contact the Department Chair for details.

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

Course Descriptions

RH 101. Rhetoric and Writing I (3)

This course focuses on: the acquisition of the communication skills needed to be well-educated, well-formed, and well-prepared for professional practice or advanced study; learning basic classical rhetorical approaches, both by precept and example; developing mastery of grammar and standard English; mastering critical thinking skills in practical contexts; and improving information literacy skills. Offered every year.

RH 102. Rhetoric and Writing II (3)

Prerequisite: RH 101

This course focuses on the same goals as RH 101, but demands a higher level of competency. Further objectives include helping students to read, interpret, and analyze fiction, drama and poetry; write interpretive analyses; and learn literary principles and terms. Research skills are emphasized. Offered every year.

EN 104. Creative Writing (3)

A study of the three main genres of literature—fiction, drama, and poetry—and approaches to literary interpretation as preparation for writing in each of the three genres. The course features a variety of approaches to creative writing, and includes lectures, discussion, and workshops. .

EN 199. Newspaper Production (1)

Prerequisite: Rhetoric 101

Experience and instruction in all phases of the production of the Belmont Abbey College student newspaper, *The Crusader*. Seminar. May be taken three times for credit.

EN 211. Literary Classics of the Western Tradition I (3)

Prerequisites: RH 101, RH 102

This course offers reading, analysis, and discussion of major western literary works representing different national cultures and historical epochs, from ancient times through the Renaissance. Offered every year.

EN 212. Literary Classics of the Western Tradition II (3)**Prerequisites:** RH 101, RH 102

This course focuses on reading, analysis, and discussion of major western literary works representing different national cultures and historical epochs, from the Enlightenment to the late twentieth century. Offered every year.

EN 215. Introduction to Film Criticism (3)

A survey of film from the 1920s to the 1950s, focusing on directing, acting, character studies and soundtracks.

EN 216. Film Criticism II (3)

A survey of films from the Auteur School of contemporary masters.

EN 300. Renaissance, Including Shakespeare (3)**Prerequisites:** EN 211, EN 212

A course addressing significant works of the English Renaissance. Students will encounter Spenser, Sidney, the Sonnet Tradition, Donne and the Metaphysical poets, Jonson and the Cavalier poets, Elizabethan drama including Shakespeare, and Milton.

EN 303. Introduction to American Literature (3)**Prerequisites:** RH 101, RH 102

A study of foundational works of American literature in their historical context. After initial attention to literary nonfiction and poetry of the colonial and Revolutionary eras, the course will focus primarily on major antebellum authors such as Poe, Thoreau, Hawthorne, Douglass, Melville, and Dickinson. Later nineteenth-century authors such as Twain, James, and Chopin will also receive significant attention.

EN 305W. Introduction to Literary Studies**Prerequisites:** RH 101, 102

This course provides a broad introduction to the English major and to the study of literature more generally. Students in this course will study and write about selected literary and critical works. In so doing, they will learn the basic conventions, concepts, vocabulary, and techniques involved in the formal analysis of literature. Students will also investigate the intellectual and cultural assumptions that readers may bring to the interpretation of literary texts. These investigations will allow students to develop their writing skills in analysis and synthesis, and to employ logic and interpretive creativity to produce thoughtful academic arguments. In addition, students in this course will develop more conscious use of research methodologies and documentation as appropriate to the discipline of literary study. Offered every year.

EN 310. Restoration and Eighteenth-Century British Literature (3)**Prerequisites:** EN 211, EN 212

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.

EN 320. English Romantic Writers (3)

Prerequisites: EN 211, EN 212

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.

EN 330. English Victorian Writers (3)

Prerequisites: EN 211, EN 212

A study of English Victorian writers, including representative works by Tennyson, Hopkins, the Brontes, Eliot, Newman, Carlyle, Arnold, Ruskin, and others.

EN 340. American Literature (3)

Prerequisites: EN 211, EN 212

A study of selected works of American literature, perhaps organized by theme or genre.

EN 350. Transatlantic Modernism (3)

Prerequisites: EN 211, EN 212

Study of major Irish, English, and American authors of the early twentieth century. Authors may include Yeats, Joyce, Eliot, Woolf, Frost, Hemingway, Porter, Beckett.

EN 400. Special Topics

Prerequisites: EN 211, EN 212 (3)

Courses offered on special subjects or literary specialties not normally covered in regular upper-level courses, for example, Fyodor Dostoevsky or Jane Austen.

EN 400. Jazz and Literature

Prerequisites: EN 211, EN 212

In this course students will explore jazz as both a twentieth-century musical genre and as a larger cultural phenomenon. To this end, we will consider musical works by major jazz artists, as well as works of literature that their music helped to inspire. In tracing the influence of jazz on twentieth and twenty-first-century culture, we will strive to better understand its importance for writers and artists from the period, as well as to consider its enduring significance for our own time.

EN 400. Shakespeare and Ovid

Prerequisites: EN 211, EN 212

Through the reading and analysis of a selection of Shakespeare's sonnets and plays, this class will trace and explore the Roman poet Ovid's influence on and importance to the greatest of all writers of the English Renaissance, William

Shakespeare. Students will gain an Ovidian perspective by first reading Ovid's *Metamorphoses*, the great compendium of classical mythology, and selections from the *Ars Amatoria*, the basis for the Courtly Love tradition.

EN 401. British Catholic Novelists of the Twentieth Century (3)

Prerequisites: EN 211, EN 212

An examination of the major novels of the "Catholic renaissance" in 20th-century British fiction. Focusing primarily on the writings of Evelyn Waugh, Graham Greene, and Muriel Spark, students consider a range of perspectives on questions concerning the relationship between religion and literature and the nature of Catholic identity in the modern world.

EN 402. Southern Catholic Literature (3)

Prerequisites: EN 211, EN 212

An examination of southern American literature written by Catholic authors or addressing Catholic themes, especially that of Catholic perspective and identity in the cultural context of the Protestant "Bible Belt." Discussions include a range of writers, including Fr. Abram Ryan, James Ryder Randall, Joel Chandler Harris, Alan Tate, Caroline Gordon, Flannery O'Connor, and Walker Percy.

EN 403. British Medieval Genres, Eighth - Fifteenth Centuries (3)

Prerequisites: EN 211, EN 212

An exploration of principally British medieval genres, from Old English poetry to the lay, the romance, the tale, lyric poetry, drama and mysticism. A variety of known and unknown authors are studied--from Marie de France, Chaucer, Julian of Norwich, Margery Kempe, Sir Thomas Malory—to the author of *The Ancrene Wisse*, the plays of the Wakefield Master, the Chester plays, and the authors of middle English lyrics. Along with a focus on genre, discussion includes the significant historical, political, cultural and religious ideas of the British medieval period, as they are articulated in its literature.

EN 404. Modern Irish Literature (3)

Prerequisites: EN 211, EN 212

A focus on the development of modern Irish literature from the late Victorian to the contemporary period, beginning with the work of W.B. Yeats and James Joyce, extending through Sean O'Casey and Samuel Beckett to Seamus Heaney and Evan Boland.

EN 405. Tradition and the Individual Poet (3)

Prerequisites: EN 211, EN 212

Three modern American poets—T.S. Eliot, Robert Frost, and Richard Wilbur--are examined under the auspices of religious tradition and poetic tradition.

EN 407. Milton (3)

Prerequisites: EN 211, EN 212

A survey of his major works, including “Lycidas,” *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

EN 410. Shakespeare: Tragedy, Comedy, History, and Romance (3)

Prerequisites: EN 211, EN 212

Background on drama and its development in the 16th-17th centuries and on Shakespeare’s dramatic works within (and transcending) this historical context. Emphasis on the dramatic genres of tragedy, comedy, history, and romance.

EN 413. Dante’s *Divine Comedy* (3)

Prerequisites: EN 211, EN212

A study of *The Divine Comedy* as a poetic summation of the Christian Middle Ages. The work will be considered in the context of literature, philosophy, theology, spiritual psychology. Focusing on the text as an historical document, students will also explore Dante’s vision of political harmony.

EN 415. Twentieth-Century American Literature (3)

Prerequisites: EN 211, EN 212

A study of significant works of American literature published after 1900, including such authors as Frost, Hemingway, Faulkner, and O’Connor. Some attention to works published since 1960.

EN 417. Advanced World Literature (3)

Prerequisites: EN 211, EN 212

A reading of non-European and European writers such as Euripides, Cervantes, Goethe, Schiller, Dostoevsky, Rilke, Flaubert, Ishiguro and others through exposure to the thought, culture, and literary content and form of other times and places. Offered as demand warrants.

EN 418. The Rise of the Novel

Prerequisites: EN 211, EN 212

The course aims to examine the unique relationship of the novel as a genre to both language and culture by combining the study of several fictional texts (Eg. Joseph Conrad, Fyodor Dostoevsky, Cormac McCarthy) with some seminal theoretical writings on the subject (Eg. by Mikhail Bakhtin). As we read these important works of fiction and literary theory, we will attempt to draw preliminary conclusions about the evolution of the novel as a literary form. We will also work on developing a critical vocabulary for discussing the novel’s polyphonic and unfinalizable nature.

EN 420. Literary Criticism (3)

Prerequisites: EN 211, EN 212

Critical theory and practice from Plato to the present; basic principles of interpretation and criticism. Offered every other year.

EN 430W. Senior Thesis (3)

Prerequisites: EN 211, EN 212

This course engages seniors in rhetorical theory and research methodology necessary for writing the senior thesis. A concentration on analysis and argumentation in a workshop environment readies students to deliver their senior thesis in the Spring semester of their final year. Offered every year, only in the Fall semester.

DEPARTMENT OF GOVERNMENT AND POLITICAL PHILOSOPHY

Chair: Laurence Reardon

Professor: Eugene Thuot

Associate Professor: Travis Cook, Laurence Reardon, Joseph Wysocki

Assistant Professors: Justin Litke

Lecturer: Andrew Achter

Department Mission: In the tradition of excellence in liberal education, the Department of Government & Political Philosophy aims to help students become more thoughtful human beings and more enlightened citizens. This objective is pursued primarily through the careful reading and analysis of the great books of political philosophers, as well as through the study of important writings and documents of the American tradition. Through studying political philosophy our students gain a general understanding of the important questions, issues, and facts of political life, as well as of the actual ordering of communities of the past and present. In response to the question of what political arrangements *best* promote human flourishing, the Department draws on the rich tradition of natural law embodied in the wisdom of classical thought, the Christian tradition as represented by thinkers such as St. Augustine and St. Thomas Aquinas, and the prudent statesmanship of the American Founders.

The Government and Political Philosophy faculty are committed to modeling and encouraging the further development of honesty, integrity, and virtue in our students. Our hope is to provide an atmosphere of learning and study that will, in keeping with the highest values of a Catholic and Benedictine education, enable young men and women to engage in the world so as to become responsible citizens and to promote the common good.

Departmental Goals: The general goal of the Department is to make a substantial contribution to the liberal education of its students. In particular, our students should expect to become familiar with the major figures of political philosophy and the structure and operation of the American polity. Students should also expect to be challenged to improve their ability to communicate clearly and powerfully in speech and writing. The Department believes that such skills are essential preparation for future professional success. Ultimately, the Government & Political Philosophy Department hopes to inspire students to form a life-long commitment to thoughtful learning.

B. A. in Government & Political Philosophy 120 hours

To be eligible for acceptance into the degree program, the student must have completed PO 201, and must have earned a grade of “C” or better.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum

50-53 hours

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

In addition to the other Core Curriculum requirements, the following are specific core requirements:

EC 201 Introductory Economics I 3 hours

II. Major requirements

36 hours

PO 309 American Constitutional Law I 3 hours
PO 361 American Political Thought I 3 hours
PO 401 Classical Political Philosophy 3 hours
PO 450 Senior Seminar 3 hours

Note: Students majoring in Government and Political Philosophy select a concentration of 24 credit hours in either American Government (option A below) or Political Philosophy (option B below). Every student must maintain a “B” average in his or her chosen concentration.

A. Concentration in American Government 21 hours

1. The following **four** required courses: 12 hours
PO 310 American Constitutional Law II
PO 331 The American Congress
PO 332 The American Presidency
PO 362 American Political Thought II

2. **Three** elective PO courses 9 hours

B. Concentration in Political Philosophy 21 hours

1. The following **four** required courses: 12 hours
PO 321 Contemporary Political Thought
PO 402 Medieval Political Philosophy
PO 403 Early Modern Political Philosophy
PO 404 Late Modern Political Philosophy

2. **Three** elective PO courses 9 hours
- C. Senior Thesis in Concentration Area 3 hours**

PO 490 Senior Thesis 3 hours

III. Other Courses 31-34 hours

General Elective Courses 31-34 hours

NOTE: Although an internship (PO 451-456) is not required for the major, it is strongly recommended.

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

Minor in Government & Political Philosophy 15 hours

Fifteen (15) hours of Government & Political Philosophy courses at the 300- or 400-level, selected from those listed under “Course Descriptions” below.

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

Course Descriptions

PO 201. The U.S. Constitution (3)

This course entails a close examination of the Constitution of the United States as well as great documents of the American Founding. Particular attention will be given to the structure and operation of the federal government. Offered every semester.

**PO 211. Classic Texts of Political Philosophy I: (3)
Ancient and Medieval**

A study of selected writing in political philosophy by classical and medieval authors. Among the authors studied are Plato (*The Republic* or other selected dialogues), Aristotle (*Nicomachean Ethics*), St. Augustine (*City of God*, Book 19), and St. Thomas Aquinas (*Treatise on Law*). Offered every semester.

**PO212. Classic Texts of Political Philosophy II: (3)
Modern and Contemporary**

A study of selected writings in political philosophy by modern and contemporary authors. Among the authors studied are Machiavelli (*The Prince*), Thomas Hobbes (*Leviathan* or *On the Citizen*), John Locke (*Second Treatise of Government*), Jean Jacques Rousseau (*The Social Contract* or *Discourse on the*

Origin of Inequality), and Karl Marx (*The Communist Manifesto*). Offered every semester.

PO 301. American Political Parties (3)

A study of the history and development of political parties in America.

PO 302. American Public Policy (3)

A study of the history and development of domestic public policy from the early days of the Republic, through the Civil War, Populist and Progressive Eras, and into contemporary concerns.

PO 303. Readings in Political Economy (3)

A study of several great works from the history of political economy. Authors may include Adam Smith, Turgot, Jeremy Bentham, Malthus, Karl Marx, James Mill, John Stuart Mill, David Ricardo, Walter Bagehot, and John Maynard Keynes. The Distributism of G.K. Chesterton and Hilaire Belloc may also be explored. Offered periodically.

PO 309. American Constitutional Law I (3)
Constitutional Powers

A study of the American constitutional framework for the exercise of governmental power, with a particular emphasis on the role of the Supreme Court in articulating that framework. Students can expect to read important Court decisions and other materials. The course will raise such questions as: How should the Constitution be interpreted? What are the respective powers of the Courts, the Congress, and the Presidency? What limits does the Constitution impose on those powers? What is the proper constitutional relationship between the federal government and the states? Offered in alternate years. Cf. CJ 309.

PO 310. American Constitutional Law II (3)
Civil Rights and Civil Liberties

A study of the individual rights and liberties protected by the U.S. Constitution, as viewed through Supreme Court cases and other materials. The primary focus will be on the First Amendment rights of freedom of speech, press, and religious liberty, as well as on the 14th Amendment's guarantee to each person of "the equal protection of the laws." The course will also consider the jurisprudence surrounding rights of political participation and the constitutional protection of property and privacy. Offered in alternate years.

PO 311. Moot Court (3)

This course centers on students preparing oral arguments and written briefs for a simulation of United States Supreme Court proceedings. Preparation involves the reading of a large volume of constitutional case law and developing arguments based on precedents. Some students in this class will be invited by the instructor to compete at a regional qualifying tournament. Taught every fall semester.

PO 321. Contemporary Political Thought (3)

A study of contemporary works of political theory. Works studied may include those of Hannah Arendt, Karl Popper, Friedrich Hayek, Leo Strauss, Isaiah Berlin, Eric Voegelin, Auriel Kolnai, Bertrand de Jouvenel, Martin Rhonheimer, Raymond Aron, Theodor W. Adorno, and Jürgen Habermas. The course may also focus on contemporary understandings of liberalism and communitarianism through the works of John Rawls, Robert Nozick, Michael Sandel, Charles Taylor, Pierre Manent, and John Courtney Murray. Offered periodically.

PO 331. The American Congress (3)

This course is a survey of the theory and practice of the founding of the United States Congress. Students will consider the philosophical foundations of the modern idea of representation in government; the intentions of the Framers of the Constitution regarding Congress; the challenge of the Progressive Reformers to the traditional notion of Congress; and the operation of the modern Congress. Offered in alternate years.

PO 332. The American Presidency (3)

This course examines theoretical, institutional, and historical aspects of the American Presidency. Themes include the nature of executive power as it was understood by the American Founders, the separation of powers, and place of the executive in war powers. Emphasis will also be placed on the changing understanding of the presidency from the founding to the modern era. Offered in alternate years.

PO 341. American Foreign Policy (3)

This course presents an overview of the central ideas that have shaped America's foreign policy from the Revolutionary period to the present day. In order to give students a better understanding of contemporary politics, the course will give particular attention to the legacy of the Cold War, the War on Terror, and questions surrounding globalization. Themes to be considered may include America's commitment to "universal" natural rights, the tension between the liberal and realist schools of thought, and the phenomenon of "nation building." Offered in alternate years.

PO 343. Introduction to International Relations (3)

This course introduces students to major international relations concepts including diplomacy, violent conflict, and humanitarian aid. Utilizing traditional and developing approaches of international relations, students will integrate theory with historical case studies and contemporary situations. Particular emphasis will be placed upon gaining operational understanding of the world's current events and corresponding interactions. Offered in alternate years.

PO 350. Special Topics: Political Philosophy (3)

A study of one or more topics of significance in political philosophy not covered

elsewhere in the political philosophy curriculum. Offered as needed.

PO 352. Special Topics: American Government (3)

A study of one or more topics of significance in American government not covered elsewhere in the government curriculum. Offered as needed.

PO 355-356. Political Economics (3, 3)

Prerequisites: EC 201-202 or EC 307

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 361. American Political Thought I (3)
Founding and the Early Republic

A study of the political ideas of American statesmen and thinkers from the colonial period through the secession crisis. Candidates for consideration include early Pilgrim and other colonial writers, Jefferson, Franklin, Madison, Hamilton, and Calhoun. Offered in alternate years.

PO 362. American Political Thought II (3)
Civil War and the Progressive Movement

A study of the political ideas of American statesmen and writers from the Civil War period to the present. Candidates for consideration include Abraham Lincoln, Frederick Douglass, Orestes Brownson, Mark Twain, Herman Melville, Booker T. Washington, Theodore Roosevelt, Herbert Croly, Woodrow Wilson, W.E.B. Dubois, and Franklin Roosevelt. Offered in alternate years.

PO 371. Catholic Political Thought (3)

This course examines the writings of Catholic authors of the 18th, 19th, and 20th centuries on significant topics of political philosophy. Students will consider the formulation of Catholic political thinking in response to modern theories of Secularism, Socialism, Capitalism, and Revolution, as well as to social phenomena such as Industrialization and War. Offered in alternate years.

PO 401. Classical Political Philosophy (3)

This course is designed to introduce students to the study of ancient political philosophy through the detailed analysis of selected writings of Thucydides, Plato, Xenophon, Aristotle, Cicero, and others. Offered in alternate years.

PO 402. Medieval Political Philosophy (3)

This course is an intensive study of major texts in medieval political thought. Particular attention will be given to the issue of how medieval thinkers from a

variety of backgrounds attempted to deal with the relationship between reason and revelation in politics. Thinkers to be studied may include St. Augustine, John of Salisbury, St. Thomas Aquinas, Dante, Marsilius of Padua, Maimonides, Alfarabi, Averroes, Avicenna, and others. Offered in alternate years.

PO 403. Early Modern Political Philosophy (3)

This course is designed to immerse students in the study of modern political thought whose central concerns are human security, comfort, and liberty. We will examine this new politics of freedom by reading several great works of political philosophy from thinkers such as Machiavelli, Hobbes, and Locke. Offered in alternate years.

PO 404. Late Modern Political Philosophy (3)

A study of selected works of leading political thinkers from the French Revolution to the twentieth century through detailed study of selected writings of Rousseau, Hegel, Marx, Mill, Nietzsche, Heidegger, and contemporary authors. Offered in alternate years.

PO 415. Democracy in America (3)

An examination of the relationship in America between modern liberal democracy and the cultural phenomena of freedom and equality. While the course is centered on a careful reading of de Tocqueville's great work *Democracy in America*, the course may also draw from the speeches and writings of political leaders involved in founding, preserving, and changing American politics and society. Offered periodically.

PO 422. Contemporary Political Issues (3)

This course considers important contemporary controversies such as the politics of the family, monetary policy, globalization, just war, and others, from a variety of perspectives. Emphasis is placed on understanding the issues clearly as the preliminary step for any serious treatment. Offered periodically.

PO 423. Politics and Literature (3)

An intensive study of works of literature and their teachings on political life. Authors treated may include Homer, Virgil, William Shakespeare, Jonathan Swift, James Fenimore Cooper, Mark Twain, Richard Wright, Aleksandr Solzhenitsyn, Yevgeny Zamyatin, Graham Greene, and many others. The course may also pursue specific themes, such as Love and Friendship; the American Novel; Science, Literature, and Politics; the Enlightenment and Romanticism; the Catholic Novel; etc. Offered periodically.

PO 450. Senior Seminar (3)

Prerequisite: Senior class standing

A topical seminar that includes initial steps toward writing the senior thesis; topics change in different semesters. Offered each year.

PO 451-456. Internship

(3)

Internship in Government and Political Philosophy. Please see Director of Internships. Offered on demand.

PO 490. Senior Thesis

(3)

Prerequisite: Senior class standing

Senior Thesis in Government and Political Philosophy.

DEPARTMENT OF HISTORY

Chair: Troy Feay

Associate Professor: Troy Feay

Assistant Professors: Daniel Hutchinson, Patrick Wadden

Department Mission: The History faculty aims to give students an awareness of the complexity and profundity of past human experience and to help them relate that understanding to contemporary issues. In accordance with our Catholic, Benedictine intellectual tradition, we try to help students develop an appreciation for the place and the value of the individual within the processes of social and structural transformation over time in hopes that they will develop empathy toward their fellow human beings and seek the common good. Enabling our students to analyze and explore the human potential for both good and evil across many centuries and within diverse cultures, we try to help them become men and women of virtue.

Department Goals: Ideally, an education in history produces students who are profound thinkers, committed to the lifelong pursuit of understanding the world around them and of finding their own meaningful place in it. The skills and methods that are developed through the study of history promote the sort of lateral thinking, analytical ability, and capacity to communicate in speech and writing that are necessary for future professional success. The history curriculum prepares students for many different career opportunities, including teaching, librarianship, business, government, law, museum and archival work, social work, and different forms of ministry.

B. A. in History

120 hours

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum

50-53 hours

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

II. Major requirements

30 hours

Lower division courses

Students majoring in History must take all four (4) of the lower level courses listed below. Six (6) of these hours are counted towards the History Requirement in the Core Curriculum (HI 101 and HI 102); the other six (6)

hours are counted as part of the forty-two (42) hours of major requirements (HI 201 and HI 202).

HI 101 Western Civilization I	3 hours
HI 102 Western Civilization II	3 hours
HI 201 United States History: 1492-1877	3 hours
HI 202 United States History: 1877-Present	3 hours

300 Level or above

6 History courses at the 300 level or above (see “Course Descriptions” below)	18 hours*
HI 301 Historiography	3 hours
HI 401W Thesis	3 hours

***N.B.:** Students are strongly encouraged, but not required to take HI 452 Internship (3 hours). Students choosing to take HI 452 may count this course towards the 18 hours of History electives for the major.

III. Other Courses 37-40 hours

Foreign language (two courses of same language)	6 hours
Upper-level course (300 or above) in English	3 hours
Upper-level course (300 or above) in Theology	3 hours
General Elective courses	16-19 hours

The last eighteen (18) 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 (9) credits at the 300 and 400 levels.

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

Minor in History 15 hours

Fifteen (15) hours of History courses at the 300 or 400 level, selected from those listed under “Course Descriptions” below.

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

Course Descriptions

HI 101. Western Civilization I (3)

This course explores the origins of Western Civilization in the ancient Near East and North Africa, its development in Greece and Rome, and its adaptations in the Medieval period—with a particular focus on the Catholic and Benedictine contributions to the creation of a Western identity.

HI 102. Western Civilization II (3)

This course explores the major developments in Western Civilization from 1450 to the present. In particular, the course focuses on the connections between structural transformations and historical events in the areas of economics, politics, social institutions, and culture—including conceptions and depictions of a meaningful life, particularly from the perspective of the Catholic and Benedictine tradition.

HI 201. 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.

HI 202. 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.

HI 301. Historiography (3)

This course investigates the discipline of history itself and encourages students to think about their roles as academic historians. In the first part of the course, students will study the philosophy, uses and methods of the discipline. Thereafter, they will discuss the major historiographical schools and styles that have influenced the discipline since the nineteenth century through engaging with the great works that defined them.

HI 302. Special Topics (3)

HI 306. Socrates vs. Confucius: (3)

Comparative Political Cultures in World History

This course compares how different political cultures have emerged in world history, and the role of philosophy, art, and social structures in shaping these cultures. The two political cultures examined in depth are the Athenian democracy of ancient Greece through Plato's *Republic* and the Ming dynasty of 16th century China through *The Analects* of Confucius. In exploring these texts, students will participate in the *Reacting to the Past* curriculum which uses debate and competition to increase students' understanding of historical events.

HI 313. The History of the American South I: 1000-1865 (3)

The course examines the history of the American South from the pre-Columbian period to the end of the American Civil War. Students will examine the structures of Native American societies in the South, the impact of European colonization, the expansion of the United States into the region, the development of slavery, and the causes and course of the Civil War.

HI 314. The History of the American South II: 1865-Present (3)

The course examines the history of the American South from the Reconstruction period to the early 21st century. Students will examine the efforts to restructure the region after the American Civil War, the emergence of Jim Crow, efforts to modernize the region during the Great Depression and World War II, the emergence of the Civil Rights Movement, and the transformation of the region in the late 20th century.

HI 333. World War II (3)

This course explores the impact of the World War II on global history, focusing on the political, social, and military dimensions of this conflict in both Europe and the Pacific. The course will examine the war from both the perspectives of the conflict's notable political and military leaders, as well as the experiences of ordinary soldiers and civilians.

HI 334. Religion and Revolution in Early America (3)

This course examines colonial America through two important historical moments: the trial of Anne Hutchinson in the Puritan Boston (1637-1638), and the outbreak of the American Revolution in New York City (1775-1776). Each of these historical episodes highlights important issues concerning the role of religion and government in American society, and the changing meaning of freedom in American history. In exploring these events, students will participate in the Reacting to the Past curriculum, which employs student debate and competition to explore the past.

HI 335. Old Regime France (3)

This course examines French history from the establishment of the Bourbon dynasty in 1589, through its rise by 1700 to a position as the most powerful state in Europe, to its demise in 1789.

HI 340. Modern France (3)

This course surveys the history of France from the French Revolution to the present, and balancing attention to political and social developments with an interest in French culture.

HI 350. The History of the Benedictine Tradition (3)

This course examines the origins of the Benedictine tradition in late antiquity and its development to the modern period. The primary focus is on the prominence of the Benedictines during the medieval period, the “Benedictine centuries” as they are sometimes known, and on their coming to the United States in the nineteenth century. Throughout, we will place the Benedictine tradition in its social, cultural, political and religious context in order to better understand how it both shaped and was, in turn, shaped by the wider world in which it existed.

HI 355. The Vikings: from Pagan Pirates to Christian Princes (3)

The Vikings announced their arrival in Western Europe with a series of debilitating raids on Britain, Ireland and the continent in the late eighth and ninth centuries. They struck terror into the hearts of Latin Christendom’s record-keepers, the monks, whose monasteries were so often the Vikings’ primary targets. To this day, the Vikings are remembered as pirates and marauders, as pillagers and plunderers, yet they were so much more than that. As explorers, merchants, colonizers and mercenaries, they represented a complex civilization whose impact can be detected from North America to Baghdad. In this course we will examine the Vikings’ home societies as well as their interactions with foreign peoples through trade and through warfare. We will seek to understand the impact of the Vikings on the regions to which they travelled and how contact with foreign societies changed the culture of the Vikings’ homelands, most especially through their conversion to Christianity. The course will be framed around a series of primary sources that will include the material culture of the Vikings, their sagas and a variety of other documents.

HI 360. The Crusades (3)

The Crusades were a series of wars that began in the late eleventh century. Kings, nobles and commoners; Christians, Jews and Muslims; all felt the impact of the Crusading movement that lasted in various forms into the early modern period. This course will discuss the history of the Crusades from their origins in the Latin West through the establishment of Crusader states in the Holy Land in the twelfth century to the gradual collapse of the Crusading movement in the later medieval period. We will examine the theories of just and holy war that underlay the idea of the Crusades, the identities of those who participated, their goals, and how the experience of Crusading was played out East and West. Finally, since the Crusading knight is one of the most iconic images of the medieval period, we will draw the semester to a close by looking at modern perceptions of the Crusades in both the Christian and Muslim worlds.

HI 371. Modern Imperialism (3)

This course examines the consolidation, progression, and disintegration, of the modern European empires of the nineteenth and twentieth centuries.

HI 375. Africa Since 1400**(3)**

This introductory course surveys major movements and historical problems in the development of the civilizations of Africa from pre-colonial times to the twenty-first century. The story of independent African kingdoms and empires will be emphasized and the impact of Islam will receive attention. Changes since 1500 will be considered against the backdrop of challenges from abroad—including European colonialism, westernization, and above all, the Atlantic slave trade—but it is the initiatives and responses of Africans and the evolution of African institutions which will occupy center stage. The course also will attempt to relate recent events in Africa, particularly those affecting economic development and the environment, to the historical past to underscore important problems facing Africa and the world in the twenty-first century. The ultimate objectives are to broaden the understanding of the African continent and its peoples, and, from this, to inculcate an appreciation for the richness of African history and cultures.

HI 380. Antislavery in the Atlantic World**(3)**

This course will explore the ideas, practices, interactions, and legacies of African, American, and European movements to end slavery in the eighteenth and nineteenth centuries.

HI 385. The Cold War

This course explores the origins, evolution, and impact of the Cold War on world history, spanning from 1945 to 1992. In particular, the course focuses on the political, social, cultural, and military dimensions of this global conflict, focusing particularly on the United States and the Soviet Union. The course will examine this period's notable political and diplomatic controversies, and assess the profound impact of the Cold War on American culture.

HI 399. Americans in Paris

This course explores the breadth and scope of Americans' relationship with France and, in particular, its capital city, Paris. The objective is to probe the various images Americans have created of Paris as a place of happiness, intrigue, and enmity and examine how and why these images were created.

HI 401W. Senior Thesis**(3)**

This seminar is designed to prepare history majors for the senior thesis. The seminar will discuss research skills and methodologies essential for completion of the thesis, and explore research resources useful in obtaining access to primary and secondary sources. Students will demonstrate their mastery of these skills by the completing the senior thesis and presenting their research findings to the seminar and the college community.

HI 404. Early Christian Ireland

This course explores the social, cultural and political history of Ireland from the time of St Patrick to the dawn of the English invasion in the twelfth century. Through an examination of a series of primary sources, such as annals, saints' lives and law tracts, we will discuss some of the great themes of early Irish history. These topics will include the conversion of Ireland to Christianity, the Golden Age of Irish monasticism, the impact of the Viking wars on Irish society and the context of the English invasion in the twelfth century. We will try to understand the unique nature of Ireland's Celtic culture while also acknowledging the place of Ireland within the European context.

HI 405. Christianity and Colonialism (3)

This course will examine in detail the role Christianity played in the development of the European empires from 1500-1950. Topics to be covered include: missionaries, definitions of conversion, encounters with other religions, relationships with the secular state, conflicts between Christian confessions, definitions of "civilization," gender roles and identities, critiques of colonialism, converts and their roles, martyrs, utopias, and contemporary legacies.

HI 406. Alexis de Tocqueville in His Time

This course examines the writings of Alexis de Tocqueville through an exploration of the historical context in which he wrote. Students will study the life of Tocqueville, read his works, and study the historical context of the United States and France during his lifetime, in the process becoming familiar with the philosophy of one of the nineteenth century's leading liberal thinkers and gaining experience in locating ideas within the historical context of their time period.

HI 412. The Civil Rights Movement in America

This course examines the impact of the Civil Rights Movement in American history. In particular, the course explores the origins of this movement, the movement's leadership and organization, the movement's successes and shortcomings, and how the movement influenced other aspects of American society. This course will focus on the notable icons of the civil rights era, as well as the experiences of ordinary citizens advocating social change.

HI 414. Death and the Afterlife in the Western Traditions (3)

The universal human knowledge of the inevitability of death and the pervasive hope for an afterlife have made beliefs about, attitudes toward, and the customs and rituals surrounding the end of life potent tools for forming and preserving both individual and social identities and for establishing and maintaining moral order. This course will examine beliefs and attitudes toward death and the afterlife in the Western traditions, the development and transformation of customs and rituals for coping with the end of life, and ways in which the experience of death has been used to promote identity and order in Western societies.

HI 435. Emile Zola in His Time

This course will examine some of the primary themes of modern European history, consumerism, industrialization, and the philosophies of art, religion, and nationalism, by exploring the life and work of one of the preeminent writers and public figures of nineteenth-century Europe, Emile Zola.

HI 452. Internship**(3)**

Provides an opportunity to apply historical techniques while working in museums, archives, landmarks, libraries and other institutions, both on and off campus.

HI 466. The Crucifix and the Swastika

This course explores the complex relationship between Catholicism and the socio-political movement and ideology known as fascism. It begins by examining the social, cultural and political context of European societies out of which fascism developed, as well as the nature of the Catholic Church at the time. It then studies antisemitism, the Catholic reaction to modernity, and World War One in order to understand how they influenced the rise of fascism and provoked Catholic responses to it. The course considers in detail the rise of fascism in four of the largest countries in Europe: Italy, France, Germany, and Spain and examines a common “aesthetics of fascism” which these countries shared. Finally, the course examines the legacy today of the interactions between Catholicism and fascism.

HI 468. Genocide in the Twentieth Century

This course examines a uniquely horrifying feature of modernity: genocide. It studies definitions of genocide, identifies the contexts and conditions that enable genocide to take place and distinguishes modern genocide from pre-modern mass violence. It explores reactions to genocide, personal and social, cultural and political, and the legacy genocide leaves behind. Finally, it surveys means to prevent genocide in the future.

HI 498. Directed Readings**(3)****HI 499. Independent Study****(3)**

THE HONORS INSTITUTE OF BELMONT ABBEY COLLEGE

Director: Joseph S. Pizza

Program Mission: Drawing guidance from John Paul II's encyclical on *Faith and Reason*, the Honors Institute of Belmont Abbey College is a four-year educational program designed to benefit students who have demonstrated intellectual excellence and seriousness of mind in the pursuit of truth.

Goals of the Honors Institute: The principal aim of this program is to explore 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 assignments emphasize and encourage depth of thought and clarity of expression. In the pursuit of these aims, student involvement is collaborative rather than competitive. The ultimate objective of study and discussion is not victory over another or individual dominance. Rather, it is mutual assistance so that the best in each student is brought forth and true understanding can emerge as fully as possible. 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, 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 Thesis*, Honors Institute students are able to examine more closely, analyze more carefully, and reflect more fully upon contemporary questions and matters pertaining to their chosen majors.

The Honors Institute Seminar

A culminating senior-year course in which Honors Institute students join two or more members of the Belmont Abbey College faculty to study and discuss one of the following: 1) crucially important contemporary questions; 2) non-Western authors; 3) texts by Latin American authors.

Cultural Enrichment

Three times each semester, Honors Institute students are able to attend theater, music, and dance performances in nearby Charlotte for a nominal fee or for free. These events are presented by the Charlotte Symphony, Opera Carolina, the North Carolina Dance Theatre, and other internationally known performing artists.

Study Abroad; Guest Lecturers; Dinners with Faculty and Administrators

In the summer prior to their senior year, students in the Honors Institute are encouraged to study abroad for a month, under the guidance of Belmont Abbey College faculty or educators from other institutions. Each student receives financial assistance towards this endeavor in the form of a \$3,500 travel grant.

Honors Institute students also benefit from the wisdom of academic guest lecturers speaking on contemporary issues or shedding further light on the 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.

Admission to The Honors Institute

Each year, the College admits a limited number of entering freshmen to The Honors Institute. To gain admission, a student must complete The Honors Institute application and must take part in an on-campus interview. Students with the following qualifications will be considered for admission to The Honors Institute as well as for an Honors Fellowship:

- Un-weighted high school GPA of 3.70 or higher
- 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 GPA of 3.40 to remain eligible for participation in The Honors Institute. If a student's GPA drops below 3.40, he or she will be placed on probation for one semester. If the student's GPA is still below 3.40 after one semester, he or she 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 receive substantial financial assistance towards tuition. 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.

Honors Institute Students must complete the following requirements:

Core Curriculum Requirements for Honors Students

Honors Institute Curricular Requirements

Major Requirements

I. Core Requirements for Honors Students

20 credits

FS 101 First Year Symposium

One of the following courses:

EC 201 Introductory Economics

PC 201 Introduction to Psychology

SO 201 Principles of Sociology
CJ 201 Introduction to Criminal Justice
HO 282 Special Topics: Social Sciences

A Fine Arts course

Two Natural Science courses (8 credits)

One of the following courses:

MA 135 Mathematics for Liberal Arts
MA 145 Finite Mathematics
MA 151 Algebra for Sciences and Finance
MA 152 Trigonometry and Pre-Calculus
A 200-level Mathematics course
A Statistics course
A Calculus course

II. Honors Institute Curricular Requirements 48 credits

Freshman Year (15 credits)

Fall Semester

HO Rhetoric I

HO 288 History of Ideas (Classical & Christian Perspectives)

Spring Semester

HO Rhetoric II

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

HO 289 History of Ideas (Modern Perspectives)

Sophomore Year (12 credits)

Fall Semester

HO 271 American Literature: Twain, Melville, Emerson (or a combination of three American authors like Flannery O'Connor, Toni Morrison, William Faulkner, and T.S. Eliot)

HO 272 Textual Analysis

Spring Semester

HO 240 Classics of Christian Theology & Spirituality

One of the following courses:

HO 281 Special Topics: History

HO 282 Special Topics: Natural Sciences

HO 283 Special Topics: Social Sciences

Junior Year (12 credits)

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, and Dostoevsky

Spring Semester

HO 350 Philosophy Seminar

HO 399 Honors Tutorial

Senior Year (9 credits)

Fall Semester

HO 450 Theology Seminar

Spring Semester

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

HO 490 Honors Thesis

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

Honors Courses

HO 101 Rhetoric I (3)

HO 102 Rhetoric II (3)

HO 240. Honors: Classics of Christian Theology & Spirituality (3)

HO 264. Honors: The American Constitution and Tocqueville's *Democracy in America* (3)

HO 271. Honors: American Literature (3)

HO 272. Honors: Textual Analysis (3)

HO 280. Honors: Argumentative Prose (3)

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 history based upon close readings of great works in theology, philosophy, and literature.

HO 289. Honors: History of Ideas II (Modern Perspectives) (3)

Continuation of HO 288. Among authors studied are Machiavelli, Bacon, Locke, Rousseau, Nietzsche, Dostoevsky, Sartre, and Camus. In-class discussions and lectures.

HO 310. 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, and Shakespeare

HO 350. Honors: Philosophy Seminar (3)

HO 399. Honors Tutorial (3)

Independent readings and research on one or more contemporary issues or exploration of an issue related to a student's major.

HO 450. Honors: Theology Seminar (3)

HO 455. Honors Institute Seminar (3)

HO 490. Honors Thesis (3)

INTERDISCIPLINARY MINOR

Students at Belmont Abbey College have the opportunity to pursue a course of study in fields outside of the major and other traditional majors/minors. A student, in consultation with both a minor advisor and the major advisor, may construct an interdisciplinary minor; the chosen courses will be organized around a coherent theme. Students wishing to pursue an interdisciplinary minor are required to:

- Obtain a minor advisor, typically a full-time member of the faculty from one of the disciplines included in the minor. This advisor will assist the student with issues pertaining to the interdisciplinary minor.
- Submit a one-page statement of interest describing the student's motivation, intended coursework, and the unifying theme of the chosen courses. This statement of interest must be approved by the minor advisor, the student's major advisor, and the Associate Dean for Academic Affairs. Approved statements of interest will be submitted to the Registrar; completed minors at the time of graduation will be noted on the final transcript.
- Complete no fewer than five courses and no more than seven courses in the minor. There may not be more than one course in the minor that is in the core curriculum or that is required by the student's major; if applicable, this course must be at the 200-level or above.
- Choose courses in at least two, different academic disciplines for the minor.
- Select a maximum of two lower-division (100 or 200-level) courses for the minor.
- Complete and file the application for the minor with the Registrar before the final semester of study.
- Seek approval from the minor advisor, the major advisor, and the Associate Dean for Academic Affairs for any exceptions to the course stipulations mentioned above.
- Submit an integrative paper (after all coursework for the minor has been completed) of at least one page that highlights the cross-disciplinary linkages relevant to the theme of the minor.

- Deliver the integrative paper to the minor advisor and to an appropriate second reader chosen in consultation with the minor advisor.

N.B.: Integrative papers will be graded on a pass/fail basis. The minor advisor will notify the Registrar when all requirements (including successful completion of the integrative paper) for the interdisciplinary minor have been satisfied.

INTERNATIONAL STUDIES MINOR

Program Coordinator: Dr. Troy Feay

Program Mission: The International Studies minor equips students with the necessary language skills and social tools to enter into dialogue with and learn from the many diverse cultures of our world today. Designed to encourage students to lead lives of integrity in keeping with the College's Catholic, Benedictine values and the Liberal Arts tradition, this minor will help students promote worldwide understanding and serve others, both nationally and internationally.

Note: Lower-level preparation for the minor ought to include study of a modern foreign language during the student's freshman and sophomore years. Completion of a modern foreign language at the intermediate level is required for graduation in the minor.

International Studies Minor	15 hours
<u>Five</u> upper-level courses in: Business, Economics, History, Languages, Government and Political Philosophy, or Theology, as approved by the Coordinator.	15 hours

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

JUSTICE AND PEACE STUDIES MINOR

Program Co-Directors: Grattan Brown, S.T.D. and Jane Russell, O.S.F.

Program Mission: The Interdisciplinary minor in Justice and Peace Studies offers students an opportunity to develop knowledge of many of the world's major problems and a responsible social conscience guided by Catholic social teaching. Courses included in the concentration incorporate the broader perspectives of just action, the common good, and environmental concern, and focus on at least one of the following:

- Socio-economic conditions or potential changes in those conditions affecting justice/peace (e.g., SO 351 Social Problems).
- Socio-political philosophies or movements (e.g., PO 402 Modern Political Philosophy).
- The relationships between individual human existence and the larger social or natural world (e.g., PC 360 Social Psychology).

Requirements: The minor, which consists of 15 credit hours of upper-level courses, is introduced by TH 340 Catholic Social Teaching; concludes with an internship placement, and includes three elective courses (drawn from Biology, Business, Economics, Education, English, Government and Political Philosophy, Psychology, Sociology, and Theology). The minor is open to students of any major. Interested students should contact one of the co-directors of the program.

Minor in Justice and Peace	15 hours
TH 340 Catholic Social Teaching	3 hours
Three (3) elective courses approved by the Co-Directors of the Justice and Peace Minor (see list below)	12 hours
Internship approved by the Co-Directors of the Justice and Peace Minor	3 hours
Elective Courses currently approved for the Minor include:	
BI 312 Issues in Natural Sciences	
BU 410 Business and Society	
CJ 365 Juvenile Justice	
CJ 403 Ethics & Criminal Justice	
CJ/TH 375 Theological Perspectives on Restorative Justice	
EC/PO 355/356 Political Economy	
ED308 Perspectives in Education	

ED 399 Diversity in Education
EN 303 20th & 21st Century Women Writers
EN 400 Special Topics: Love in the Literary Tradition
EV 300 Introduction to Environmental Science
ET 401 Social Ventures (Nonprofits)
HI 412 The History of American Civil Rights Movement
PC 360 Social Psychology
PO 401/402 Classical/Modern Political Philosophy
SO 313 Race and Ethnic Relations
SO 351 Social Problems
TH 330 Introduction to Moral Theology
TH 345 Theology of Sexuality and Marriage

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

DEPARTMENT OF INTERDISCIPLINARY STUDIES

(Adult Degree Program only)

Program Director: Tad Hixson

Program Mission: The Interdisciplinary Studies major fosters students' interests in a variety of disciplines, promotes a cross-disciplinary approach to their course of study, and reveals the ways in which such integration is fundamental to the Catholic, Benedictine liberal arts tradition. As we see in *Ex Corde Ecclesiae*, interdisciplinary studies, grounded in philosophy and theology, enable students to "develop a continuing desire for intellectual progress," to grow in faith, and to become more aware of the dignity of human life, motivating them to work for God's glory and for the benefit of their neighbor.

Program Goals: A primary goal of this interdisciplinary major is to encourage students in the breadth of their studies, while ensuring that they craft a cohesive and integrated plan for their coursework. The Interdisciplinary Studies thesis is the capstone course for this major, and provides students an opportunity to incorporate the various aspects of their studies into a larger research project. The Program also seeks to serve transfer students, who are able to incorporate many of their transferred credits into the Interdisciplinary Studies major.

B. A. in Interdisciplinary Studies **120 hours**

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum (for ADP) **48-51 hours**

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. Major requirements (300 Level or above) **36 hours**

Every student majoring in Interdisciplinary Studies must maintain at least a "C" average (2.00) in his or her major courses.

BU 315 Business Communications	3 hours
CS elective	3 hours
300/400 Level Course	3 hours
300/400 Level Course	3 hours
300/400 Level Course	3 hours
300/400 Level Course	3 hours

300/400 Level Course	3 hours
300/400 Level Course	3 hours
300/400 Level Course	3 hours
300/400 Level Course	3 hours
LS 308 Research Methods and Writing	3 hours
LS 408W Interdisciplinary Studies Thesis*	3 hours

If a student completes at least four upper-level courses in a single department (not including BU315), he or she will be noted as having a *concentration* in that field.

*This is the capstone course for the Interdisciplinary 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. The work will culminate in a thesis that will be graded by the faculty supervisor and the Director of Interdisciplinary Studies. The grade is subject to the approval of the Academic Dean's office.

III. Other Courses	33-36 hours
General Electives	33-36 hours

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

Course Descriptions

LS 308. Research Methods and Writing (3)

Prerequisites: RH 101 and RH 102

Co-requisite or Prerequisite: BU 315

Note: This course **must** be taken in a semester prior to LS408.

This course introduces Interdisciplinary Studies students to the methods for research and the various kinds of writing necessary for successful preparation and eventual completion of their thesis. Following the standards of the Association of College and Research Libraries, students will practice both basic and advanced forms of conducting research applicable to the variety of fields studied by Interdisciplinary Studies students. Offered fall and spring semesters.

LS 408W. Interdisciplinary Studies Thesis (3)

Prerequisites: LS 308 and Computer Science elective

This is the capstone course in the Interdisciplinary 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 thesis supervisor and the Director of Interdisciplinary Studies. Offered fall and spring semesters.

DEPARTMENT OF MATHEMATICS AND PHYSICS

Chair: Igor Strugar

Professor: Rajive Tiwari

Associate Professors: Stephen Brosnan, Igor Strugar

Assistant Professor: Lesley O'Connor

Lecturer: Margarita Eganova

Department Mission: The Mathematics and Physics Department endeavors to help students understand those disciplines as integral parts of the liberal arts and sciences. We seek to provide all students with an understanding of mathematical language and ideas, which will enable them to better handle abstract reasoning and quantitative manipulation more effectively. We also strive to give our students an appreciation of the fundamental laws that reflect the order and beauty of the physical world. In so doing, we acquaint them with the amazingly beautiful results the language of mathematics achieves when used to express the patterns found in the natural world—which are, in Catholic thought, manifestations of divinity. By holding our students to the highest standards we prepare them to pursue advanced studies and careers with discipline, integrity, and virtue. We recognize that the qualities we want students to emulate are best taught by our setting the example through our own conduct. Since an outlook rooted in the understanding of Mathematics and Physics is crucial in assessing many of the issues facing the world today, we strive to give our students the tools of critical analysis that will enable them to participate in public discourse as responsible citizens and to promote the common good.

Departmental Goals: Students who acquire a B.S. in mathematics will be well versed in the fundamentals of various branches of higher mathematics. They will be suitably poised to pursue graduate studies or to begin a professional career in the many fields that employ personnel with mathematical training. The B.A. in Mathematics offers students a more diverse program of study, consistent with the aims of liberal arts education. With a greater choice of free electives, the Mathematics major appeals to a broad spectrum of students with varying interests.

The department strongly encourages mathematics majors to complete a minor in an area of interest. This exposes students to the commonalities between mathematics and other bodies of knowledge and equips Mathematics majors to pursue interdisciplinary graduate studies or careers anchored in Mathematics.

The department also offers mathematics courses for non-majors to help students achieve proficiency in both theoretical and applied mathematical thinking. For students seeking an enhanced mathematical foundation, the minor program introduces the basics of higher-level mathematics. In addition to an intellectual

enrichment, a better grasp of mathematical reasoning helps students mature into members of society who possess the quantitative means to make sense of, function in, and act upon the world they inhabit.

The department also offers physics and physical science courses designed to teach students the essential laws and principles that explain and/or predict a wide variety of natural phenomena. These courses impart the empirical and conceptual methodologies that define scientific epistemology. An understanding of physical laws sheds light on the building blocks of the natural world and, as such, is helpful in understanding all animate and inanimate systems encountered in other branches of science. The content and methods taught in these courses help to mold a mindset capable of using a rational framework for questioning received wisdom and formulating new ideas.

B. S. in Mathematics

120 hours

To be eligible for acceptance into the degree program, the student must have completed MA 201, and must have earned a grade of “C” or better.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum

50-53 hours

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

In addition to the other Core Curriculum requirements, the following are specific core requirements:

MA 152 Trigonometry
(or demonstrated proficiency in the subject) 3 hours

II. Major requirements

42 hours

MA 201 Calculus I	3 hours
MA 202 Calculus II	3 hours
MA 203 Calculus III	3 hours
MA 208 Statistics	3 hours
MA 222 Discrete Mathematics	3 hours
MA 311 Elementary Linear Algebra	3 hours
MA 321 Differential Equations	3 hours
MA 419 Modern Algebra	3 hours
MA 430 Real Analysis	3 hours
MA 490 Senior Seminar I	3 hours

MA 491 Senior Seminar II	3 hours
CS 234 Introduction to C++	3 hours
Any two from among the following:	6 hours
MA 235 History of Mathematics	
MA 305 Advanced Statistics	
MA 335 Advanced Calculus	
MA 340 Numerical Analysis	
MA350 Probability	
MA 405 Topology	
MA 410 Elementary Number Theory	
MA 415 Partial Differential Equations	
MA 420 Geometry	
MA 435 Complex Analysis	
CS 325 Logic and Algorithms	

III. Other Courses **30-33 hours**

Students complete **one** of the following course combinations to meet the remainder of the 120 hours required for the degree:

- A. PY 201 (4) with PY 202 (4) and 22-25 hours of General Electives.
- B. CH 105 (4) and CH 106 (4) with 22-25 hours of General Electives.
- C. Two lab-based Biology courses at the 200 level or higher (8) with 22-25 hours of General Electives.
- D. CS 201 (3) and CS 234 (3) with 23-26 hours of General Electives.

NOTE: Although an internship is not required, it is strongly recommended.

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

B. A. in Mathematics **120 hours**

To be eligible for acceptance into the degree program, the student must have completed MA 201, and must have earned a grade of "C" or better.

Students must complete the requirements outlined below:

- The Core Curriculum
- Major requirements
- Other Courses

I. The Core Curriculum **50-53 hours**

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

In addition to the other Core Curriculum requirements, the following are specific core requirements:

MA 152 Trigonometry
(or demonstrated proficiency in the subject) 3 hours

II. Major requirements 33 hours

MA 201 Calculus I 3 hours
MA 202 Calculus II 3 hours
MA 203 Calculus III 3 hours
MA 208 Statistics 3 hours
MA 222 Discrete Mathematics 3 hours
MA 311 Elementary Linear Algebra 3 hours
MA 321 Differential Equations 3 hours
MA 419 Modern Algebra 3 hours
MA 430 Real Analysis 3 hours
MA 490 Senior Seminar I 3 hours

Any **one** of the following: 3 hours

MA 235 History of Mathematics
MA 305 Advanced Statistics
MA 335 Advanced Calculus
MA 340 Numerical Analysis
MA 350 Probability
MA 405 Topology
MA 410 Elementary Number Theory
MA 415 Partial Differential Equations
MA 420 Geometry
MA 435 Complex Analysis
MA 491 Senior Seminar II
CS 234 Introduction to C++
CS 325 Logic and Algorithms

III. Other Courses 33-36 hours

General elective hours 33-36 hours

NOTE: Although an internship is not required, it is strongly recommended.

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

Concentration in Actuarial Science

27 hours

Students majoring in mathematics may elect to concentrate in Actuarial Science.

Required Courses for Actuarial Science Concentration:

MA 201 Calculus I	3 hours
MA 202 Calculus II	3 hours
MA 203 Calculus III	3 hours
MA 208 Statistics	3 hours
MA 305 Advanced Statistics	3 hours
MA 311 Elementary Linear Algebra	3 hours
MA 350 Probability	3 hours
EC 201 Introductory Economics I	3 hours
EC 202 Introductory Economics II	3 hours
BU 310 Finance	3 hours
Any one of:	3 hours
BU 311 Financial Management	
BU/EC 307 Money and Banking I	
BU/EC 308 Money and Banking II	
EC 316 Intermediate Economics	
EC 440 International Economics and Finance	

Students majoring in mathematics are required to complete five of the above courses (MA 201, 202, 203, 208, 311) and may take the sixth and seventh required courses (MA 305, and MA 350) as two electives for a B.S. degree. Thus, for any student majoring in mathematics (B.S.), the concentration in actuarial science would, in most cases, only entail four additional courses, two in economics and two in finance/economics/business.

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

Concentration in Physics

11 hours

Students majoring in mathematics may elect to concentrate in Physics.

Required Courses for Physics Concentration:

PY 201 General Physics I	4 hours
PY 202 General Physics II	4 hours
PY 303 Modern Physics	3 hours

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

Minor in Mathematics

15 hours

MA 201 Calculus I

3 hours

MA 202 Calculus II

3 hours

And either:

A. Any two 200 level or higher mathematics courses and one

300 or higher level mathematics course

9 hours

OR

B. One 200 level or higher mathematics

9 hours

course and one 300 level or higher mathematics

course and CS 325 Logic and Algorithms

The preponderance of the hours above MA 201 must be taken at Belmont Abbey College.

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

***Minor in Physics-Mathematics**

17 hours

***Students majoring in Mathematics may not minor in Physics-Mathematics.** The Physics-Mathematics minor is specifically for students who are not Mathematics majors.

MA 201 Calculus I

3 hours

PY 201 General Physics I

4 hours

PY 202 General Physics II

4 hours

PY 303 Calculus-based Physics III

3 hours

And either

MA 202 Calculus II **OR**

3 hours

MA 208 Statistics

The preponderance of the hours above MA 201 must be taken at Belmont Abbey College.

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

Course Descriptions

MA 112. Intermediate Algebra (3)

A preparatory course for MA 151. Topics include properties of real numbers, equations, inequalities, exponents, polynomials, and graphing. Offered every fall.

MA 135. Mathematics for Liberal Arts (3)

A course for non-science majors, providing an introductory survey of many sub-disciplines of mathematics. The course conveys the power of mathematics by introducing a variety of mathematical constructions and ideas, reinforced with applications. Offered every fall and spring.

MA 145. Finite Mathematics (3)

This course explores 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 occasionally.

MA 151. College Algebra (3)

Prerequisite: MA 112 or equivalent demonstration of pre-algebraic skills

This course explores the essential concepts and skills of algebra for further study in business, science, and other fields. Topics include: a review of basic concepts; linear and quadratic equations; functions and their properties; and quadratic, polynomial, rational, exponential, and logarithmic graphs. Offered every fall and spring.

MA 152. Trigonometry (3)

Prerequisite: MA 151 or equivalent

This course covers the notions, theorems, and applications of trigonometry. Topics include the trigonometric functions and their inverse functions, as well as trigonometric identities, equations, and polar coordinates and vectors. Offered every fall and spring.

MA 201. Calculus I (3)

Prerequisite: MA 152 or equivalent

This course covers analysis of functions and their graphs using derivatives with an emphasis on applications. Topics include rates of change and optimization and an introduction to integral calculus. Offered every fall.

MA 202. Calculus II (3)

Prerequisite: MA 201 or equivalent

This course explores methods of integration and applications of integrals, indeterminate forms and improper integrals, infinite series and power series. Offered every spring.

MA 203. Calculus III (3)

Prerequisite: MA 202 or equivalent

This course explores topics from multivariable calculus such as vectors and vector functions, partial derivatives, multiple integrals, and vector calculus. Offered every fall.

MA 205. Calculus for Managerial and Social Sciences (3)

Prerequisites: MA 145, MA 151 or equivalent

This course explores the elements of differential and integral calculus for polynomial, rational, exponential, and logarithmic functions; optimization methods for functions of one variable; and applications relevant to the fields of business, economics and the social sciences. Offered as needed.

MA 208. Statistics (3)

Prerequisites: MA 145 or MA151 or equivalent, or demonstration of algebraic skills

This course is a non-calculus-based introduction to statistics. Study areas include data analyses, descriptive statistics, probability, statistical inference, and hypothesis testing that have applications to biology, business, economics, and social sciences. Offered every spring.

MA 222. Discrete Mathematics (3)

Prerequisite: MA 151 or equivalent

Topics include combinatorics, graph theory, algorithms, mathematical induction, functions, and set theory. Offered every spring.

MA 235. History of Mathematics (3)

The course is an overview of the development of mathematical thought. The content includes a description of some critical historical mathematical junctures, such as the creation of classical Greek mathematics and the development of calculus. Also included are biographical descriptions of notable mathematicians such as Fermat, Descartes, Newton, Leibniz, Euler, and Gauss, and the impact of their discoveries. Development of specific ideas, such as the Pythagorean Theorem, the real number theory, and calculus will also be covered. Elective, occasionally offered in the spring of even years.

MA 291-296. Credit for Experiential Learning in Mathematics (1-6)

Since adults often achieve competencies beyond those of typical undergraduate students, the department occasionally awards college credit for learning acquired through life/work experience that is equivalent to a college-level course but 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, but permission is granted only upon approval by the Department Chair. To

apply for credit consideration, a student must complete the “Request for Experiential Learning Credit” forms available in the Adult Degree Program Office.

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. Offered as needed.

MA 305. Advanced Statistics (3)

Prerequisites: MA202, MA 208

The course covers probability, probability distributions and densities, mathematical expectation, functions of random variable, sampling distributions, decision theory, point and interval estimation, hypothesis testing, regression, and correlation. Elective; if offered, offered in spring of odd years.

MA 311. Elementary Linear Algebra (3)

Prerequisite: MA 201 or equivalent, MA 222 or equivalent

This course explores systems of linear equations and matrices; determinants; vectors and vector spaces; linear transformations; eigenvalues, eigenvectors, and canonical forms. Offered every fall.

MA 321. Differential Equations (3)

Prerequisites: MA 201 and MA 202

This course covers the analysis of ordinary differential equations and solutions to their basic forms with special emphasis placed on application. Offered in fall of even years.

MA 335. Advanced Calculus (3)

Prerequisite: MA 203 or equivalent

This course covers the theory and applications of derivatives, integrals (mostly multiple or improper), and advanced treatment of infinite series. Elective.

MA 340. Numerical Analysis (3)

Prerequisites: MA 202 or equivalent

The course covers numerical methods of solving nonlinear equations and linear systems; iterative methods; polynomial interpolation; numerical differentiation and integration; nonlinear optimization; approximation methods. Elective.

MA 350. Probability (3)

Prerequisites: MA 201 and MA 202 or equivalent

The course covers topics in combinatorial analysis, axioms of probability, conditional probability, random variables, jointly distributed random variables, expectation, and limit theorems. Elective.

MA 410. Elementary Number Theory (3)

The course covers sets and relations, properties of integers, prime numbers, congruences; arithmetic functions, the Bertrand-Chebyshev theorem, Diophantine equations, and applications of number theory like cryptography or random number generation. Elective.

MA 415. Partial Differential Equations

Prerequisites: MA 203 or equivalent, MA 321 (3)

The course covers introduction to partial differential equations (PDEs), waves and diffusions; boundary problems; Fourier series; harmonic functions; Green's functions; general eigenvalue problems. Elective.

MA 419. Modern Algebra

(3)

Prerequisites: MA 222 and MA 311

This course covers congruence in integer sets, modular arithmetic, and arithmetic in the field of polynomials, as well as the basic algebraic structures: groups; rings; fields; ideals, homomorphisms, and isomorphisms of algebraic structures. Offered once in a two-year cycle (usually in the fall of odd years).

MA 420. Geometry

(3)

Prerequisite: MA 222 or equivalent

This course covers axiomatic systems of certain finite geometries, Euclidean geometry, non-Euclidean geometries such as hyperbolic and elliptic, and geometric transformations of the Euclidean plane. Mathematics elective.

MA 430. Real Analysis

(3)

Prerequisite: MA 203 or equivalent

This course covers introduction to: real numbers; basic set theory; topology; limits and continuity; derivatives; and Riemann-Stieltjes integrals. Offered once in a two-year cycle (either spring or fall).

MA 435. Complex Analysis

(3)

The course covers introduction to functions of complex variable; limits, continuity, and derivatives of complex functions; analytic functions; integration in complex plane; complex sequences and series, residues; conformal mapping. Elective.

MA 490. Senior Seminar I

(2)

Prerequisite: Senior status or permission of instructor

This is a capstone course for the Mathematics major program. Classroom discussions will involve selected advanced mathematical topics. Offered every fall.

MA 491. Senior Seminar II

(2)

Prerequisite: MA 490

Students will be trained to read research literature and conduct their own original research, which will culminate in a formal paper and an oral presentation. Offered every spring.

PY 191-196. Credit for Experiential

Learning in Physics

(1-6)

Since adults often achieve competencies beyond those of typical undergraduate students, the department occasionally awards College credit for learning acquired through life/work experience that is equivalent to a college-level course but 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 and permission is granted only upon approval by the Department Chair. To apply for credit consideration, a student must complete the “Request for Experiential Learning Credit” forms available in the Adult Degree Program Office.

PY 201. General Physics I

(4)

Prerequisite: MA 152 or demonstrated knowledge of trigonometric functions

An algebra- and trigonometry-based introduction to the basic principles of physics covering laws of motion, energy, momentum and gravitation, and thermodynamics (class, three hours; laboratory, two hours). Offered every fall.

PY 202. General Physics II

(4)

Prerequisite: PY 201

An algebra- and trigonometry-based introduction to the basic principles of physics--covering electricity, magnetism, and optics (class, three hours; laboratory, two hours). Offered every spring.

PY 301. Calculus-based Physics I

(4)

Co-requisite: MA 201 or equivalent

An 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 201, but the mathematical treatment is more rigorous (class, three hours; laboratory, two hours). Offered as needed.

PY 302. Calculus-based Physics II

(4)

Prerequisite: PY 301

An 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 202, but the mathematical treatment is more rigorous (class, three hours; laboratory, two hours). Offered as needed.

PY 303. Modern Physics

(3)

Prerequisites: PY 301, PY 302

A study of selected topics in post-nineteenth century physics, most notably special theory of relativity and quantum physics. Offered as needed.

SC 105. Conceptual Physical Science (3)

The course provides a survey of our physical world based on scientific principles. The topics include mechanics, thermal physics, static and current electricity, magnetism, sound waves, light, nuclear physics, earth science, and astronomy.

SC 110. Physical World (4)

Prerequisite: MA 135 or higher

This introductory-level, laboratory-based course emphasizes fundamental physical, mechanical, and chemical principles, and their scientific application to real-world situations. Causal analysis of factors involved in physical phenomena and various developments in technology will be explored (class, three hours; laboratory, two hours). Offered every fall and spring.

SC 191-196. Credit for Experiential Learning in Physical Science (1-6)

Since adults often achieve competencies beyond those of typical undergraduate students, the department occasionally awards College credit for learning acquired through life/work experience that is equivalent to a college-level course but 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 and permission is granted only upon approval by the Department Chair. To apply for credit consideration, a student must complete the “Request for Experiential Learning Credit” forms available in the Adult Degree Program Office.

SC 100. Developing Science Literacy (3)

This inter-disciplinary, non-laboratory science course for non-science majors reviews some of the major concepts from the natural sciences. Discussions may include historical aspects, current topics, and science as a way of thinking. Offered yearly.

SC 105. Conceptual Physical Science (3)

The course provides a survey of our physical world based on scientific principles. The topics include mechanics, thermal physics, static and current electricity, magnetism, sound waves, light, nuclear physics, earth science, and astronomy.

SC 110. Physical World (4)

Prerequisite: MA 135 or higher

This introductory-level, laboratory-based course emphasizes fundamental physical, mechanical, and chemical principles, and their scientific application to real-world situations. Causal analysis of factors involved in physical phenomena and various developments in technology will be explored (class, three hours; laboratory, two hours). Offered every 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.

SC 300. Human Evolution (3)

This course focuses on a discussion of the patterns and processes that have been active in the evolution of humans. In this course we will discuss the development of modern humans—looking at evidence from biology, genetics, anatomy, the fossil record, and anthropology. Offered in ADP on demand.

MEDIEVAL STUDIES MINOR

Program Coordinator: Dr. Patrick Wadden

Program Mission: The Medieval Studies minor is designed to help students appreciate the rich historical, theological, philosophical, literary, and linguistic heritage of the Middle Ages. The inter-disciplinary courses that comprise it reinforce the development of the Catholic Intellectual Tradition as dynamic, ageless, and deeply rooted in the classical tradition of the liberal arts and sciences. Students pursuing a Medieval Studies minor will gain an understanding of the history and development of ideas in the West from the collapse of the Roman Empire to the Renaissance, enabling them to better appreciate their own intellectual tradition in the context of the Benedictine monastic heritage of Belmont Abbey College. By holding our students to the highest standards we prepare them to pursue advanced studies and careers with discipline, integrity, and virtue. We recognize that the qualities we want students to emulate are best taught by our setting the example through our own conduct. We strive to inculcate in students an understanding of the evolution of the concept of the common good in the Medieval period, so that they can better engage in public discourse and be responsible citizens in the modern world.

Minor in Medieval Studies

15 hours

Students must complete 15 hours of courses from the following list with a grade of “C” or better. **No more than 9 of the 15 hours may be taken within a single discipline.**

EN 403 Medieval Literature	3 hours
EN 413 Dante	3 hours
HI 350 History of the Benedictine Tradition	3 hours
HI 355 Vikings	3 hours
HI 360 The Crusades	3 hours
HI 404 Early Christian Ireland	3 hours
LA 201 Intermediate Latin I	3 hours
LA 202 Intermediate Latin II	3 hours
PO 402 Medieval Political Philosophy	3 hours
Other courses may be included towards the requirement of the minor at the discretion of the director, including, amongst others:	
EN 400 Love in the Literary Tradition	3 hours
TH 250 Thomas Becket to Thomas More	3 hours
TH 358 Major Figures in Theology	3 hours
TH 407 Classical Texts in Theology	3 hours

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

PRE-LAW MINOR

Program Coordinator: Dr. Justin Litke

Department Mission: Certain majors are usual precursors to law school. We recommend majoring in Criminal Justice, English, History, or Government and Political Philosophy, because these disciplines hone the particular skills needed for success in law. However, since a high cumulative grade point average in a student's undergraduate studies considerably improves his or her chances for admission to any law school, students should major in any field that genuinely interests them and in which they excel.

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 fifteen- (15) hour curriculum of courses carefully selected to help students discern whether they should pursue a career in law.

Minor in Pre-Law

15 hours

PO 309 Constitutional Law I	3 hours
PO 310 Constitutional Law II	3 hours
Any three courses from the list below:	
CJ 355 English Roots of American Law	3 hours
CJ 360 American Criminal Courts	3 hours
CJ 370 Criminal Procedure	3 hours
BU 412 Legal Environment of Business	3 hours
PC 300 Statistics for Psychology	3 hours

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

DEPARTMENT OF PSYCHOLOGY

Chair: Nathalie Coté

Professor: Nathalie Coté

Associate Professors: Ann Calhoun-Sauls, Diana Elliott

Visiting Assistant Professor: Jennifer Ramsey

Lecturer: Christine Simons

Department Mission: In accordance with the Catholic, Benedictine, and liberal arts traditions, the Psychology Department supports students' learning of the cumulative knowledge base and methods central to psychology, within a framework of ethical principles and integration of knowledge. Our commitment is to educate the whole student effectively, integrating the intellectual, behavioral, spiritual, and emotional aspects inherent in the scientific study of behavior, mental processes, and emotion, and the application of psychological science to the promotion of human welfare. Regardless of the career path taken by our students after graduation, our goal is to enable them to think clearly and act with integrity in their professional, public, and personal lives.

Departmental Goals: Students majoring in psychology will: 1) Develop knowledge, skills, and values consistent with the science and application of psychology; 2) Critically evaluate the production, interpretation, and application of psychological research to understand the human person and promote human welfare; 3) Understand the philosophical and historical background of psychology; and 4) Embrace opportunities for practical professional experiences and career exploration.

Standards for Admission and Graduation: To be eligible for acceptance into the psychology major, the student must have earned a “C” or better in PC 201 and PC215W (or another upper-level psychology course), and must have an overall GPA of 2.5 or better. Prospective majors should meet with the department chair as soon after taking PC201 as possible to declare their intent. While all courses in psychology require basic computer competencies, competencies specific to the discipline will be addressed in PC 307W, PC 410W, PC 411W or PC 412W. Students must earn a “C” or better in all major courses to earn a degree in psychology. For the majors and for the minor, the preponderance of the credit hours must be taken at Belmont Abbey College.

Degrees Offered: The department offers students a choice of earning a B.S. in Psychology or a B.A. in Psychology, with an optional concentration in Applied Psychology. The B.S. emphasizes biological psychology and the connections between psychology and the natural sciences and mathematics. The B.A. focuses on the connections among psychology and other disciplines, particularly other social sciences and the humanities. The concentration in Applied Psychology focuses on the application of psychological science to solve

problems and promote human welfare. Students who complete any of the department's undergraduate programs will be eligible to compete for acceptance into graduate programs or into post-baccalaureate employment in the health and human services fields, industries and businesses, and educational organizations. 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.

B. A. in Psychology **120 hours**
 (ADP and Traditional schedule)

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum **48-53 hours**

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

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**.

In addition to the other Core Curriculum requirements, the following are specific core requirements:

PC 201 Introduction to Psychology	3 hours
MA 135 or higher (prerequisite for PC 300)	3 hours

II. Major requirements¹ **39 hours**

PC 215W Science and Practice of Psychology	3 hours
PC 300 Statistics for Psychology (Fall) ²	3 hours
PC 301 Developmental Psychology	3 hours
PC 360 Social Psychology	3 hours
PC 308 Theories of Personality	3 hours
PC 313 Abnormal Psychology	3 hours
PC 307W Research Methods for Psychology (Spring) ²	3 hours
PC 407 Testing and Assessment (Spring) ²	3 hours
PC 400 History and Systems of Psychology (Fall)	3 hours
PC 410W/411W/412W Senior capstone (Fall of senior year) ²	3 hours
PC upper-level electives ^{3,4}	9 hours

III. Other Courses **28-33 hours**

Supplemental cluster of 200+ (beyond core) courses from a department other than PC ¹	9 hours
Internship is encouraged ³	1-6 hours
General elective hours (taking a minor is encouraged)	13-18 hours

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

B. S. in Psychology **120 hours**

(Traditional schedule only)

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum **48-53 hours**

Traditional students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

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**.

In addition to the other Core Curriculum requirements, the following are specific core requirements:

PC 201 Introduction to Psychology	3 hours
MA 135 or higher (N.B.: MA 151 is often a prerequisite for students taking CH, PY, MA courses)	3 hours

II. Major requirements¹ **39 hours**

PC 215W Science and Practice of Psychology	3 hours
PC 300 Statistics for Psychology (Fall) ²	3 hours
PC 301 Developmental Psychology	3 hours
PC 305 Biological Psychology	3 hours
PC 306 Cognitive Psychology	3 hours
PC 360 Social OR PC 308 Theories of Personality	3 hours

PC 313 Abnormal Psychology	3 hours
PC 307W Research Methods for Psychology (Spring) ²	3 hours
PC 407 Testing and Assessment (Spring) ²	3 hours
PC 400 History and Systems of Psychology (Fall)	3 hours
PC 410W/411W/412W Senior capstone (Fall of senior year) ²	3 hours
PC upper-level electives ^{3, 4}	6 hours

III. Other Courses **28-33 hours**

Supplemental cluster from BI, EV, CH, PY, SC300 or MA (beyond core) ¹	8 hours
Internship is encouraged ³	1-6 hours
General elective hours (taking a minor is encouraged)	14-19 hours

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

Concentration in Applied Psychology **12 hours**

The concentration in Applied Psychology is an option for students pursuing the B.A. in Psychology or the B.S. in Psychology. With careful planning, it is possible for B.A. in Psychology majors to fit the concentration into the major without additional course requirements. For B.S. majors, at least one additional course is required beyond the major requirements listed above.

Three of the following:	9 hours
PC 303 Special Topics in Applied Psychology	
PC 320 Introduction to School Psychology	
PC 330 Industrial/Organizational Psychology	
PC 340 Sport Psychology	
PC 350 Psychology of Addiction	
PC 404 Seminar in Counseling	
Other applied psychology course approved by department chair	

AND

One of the following:	3 hours
PC 411W Senior Practicum Seminar (Fall of senior year) ²	
PC 453 Internship ³	

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

Minor in Psychology

15 hours

Fifteen (15) credit hours of Psychology beyond the core curriculum as approved by the department chair.

Students who take PC 201 to satisfy the Social Science core curriculum requirement must take an additional 15 credit hours of upper level PC courses^{1,4} to earn the minor. Students who take a course other than PC 201 to satisfy the Social Science core curriculum requirement may take PC 201 and an additional 12 credit hours of upper level PC courses^{1,4} to earn the minor.

The preponderance of the credit hours for the minor must be taken at Belmont Abbey College.

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

Notes

¹Several courses have prerequisites; Please see course descriptions for other details.

²PC 215W and PC 300 (Fall course) are prerequisite for PC 307W (Spring course) and for PC 407. PC 307W is a prerequisite for PC 410W, PC411W, and PC412W (senior year). PC 407 is a pre-requisite for PC 411W (senior year).

³Although an internship is not required, it is strongly recommended for (and counts as) a PC upper-level elective for the B.A. in Psychology, B.S. in Psychology and the minor in Psychology.

⁴ Any course numbered above PC 201 is considered an upper-level PC course.

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

Course Descriptions

PC 201. Introduction to Psychology

(3)

An introduction to the basic concepts, theories, research methods and findings within various specialty areas in psychology, including biological psychology, perception, learning, memory, intelligence, mood, personality, social influences and psychological disorders. Required prior to almost all upper-level psychology courses and required for majors and minors. Offered every semester.

PC 215W. The Science and Practice of Psychology (3)

Prerequisite: “C” or better in PC 201 or permission of department chair

An introduction to the research and communication skills necessary for the science and practice of psychology. Students will learn how to read and review primary research literature, carry out literature searches, identify the credentials required for entry into several occupations related to psychology, and write and present reports in APA format. Writing intensive. Required for B.A. and for B.S. in Psychology. Offered every fall.

PC 300. Statistics for Psychology (3)

Prerequisite: “C” or better in MA 135 or higher

This course is 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). Students will learn to use and interpret basic 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 laboratory, three hours. Required for B.A. and for B.S. in Psychology. One semester. Offered every fall.

PC 301. Developmental Psychology (3)

Prerequisite: PC 201 or permission of the chair or instructor

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). Required for B.A. and for B.S. in Psychology. 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. Offered periodically.

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. Applied Psychology course. Offered periodically.

PC 305. Biological Psychology (3)

Prerequisite: PC 201 or permission of the chair or instructor

An examination of the basic concepts, theories, research methods, and findings of biological psychology. 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. Required for B.S. in Psychology. Offered every year.

PC 306. Cognitive Psychology (3)

Prerequisite: PC 201 or permission of the chair or instructor

Theories and empirical findings regarding a variety of mental processes (perception, attention, memory, concept acquisition, language comprehension and production, problem-solving, and decision making) are examined and considered in the context of real-world problems. Required for B.S. in Psychology. Offered every year.

PC 307W. Research Methods for Psychology (3)

Prerequisites: “C” or better in PC 201, PC 215W, and in PC 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. Laboratory work will involve instruction and practice in designing, conducting, analyzing, and reporting on empirical studies of psychological phenomena. Computer competencies in word processing, statistical analysis software, e-mail and presentation software are developed. Required for B.A. and for B.S. in Psychology. Must be taken in sequence before PC 410W/411/412W. Writing intensive. Offered every spring.

PC 308. Theories of Personality (3)

Prerequisite: PC 201 or permission of the chair or instructor

An examination of a variety of theoretical approaches and related research pertaining to the study of human personality. Required for B.A. in Psychology. Offered every year.

PC 309. Psychology of Language (3)

Prerequisite: PC 201 or permission of the chair or instructor

An in-depth exploration of the psychological aspects of language including language development and pragmatics. Offered periodically.

PC 313. Abnormal Psychology (3)

Prerequisite: PC 201 or permission of the chair or instructor

A critical examination of the process of defining, classifying, and treating abnormal behavior in children and adults. Required for B.A. and for B.S. in Psychology. Offered every year.

PC 320. Introduction to School Psychology (3)

Prerequisite: PC 201 or permission of the chair or instructor

Introduction to the profession of school psychology, including the roles and functions of school psychologists and the concepts and methods they use. Application of psychological knowledge and methods to the promotion of student welfare. Applied Psychology course. Offered periodically.

PC 325. Interpersonal Relationships in the Digital Age (3)

Prerequisite: PC 201 or permission of the chair or instructor

Students will learn about the development of computers, the neuropsychological impact of computer use, personality theory with regard to the development of the Self, factors affecting the development of relationships and the emergence and impact of computer-assisted relationships, including internet and gaming addiction. Students are expected to read primary source journal material, and write in APA format to examine the application of psychological theory to the intersection of technology and interpersonal behavior, including gaming, social networking and addictive online behaviors. Students will also participate in a major debate. Applied Psychology course. Offered periodically.

PC 330. Industrial/Organizational Psychology (3)

Prerequisite: PC 201 or permission of the chair or instructor

This course introduces the scientific study of individual and group behavior within the social context of the workplace. Topics include employee selection and recruitment, job evaluation, motivation, employee training and development, job satisfaction, employee communication and leadership. Format may vary. Applied Psychology course. Offered periodically.

PC 340. Sport Psychology (3)

Prerequisite: PC 201 or permission of the chair or 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 the psychology of coaching. Format may vary. Applied Psychology course. Offered periodically.

PC350. Psychology of Addiction (3)

Prerequisite: PC 201 or permission of the chair or instructor

This introductory course is designed to explore the nature of addiction from a multi-theoretical framework, including the biological, psychological, and social

factors that influence addictive behavior. The class will explore the addictive process in the brain through research and experiential exercises. Students will gain an understanding of the DSM categories of addiction (including substances and process addictions). The class will also investigate various treatment modalities, including the 12-step process. Student participation is essential. Format may vary. Applied Psychology course. Offered periodically.

PC 360. Social Psychology (3)

Prerequisite: PC 201 or permission of the chair or instructor

An examination of psychological theories and research pertaining to group behavior and to the effects of social environments on individual behavior. Particular emphasis will be given to differences between collectivist and individualistic cultures and to how social and cultural differences create difficulties in communication, understanding, and psychological research. Specific topics considered include attribution, social motivation, interpersonal relationships, and prejudice. Required for B.A. in Psychology. Offered every year. May occasionally be cross-listed as SO 360.

PC 370. Human Sexuality (3)

Prerequisite: PC 201 or permission of the chair or instructor

An introduction to the basic concepts, terms, theories, and methods appropriate to the study of human sexuality. This course highlights both individual and socio-cultural differences in human sexuality. Topics include anatomy, sexual function, sexual attitudes, sexual behaviors, sexual disorders, gender identity, love, and attraction, as well as prostitution, pornography, and sexual coercion. This course has a strong focus on the use of classic and contemporary research findings to analyze controversial issues. Offered periodically.

PC 380. Psychology of Trauma (3)

Prerequisites: PC 201 and “C” or better in PC 313 Abnormal Psychology; PC 301 Developmental Psychology recommended

This course examines many facets of trauma, including the prevalence, impact, assessment, and treatment of trauma. Attention will also be paid to the unique legal and ethical issues commonly faced by counselors working with trauma victims. Offered periodically.

PC 390. Forensic Psychology (3)

Prerequisite: PC 201 and “C” or better in PC 313 Abnormal Psychology; PC 301 Developmental Psychology recommended

A survey of the many connections between psychology and the U.S. legal system. Class topics include competence to stand trial, the insanity plea, assessing for future dangerousness, violent offenders, improving the reliability of adult and child eyewitness procedures; interrogation and confession practices, factors that affect jury decision making; the death penalty, the sexual victimization of women and children, race and the law, and juvenile justice. Offered periodically.

PC 400. History and Systems of Psychology (3)

Prerequisites: PC 201 and three upper-level psychology courses

Consideration of the history and theoretical systems of psychology with particular emphasis on 1) the emergence and early days of psychology as an academic discipline, 2) the relationship between psychology and other academic disciplines, and 3) the historical and theoretical context of major works within psychology. Required for B.A. and for B.S. in Psychology. Offered every fall.

PC 404. Seminar in Counseling (3)

Prerequisites: PC 201 required, PC 313 recommended; Junior or Senior status

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. Applied Psychology course. Offered periodically.

PC 407. Testing and Assessment (3)

Prerequisites: PC 201 or ED 310W, plus a Statistics course (BU 306, MA 208 or PC 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. Required for B.A. and for B.S. in Psychology. Offered every spring.

PC 410W. Senior Research Thesis (3)

Prerequisites: "C" or better in PC 201, PC 300, PC 307W and at least three other upper-level psychology courses; senior status; successful completion of a selective application process including interview with instructor

The senior thesis is a formal research exercise in which a student implements an empirical psychological investigation, analyzes and interprets data pertaining to the problem, prepares a formal paper documenting the project, and presents the work to a faculty committee. Computer competencies in word processing, statistical analysis software, e-mail, and presentation software are also developed. Psychology majors may apply in the spring to take PC 410W in lieu of PC 412W. Writing intensive. Offered every fall.

PC 411W. Senior Practicum Seminar (3)

Prerequisites: "C" or better in PC 201, PC 307W, PC 407, and at least two other upper-level PC courses, one of which must be selected from PC 404, 320, 325, 340, 330 or 303; for transfer students, at least 12 hours completed at Belmont Abbey College or permission of the instructor; senior status; successful completion of a selective application process including interview with instructor.

Students will participate in a supervised experience dealing with the applications of psychological principles in a mental health or human services setting. A minimum of 120 hours of supervised work must be completed at the placement site. Students' work will be evaluated by both the faculty supervisor and the site supervisor. Requires a formal paper and oral presentation to a faculty committee documenting the practicum experience and relationships among this experience, assigned readings, and prior course work. Computer competencies in word processing, e-mail, and presentation software are also developed. Psychology majors may apply in the spring to take PC 411W in lieu of PC 412W. Students concentrating in Applied Psychology must take PC 411W or PC 453. Writing intensive. Offered every year, usually in fall.

PC 412W. Senior Seminar in Psychology (3)

Prerequisites: "C" or better in at least 18 credits in psychology, including PC 307W; PC 407 recommended; declared major in Psychology; senior status

As one of the capstone options required of psychology majors, Senior Seminar provides a comprehensive review of major subject areas and themes in the field of psychology. The course provides an opportunity to integrate, synthesize, and apply theories and research findings from the breadth of the psychology curriculum. Computer competencies in word processing, e-mail, and presentation software are also developed. Substantial oral component. Comprehensive exam. Writing intensive. Offered every fall.

PC 451-456. Internship (1-6)

Prerequisite: Permission of chair and a supervising Psychology faculty member

One credit awarded per 40 hours of work in an approved setting. Major paper required. May require participation in seminar. Strongly recommended for Psychology majors. Students concentrating in Applied Psychology must take PC 453 or PC 411W. Credits variable but 3 credits typical. Offered as needed.

PC 498. Directed Readings in Psychology (1-3)

Prerequisite: Permission of a supervising Psychology faculty member

Individual readings on a topic in psychology selected in consultation with and under the guidance of a department faculty member. Credits variable. Offered as needed.

PC 499. Independent Research in Psychology (1-3)

Prerequisite: Permission of a supervising Psychology faculty member

Reading of psychology literature and conducting of empirical research on a topic of interest to the student under the direction of a faculty member. Credits variable. Offered as needed.

THE SAINT THOMAS MORE SCHOLARSHIP PROGRAM

First virtue, then learning ~ Saint Thomas More

Director: Joseph F. Wysocki

The Thomas More Scholarship Program aims to enrich the academic experience of morally serious, politically-oriented, talented students interested in using their broad liberal arts education to engage in the vital moral and political affairs of the time with courage and wisdom.

The program is a part of Belmont Abbey College's overall mission to provide an excellent education for the whole person. Designed for students interested in moral and political issues and the public exercise of moral courage, the program seeks to complement a student's education at the Abbey by providing

- one seminar-style class each year focused on the close study of the foundational works and seminal ideas of the Western intellectual tradition
- the opportunity to participate in other stimulating extracurricular activities throughout the year, including social gatherings, hiking, reading groups, and cultural events

The program takes inspiration from the life and thought of the great Saint Thomas More. Through a broad classical education and a life of prudence informed by faith, Thomas More exemplified the Renaissance tradition of bringing classical learning to bear on political life. In keeping with More's example, the program seeks young men and women who are themselves looking for a "Renaissance" education that integrates faith, learning, and moral courage, one that promotes the development of virtue and wisdom.

Detailed Program Description:

One Great Tradition Seminar per Year (3 credits per year)

In addition to taking their usual schedule of courses at the Abbey, students in the More Program take one seminar each spring that focuses on the close reading and discussion of the great books of Western civilization from the Greeks to the modern world.

Year 1 Seminar (3 credits): Greek Intellectual Tradition

Study and discussion of foundational Greek texts in history, philosophy, and literature. Authors studied include Homer, Aeschylus, Sophocles, Herodotus, Plato, and Thucydides.

Year 2 Seminar (3 credits): Roman Intellectual Tradition

Study and discussion of foundational Roman texts in history, philosophy, and literature. Authors studied include Virgil, Lucretius, Livy, Ovid, Marcus Aurelius, and Plutarch.

Year 3 Seminar (3 credits): Medieval Intellectual Tradition

Study and discussion of foundational Medieval texts in history, philosophy, and literature. Authors studied include Dante, Boethius, St. Augustine, St. Thomas, Joinville and Villehardouin, and Chaucer.

Year 4 Seminar (3 credits): Modern Intellectual Tradition

Study and discussion of foundational Modern texts in history, philosophy, and literature. Authors studied include Austen, Cervantes, Shakespeare, Descartes, Tocqueville, and Eliot.

The Great Tradition courses are built on the study of the great works of the Western intellectual tradition—ancient, Christian, and modern—that raise the fundamental questions about human existence and reality. The program’s approach to these works is philosophic and characterized by a wisdom-seeking spirit. There are no textbooks in the More Program. Students study and discuss the original writings of the greatest authors not so much to learn what others have said as to seek the truth about reality under their guidance. Most texts are read in their entirety.

The program places an emphasis on careful reading, excellent writing, and thoughtful conversation about foundational works. Using the Socratic method, the seminars treat the great works of the past as sources of insight and wisdom for the common human experience. Great authors are regarded as the primary teachers in the classroom, and the faculty who teach in the program set aside their academic specializations to engage students in the great human questions.

In the spirit of the Renaissance, the Thomas More program also hopes to furnish the student’s imagination with a greater appreciation of beauty. To this end, students are asked each year to memorize five poems to be chosen by the program instructors.

The program also places a premium on excellent writing as a way of developing independent thinking. To this end, an emphasis is placed on the exploratory essay. Through the thorough crafting of essays and the active assistance of teachers, More scholars learn to think about problems imaginatively and precisely. (Such writing truly encourages a student to ‘think outside of the box.’)

Thoughtful conversation is a thread running throughout the Thomas More program and is reflected through extracurricular activities as well

as the academic work. The activities are aimed at the development of the student as well as the common good of the program.

Faculty Conversation

Each year students attend a live public Socratic conversation among several faculty members on a portion of one of the great texts from the core or the Great Tradition Seminars.

More Program Book

Each year all members of the program read one great book outside of class. The selected text will be one not normally studied in the More Seminars or the Abbey core. This text provides the basis for a cross-cohort all-program seminar where students and instructors discuss the work in small groups mixed of freshmen, sophomores, juniors, and seniors.

Other Cultural and Extracurricular Activities

Students in the program will also have the opportunity to attend annual lectures and cultural events, to participate in discussion groups and outdoor activities with the director and faculty members, to dine with faculty off campus, and to enjoy social gatherings.

The extracurricular activities are spread over the course of the program. It is hoped that they will serve as occasions for deepening humane learning and for strengthening the Thomas More learning community. More scholars will also be strongly encouraged to participate in the broader College community by attending athletic and cultural events when they are able.

Admission to the Thomas More Scholarship Program: Strong students interested in pursuing any academic major offered at Belmont Abbey College may become Thomas More Scholars. Applicants should be keenly interested in taking the four More Program seminars and participating in the program activities. Applicants must have a non-weighted high school grade point average of 3.4 or higher and a combined verbal and math (**not** including the Essay portion of the examination) SAT or ACT equivalent score of 1100. All Thomas More Scholars must reside on campus. Interested applicants should complete the Thomas More Scholarship application in full, and participate in a scholarship interview (as part of the Scholarship Weekend experience).

DEPARTMENT OF SPORT AND MOTORSPORT MANAGEMENT

Chair: Trey Cunningham

Associate Professor: Trey Cunningham

Assistant Professors: Andrew Rudd, Mary Beth Chambers

Department Mission: The Department of Sport and Motorsport Management aims to inculcate a variety of skills and knowledge in its students in the areas of the business, management, and legal characteristics of sport and motorsports. We aim to form students who can integrate the skills and knowledge of the industry with the values of the College's liberal arts curriculum. Focusing on a specific knowledge of sport and motorsports as well as the creative, ethical, and analytic emphases of the liberal arts, we aim to produce talented professionals in the field of sport and motorsports management. The department faculty is committed to modeling and encouraging the further development of honesty, integrity, and virtue in our students. Our hope is to provide an atmosphere of learning and study that will, in keeping with the highest values of a Catholic and Benedictine education, enable young men and women to engage in Sport and Motorsports Management practices that help to make the world a better place to live.

Departmental Goals: Upon completion of the curriculum, graduates who earn a Bachelor of Arts in Sport Management or in Motorsport Management will be able to:

- Understand the technical, interpersonal, and conceptual skills required to function as an effective manager in today's complex sport environment.
- Recognize the importance of planning, management, and leadership in contemporary sport and motorsports organizations, and apply those skills in management settings.
- Appreciate the socio-cultural characteristics of sport and its effects on participants, spectators, and society.
- Appreciate the ethical demands in today's sport and motorsports environment and their effects on personal and organizational responsibility.
- Develop appropriate ethical practices that will be applied in sport management settings.
- Understand the governance structure of various sport and motorsports organizations and their influence on operations and decision-making.

- Understand the legal and regulatory environment of contemporary sport.

B. A. in Sport Management **120 hours**

Major Requirements: Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major Requirements
- III. Other Courses

I. The College Core Curriculum **50-53 hours**

Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

II. Major Requirements **39 hours**

- A. Lower-level courses to be completed prior to enrolling in any 300 level or higher
- | | |
|--|---------|
| Sport Management course: | 6 hours |
| SM 200 History, Culture, & Philosophy of Sport | |
| SM 201 Introduction to Sport Management | |

- B. Six of the following: 18 hours
- SM 310 Organizational Theory & Leadership in Sport
 - SM 320 Administration, Governance, and Policy
 - SM 330 Sport Marketing
 - SM 340 Sport Facility and Event Management
 - SM 350 Sport Law and Risk Management
 - SM 360 Sport Business and Finance
 - SM 370 Special Topics in Sport Management
 - SM 380 Independent Study

- C. SM Senior Capstone courses: 6 hours
- SM 400 Senior Seminar
 - SM 450 Internship

- D. Required Business Courses 9 hours
- EC 201 Introductory Economics I
 - BU 265 Spreadsheet and Database Applications
 - BU 315W Business Communication

III. Other Requirements **28-31 hours**

- | | |
|--------------------------|-------------|
| General elective courses | 28-31 hours |
|--------------------------|-------------|

It is the student's responsibility to verify that all degree requirements for graduation are fulfilled.

Minor in Sport Management **15 hours**

SM 200 History, Culture, & Philosophy of Sport	3 hours
SM 201 Introduction to Sport Management	3 hours
Any three additional 300-400 level SM classes	9 hours

The preponderance of the courses for the minor must be taken at Belmont Abbey College.

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

B. A. in Motorsport Management **120 hours**
(Executive Director: Pat Wood)

Program Director: Mary Beth Chambers

To be eligible for acceptance into the degree program, the students must complete MM 200 & MM 201. In addition, a student must have at admission, and maintain throughout the program, a GPA of 2.5 with no grade lower than a "C" in major courses.

Major Requirements: Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major Requirements
- III. Other Courses
- IV.

I. The College Core Curriculum **50-53 hours**

Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

II. Major Requirements **58hours**

Required Business Courses

AC 211 Principles of Accounting

BU 107 Job Readiness

BU 265 Spreadsheet and Database Applications

BU300 Management

BU315W Business Communication

Two other 300/400 level Business courses (but not BU306)

EC 201 Introductory Economics I or EC 202 Introductory Economics II

Motorsport Management Program Admittance Prerequisites:

MM 200 History, Culture and Philosophy of Motorsport

MM 201 Introduction to Motorsport

Motorsport Management Sequence

MM 320 Administration, Governance, Policy in Motorsport

MM 330 Motorsport Marketing

MM 340 Motorsport Facility & Event Management

MM 360 Motorsport Business and Finance

MM 370 Public Relations & Media in Motorsport

MM 410 Senior Seminar I Team Management

MM 411 Senior Seminar II Capstone Project & Portfolio

MM 456 Internship (6 hours)

III. Other Required Courses

9-12hours

SM350 Sport Law & Risk Management

9-12 Credit Hours of Elective Courses

All MM students will graduate with a Business Management minor in addition to the Motorsport Management major.

It is the student's responsibility to verify that all degree requirements for graduation are fulfilled.

Course Descriptions

SM 200. History, Culture and Philosophy of Sport

(3)

This course will introduce students to the history of sport in North America, in particular examining the rise of sport in American culture in the 19th and 20th centuries. Students will also examine relevant socio-cultural and philosophical topics in sport, including ethics and virtue, race, gender, class, violence, youth participation, and globalization. First-years and sophomores only, or by consent of the instructor.

SM 201. Introduction to Sport Management

(3)

This course serves as the primary introduction to and survey of basic sport management and business principles and practices, including management activities, administration, sport finance and budgeting, sport marketing, sponsorship, and licensing. In addition, this course examines contemporary issues in sport--including scholastic, collegiate, and professional sport. First-years and sophomores only, or by consent of instructor.

RC 302. First Aid and CPR

(2)

This combination web-based and classroom course teaches American Red Cross CPR for adults, children (ages 1-12), and infants (under age 1); Basic First Aid; and use of an Automated External Defibrillator (AED). Students will learn how to recognize and respond to breathing and cardiac emergencies in the CPR portion of the online course. Basic First Aid will teach students how to respond to other emergencies caused by injury or sudden illness. AED essentials teaches students when and how to use an AED. To earn CPR/First Aid and AED certification, students must pass the online test and then attend skill sessions to perform and review skills. CPR and AED certification are valid for 1 year. Basic First Aid certification is valid for 3 years. A fee is assessed at the beginning of the course and covers all practice supplies, on-line registration, manual, and skill cards, which become the property of the student.

SM 305. Sport and Society (3)

Prerequisites: SM 200 and SM 201, or permission of instructor

This course is designed to introduce students to fundamental concepts in the sociology of sport. Students will examine issues of race, class, gender, and power in sports with a particular focus on examples found in contemporary American sporting activities and organizations. 3 credits; offered each year.

SM 310. Organizational Theory and Leadership in Sport (3)

Prerequisites: SM 200 and SM 201, or permission of instructor

This course is designed to introduce students to organizational and leadership theory in sport organizations. In addition, students will be introduced to organizational change strategies and organizational assessment schemes to assist in the development of leadership for sport organizations.

SM 320. Administration, Governance, and Policy (3)

Prerequisites: SM 200 and SM 201, or permission of instructor

This course will examine the current governance structures and policy trends in youth, high school, intercollegiate, and professional sport. In addition, this course will introduce the principal tasks and procedures required in the administration of sport organizations and programs. Through a series of lectures and activities, students will gain core knowledge of the techniques and applications involved in sport management settings.

SM 330. Sport Marketing (3)

Prerequisites: SM 200 and SM 201, or permission of instructor

This course will examine the primary functions and principles of sport marketing including sport consumer behavior, market segmentation, brand management, licensing, promotion, and sponsorship. In addition, students will examine both the legal aspects of sport marketing and the role of public relations.

SM 340. Sport Facility and Event Management (3)

Prerequisites: SM 200 and SM 201, or permission of instructor

This course will focus on the conception and design of recreational and sport facilities with a particular emphasis on the management of those facilities. In addition, this course will focus on the development and oversight of sport events with particular emphasis on risk management and client/spectator supervision.

SM 350. Sport Law and Risk Management (3)

Prerequisites: SM 200 and SM 201, or permission of instructor

This course will provide students with an understanding of the legal issues involved in the supervision, management, and business operations of sport with a particular emphasis on risk management strategies in sport. Topics covered include negligence, supervision, contracts, drug-testing, Title IX, torts, and constitutional law issues in sport.

SM 360. Sport Business and Finance (3)

Prerequisites: SM 200 and SM 201, or permission of instructor

This course will examine the basic principles of sport business and finance including budgeting, costing, financial documentation, business structures, and financial management strategies in sport organizations.

SM 370. Special Topics in Sport Management (3)

Prerequisite: Permission of instructor

This course is intended to provide students with the opportunity to study a specific area of sport management; topics are at the discretion of the instructor.

SM 380. Independent Study (3)

Prerequisite: Permission of instructor

This course will provide students with the opportunity to conduct independent research in any area in sport management; topics and course content must be approved by faculty.

**SM 400. Senior Seminar:
Business Ethics and Sport Management (3)**

Prerequisites: Senior status, completion of all Sport Management major courses or permission of instructor

This is the required capstone course for majors in sport management. Topics will vary, but primary focus will be upon experiential learning in a sport setting with a special emphasis on ethical leadership and principled business practices.

SM 450. Internship (3)

Prerequisite: Permission of instructor

This is the required field experience for sport management majors; supervision will be supplied by a faculty member. Pass/Fail.

MM 200 History, Culture and Philosophy of Motorsport

This course will introduce students to the history of motorsport in North America, in particular examining the rise of sport in American culture in the 20th and 21st centuries. Students will also examine relevant socio-cultural and philosophical topics in motorsport, including ethics and virtue, race, gender, class, violence, youth participation, and globalization. Particular content to be studied will include the rise of motorsport in post-war America. NASCAR, INDYCAR and the southeastern bootlegger roots of the sport will be examined in depth. First year transfers, freshmen and sophomores only, or by consent of the instructor.

MM 201. Introduction to Motorsport Management (3)

This course is designed to provide the student with an overview of the motorsport industry with particular emphasis on the myriad opportunities available in the various competitive motorsport series. Material will include both an historical perspective as well as projected developments in each of the major content areas involved in the business of motorsport.

MM 320. Administration, Governance, and Policy (3) in Motorsport

Prerequisites: MM 200 and MM 201, or permission of instructor

This course will examine the current governance structures and policy trends in motorsport. In addition, this course will introduce the principal tasks and procedures required in the administration of motorsport organizations and programs. Through a series of lectures and activities, students will gain core knowledge of the techniques and applications involved in motorsport management settings.

MM 330. Motorsport Marketing (3)

Prerequisite: MM 200 and MM 201, or permission of instructor

This course will focus on motorsport marketing and media. Topics to be covered include sponsorship development, consumer behavior, market development, web site design, social networking, and other media platforms.

MM 340. Motorsport Facility and Event Management (3)

Prerequisites: MM 200 and MM 201, or permission of instructor

This course will focus on the conception and design of motorsport facilities with a particular emphasis on the management of those facilities. In addition, this course will focus on the development and oversight of motorsport events..

MM 360. Motorsport Business and Finance (3)

Prerequisites: MM 200 and MM 201, MM 330, or permission of instructor

This course will examine the basic principles and contemporary issues in the business of motorsport. Topics will include motorsport finance, budgeting, costing, financial documentation, business structures, and financial management strategies in motorsport organizations.

MM 370. Public Relations and Media in Motorsport (3)**Prerequisite:** MM 200 and MM 201, MM 330 or permission of instructor

This course will familiarize the student with public relations as well as with the planning and execution of public relations events within the motorsport industry. Topics include writing press releases; identifying and developing relationships with the media; planning and assessing the success of an event; and hospitality.

MM 410 Senior Seminar I Team Management in Motorsport**Prerequisite:** Senior status or permission of instructor

This course is designed to increase the student's ability to be an effective team member working in the motorsport industry, particularly in high-intensity business environments. Students will work in teams to address a contemporary issue of business in motorsport through the use of organizational research, market research, presentations, and public speaking.

MM 411. Senior Seminar II: Capstone Project and (3)**Portfolio****Prerequisite:** MM 410 or permission of instructor

Students will produce a senior capstone project that examines a contemporary issue of business in motorsport. This, along with other major projects, will comprise the senior portfolio, which will be assessed by faculty and industry professionals.

MM 456. Internship (6)**Prerequisite:** Junior status or permission of the Program Director of Motorsport Management

This is the required field experience for motorsport management majors; supervision will be supplied by a faculty member.. MM interns must work 40 hours for each credit hour completed. At least 240 hours at the internship site(s) is required to fulfil this program requirement. Pass/Fail.

THEATRE ARTS MINOR

Program Coordinator: Simon Donoghue

Director of The Abbey Players and Associate Professor:

Simon Donoghue

Associate Professor: Jill Bloede

Technical Director and Instructor: Gary Sivak

Department Mission: The Theatre program at Belmont Abbey College offers students the opportunity to be educated and to perform in drama, providing them with an understanding of the complexities of human nature and of the canon of Western theatrical writing. Through both theoretical and practical work in the dramatic arts, students nourish their minds and spirits, develop a deep understanding of the human person, and comprehend the beauty of God as expressed through imaginative creation within the framework of theatre. Through observation of human character dramatically portrayed, our students are motivated to emulate the True, the Good, and the Beautiful for their benefit and that of others.

Departmental Goals: The Theatre Arts minor consists of eighteen (18) credit hours, organized as two separate concentrations, one for the technically-minded student and the other for the student actor/director. Both concentrations merge during the student's senior year, when all students engage in a Practicum to create a fully-realized production.

Minor in Theatre Arts: Technical Concentration 18 hours

TA 108 Introduction to Theatre Arts	OR	
TA 112 Theatre Appreciation		3 hours
TA 110 Introduction to Stagecraft		3 hours
TA 210 Lighting and Sound Design		3 hours
TA 310 Set Design		3 hours
TA 410 Stage Management		3 hours
TA 415 Practicum		3 hours

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

Minor in Theatre Arts: Artistic Concentration 18 hours

TA 108 Introduction to Theatre Arts	OR	
TA 112 Theatre Appreciation		3 hours
TA 150 Acting I		3 hours
TA 225 The American Musical		3 hours
TA 250 Acting II		3 hours

TA 359 Introduction to Directing

3 hours

TA 415 Practicum

3 hours

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

Course Descriptions

TA 108. Introduction to Theatre Arts (3)

A survey of theatre history from the ancient Greeks through twentieth century American theatre. The course focuses on the use of theatre by various western cultures and the development of technology and technique within the field. Offered every semester.

TA 110. Introduction to Stage Craft (3)

An introduction to the basic elements of technical theatre, including scenic and lighting design. Offered every semester.

TA 112. Theatre Appreciation (3)

A survey of various styles of contemporary theatre (comedy, drama, and musical). Attendance at local theatre and critiques/class discussions will play a major role in strengthening personal aesthetics and will provide the student with a working knowledge and vocabulary of contemporary theatre. Offered every semester.

TA 150. Acting I (3)

The student will be exposed to various acting techniques, including those of Meisner, Adler, and Hagen. Offered every semester.

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 practical experience. Offered every semester.

TA 225. American Musical (3)

Prerequisite: TA 108

The course covers the history and development of America's distinctive contribution to the art form. Offered every semester.

TA 250. Acting II (3)

Prerequisite: TA 150

This course is a continuation of Acting I with the introduction of scene work. Offered every semester.

TA 310. Set Design (3)

Prerequisites: TA 110, TA 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 and undertake various design projects. Offered every semester.

TA 350. Introduction to Directing (3)

Prerequisite: TA 150

This course provides basic knowledge of the components of theatrical production, explores theatre styles, and offers practical applications. Students will also participate as actors in directional projects. Offered every semester.

TA 410. Stage Management (3)

Prerequisite: Permission of Theatre Faculty

Practical experience in serving as Stage Manager for one show in The Abbey Players' season. Intensive work from auditions to rehearsals to performance. Student will leave the project with a working knowledge of the creative process of play production and a method of managing the collaboration of director, designers, actors, and technicians.

TA 415. Theatre Practicum (3)

This course is the capstone for the Theatre minor. The student will undertake a practical exercise in Theatre Arts from either the technical or artistic track. The nature of each project will be discussed and approved in consultation with members of the Theatre Department the semester before it is performed. All requirements for either concentration must be fulfilled before this Practicum can be taken. Offered every semester.

DEPARTMENT OF THEOLOGY

Chair: Grattan Brown

Professor: David Williams

Associate Professors: Grattan Brown, Jane Russell O.S.F., Ronald Thomas

Lecturer: Michael Petro

Department Mission and Goals: We strive to foster in our students a theological literacy that is grounded in Scripture, Tradition, and the teaching of the Magisterium. We cultivate a theological habit of mind that will enable them to see God in all things and to pursue their future callings in life "so that in all things God may be glorified." We contribute to the Liberal Arts education of the College by developing reasoning and communication skills, by proposing Christian tradition of character formation, and by showing how theology sheds light upon the human condition, Western civilization, and contemporary affairs.

In order to help students become theologically literate, the Theology Department offers two core curriculum courses: Introduction to Scripture (TH105) and Introduction to Theology (TH205). These courses introduce the student to the study of theology as an academic discipline. The department also offers upper-level courses classified as Humanities electives for non-majors.

Students majoring in theology attain a deeper understanding of theology and acquire the foundational skills necessary for graduate study or for service to the world and to the Church. The Department expects that its majors will 1) attain knowledge of basic theological ideas and to become familiar with the core themes of the Catholic theological tradition; 2) develop the ability to think critically about theological issues together and express that thinking clearly; and 3) develop the research and professional skills necessary for careers in theology or related areas.

The Department's courses provide a basic introduction to the areas of systematic and historical theology, biblical studies, and moral theology. Students preparing directly for some form of service to the Church or wider community may choose the Pastoral Concentration by taking four supporting psychology and/or education courses from an approved list. In addition, students in the Pastoral Concentration complete 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.

B. A. in Theology

120 hours

To be accepted into the degree program, the student must have completed TH

105 with a grade of “C” or better.

Students must complete the requirements outlined below:

- I. The Core Curriculum
- II. Major requirements
- III. Other Courses

I. The Core Curriculum **50-53 hours**

Students transferring more than 13 credit hours to Belmont Abbey College are not required to take the First-Year Symposium.

II. Major requirements (200 Level or above) **30 hours**

TH 311 Jesus and Salvation	3 hours
TH 320 The Church	3 hours
An upper elective in Moral Theology	3 hours
An upper elective in Scripture	3 hours
Four upper-level electives (200 level or higher)	12 hours
TH 450 Seminar in Theology (senior year)	3 hours
TH 475 Senior Thesis (following TH 450)	3 hours

III. Other Courses **12-27 hours**

Support Courses in Humanities	12 hours
Upper-level English (300 level or higher)	3 hours
Upper-level History (300 level or higher)	3 hours
Foreign Language	6 hours
(Spanish recommended for Pastoral concentration)	

Students majoring in Theology may, in addition to the general requirements of the major, pursue one of the following concentrations:

Pastoral Concentration	15 hours
Psychology or Education courses	12 hours
TH 453 Pastoral Internship (in lieu of one elective)	3 hours
Research Concentration	12 hours
Latin or Greek	6 hours
Metaphysics	3 hours
Epistemology	3 hours

To graduate from the program, the student must earn a minimum of 30 hours in Theology courses at or above the 200 level. In keeping with the general requirements of the College, the B.A. requires the student to earn a minimum of 120 hours.

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

Minor in Theology

15 hours

TH 205 Introduction to Theology

3 hours

12 hours of 200-level or higher theology courses

12 hours

The preponderance of the hours above TH 205 must be taken at Belmont Abbey College. Six hours may not count toward a major in another department.

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

Course Descriptions

TH 105. Introduction to Scripture

(3)

An introduction to contemporary study of Scripture in light of Vatican II's document on divine revelation (*Dei Verbum*), including a survey of both Old and New Testaments. The purpose of the course is to introduce students to the study of Scripture as an academic discipline, the historical and theological concerns of each Testament, and Catholic perspectives regarding the idea of revelation, the interaction of divine and human agency in the composition of the Bible, the development of the biblical canon, and the role of Scripture in Christian life. This course serves as the first part of the core curriculum in theology, and is ordinarily a prerequisite for all theology courses at or above the 200 level. Offered every semester.

TH 205. Introduction to Theology

(3)

Prerequisite: TH 105 or equivalent

This course, the second part of the core curriculum in theology, builds on the knowledge of Scripture gained in TH 105 as it introduces students to the basic areas of theological investigation, including Revelation, Faith, Reason, Christology, Church, Sacraments, and Christian life. 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 light of the College's Catholic and Benedictine heritage, to challenge students to consider the Christian message regarding life's purpose and meaning as the integrating factor of their education. This course serves as the second part of the core curriculum in theology. Offered every semester.

TH 240. Benedictine Tradition

(3)

Prerequisite: TH 105 or equivalent

This course traces the origins of the Benedictine tradition in late antiquity, its rise to prominence in the high medieval period, its decline to obscurity in the

early modern era, its resurgence in the nineteenth century, its expansion to the United States, and its continuing influence in the contemporary world. Throughout, we will place Benedictinism in its social, cultural, political, and economic and religious context in order to understand the ways in which Benedictinism both helped form a European identity and was also itself influenced by Western culture. Offered as needed.

TH 250. Explorations in Theology (3)

Prerequisite: TH 105 or equivalent

An introductory level study of a theological topic not covered elsewhere in the theology curriculum. Offered as needed.

TH 311. Jesus and Salvation (3)

Prerequisite: TH 105 or equivalent

An examination of the theological understanding of Jesus Christ, his person, and his work. The course studies contemporary Christological interpretations against a background of the classical historical developments in the theology and doctrine of Christ. Offered every other year.

TH 320. The Church (3)

Prerequisite: TH 105 or equivalent

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. One of the units in this course studies the sacraments and sacramental theology. Offered every other year.

TH 325. Protestant Tradition (3)

Prerequisite: TH 105 or equivalent

A course exploring how the Reformation period laid the foundations for Protestantism in Europe. Luther's thought and basic Protestant tenets will be explored as well as the Wesleyan movement in England and nineteenth-century American revivalism. Offered as needed.

TH 330. Introduction to Moral Theology (3)

Prerequisite: TH 105 or equivalent

An introduction to the basic principles and methods of moral theology and examination of how they are applied to some of the concrete issues of life, death, sexuality, and money. This 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 332. Bioethics in the Catholic Tradition (3)

Prerequisite: TH 105 or equivalent

This course explores issues in bioethics at the beginning, in the midst, and at the end of human life in light of Catholic tradition. Issues at the beginning of life may include abortion, assisted reproduction, genetic screening, and stem cell

research. Issues in the midst of life may include performance enhancement, organ transplantation, and research on human subjects. Issues at the end of life may include the use of life support, euthanasia, and palliative care. The course begins by comparing a view of the human person—a theological anthropology—drawn from the Catholic intellectual tradition with some dominant secular views. The course then compares principles from Catholic medical ethics with secular principles and uses them to address bioethics issues and cases. The course is appropriate for ‘any future medical professionals and patients,’ i.e., anyone. Offered every other year.

TH 340. Catholic Social Teaching: God and the Good Society (3)

Prerequisite: TH 105 or equivalent

An introduction to the social teachings of the church, beginning with an overview of the biblical background, and continuing with 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*, selections from papal social encyclicals over the last century, and topics taken from the American bishops’ joint pastoral letters. Offered as needed.

TH 345. Theology of Sexuality and Marriage (3)

Prerequisite: TH 105 or equivalent

A study of human sexuality from the Christian vision of the human person. The course studies the historical development and theological foundations of marriage as a sacrament as well as contemporary issues in human sexuality with regard to Christian teachings. Offered as needed.

TH 350. Special Topics in Theology (3)

Prerequisite: TH 105 or equivalent

A study of one or more topics of significance in theology not covered elsewhere in the theology curriculum. Offered as needed.

TH 352. Special Topics in Moral Theology (3)

Prerequisite: TH 105 or equivalent

A study of one or more topics of significance in moral theology not covered elsewhere in the theology curriculum. Offered as needed.

TH 358. Major Figures in Theology (3)

Prerequisite: TH 105 or equivalent

An in-depth study of a single major theologian within the Christian tradition (e.g., Augustine, Aquinas, Newman, etc.). Offered as needed.

TH 365. World Religions (3)

Prerequisite: TH 105 or equivalent

This course offers genuinely Christian theological exploration of the various major non-Christian religious, cultural, and ideological systems of the world

(e.g., Hinduism, Buddhism, Islam, Judaism, Chinese religion, secularism, etc.) and is based on *Nostra Aetate* of Vatican II and other magisterial documents of the Roman Catholic Church. Additionally, the course will focus on the special conditions of evangelization with respect to each system. The course does not represent an exercise in “comparative religions” or “religious studies,” but rather a detailed reflection, based on the fullness of Catholic truth, on the “wisdom traditions” that man has created in various times and places. Offered as needed.

TH 370. Theology and Science (3)

Prerequisite: TH 105 or equivalent

An exploration of issues at the intersection of Christian theology and natural science. What happens when distinct approaches to reality confront common questions such as the origins of life, or the possibility 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 contemporary topics will be examined. Offered as needed.

TH 380. Liturgy and Sacraments (3)

Prerequisite: TH 105 or equivalent

This course is the disciplined exploration of the liturgical tradition and sacramental theology of the Catholic Church, centered upon the examination of magisterial documents, including important encyclicals, liturgical texts (ancient and modern), and the *Catechism of the Catholic Church*. Additionally, the course seeks to provide a critical evaluation of the modern era and its mindset from the vantage point of the worship of the one, true God. To realize this latter aim, the course will utilize important liturgical theology of recent thinkers (e.g., Benedict XVI and Aidan Nichols, O.P.). Offered as needed.

TH 384. The Virgin Mary (3)

Prerequisite: TH 105 or equivalent

A disciplined exploration of the various sources--cultural, historical, artistic, liturgical, biblical, theological, and dogmatic—that delineate the significance of the Blessed Virgin Mary to the salvation of mankind through Jesus Christ. At its heart, the course is an exercise in systematic theology; therefore, the links between Mariology and other doctrinal areas will be constantly enumerated.

TH 385. Christian Spirituality (3)

Prerequisite: TH 105 or equivalent

This course examines Christian spirituality and its traditions of prayer, practice, and communion with God rooted in Jesus Christ, the Word made Flesh. Since it is “embodied religion,” Christian spirituality necessarily involves the Eucharist and the Church as well as things interior, devotional, and mystical. This course also focuses on Christian liturgy and artistic endeavor. Offered as needed.

TH 401. Paul and His Letters (3)

Prerequisite: TH 105 or equivalent

Combines a survey of Paul’s life and writings in the context of their first-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)

Prerequisite: TH 105 or equivalent

As an in-depth study of the four canonical gospels, this 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 403. New Testament Letters and Revelation (3)

Prerequisite: TH 105 or the equivalent

As an in-depth study of the non-Pauline letters of the New Testament, together with the Book of Revelation, the course focuses on these oft-neglected NT voices and their origins and incorporation into the biblical canon. With regard to Revelation, it will also serve as an introduction to the apocalyptic genre. Offered as needed.

TH 407. Classic Texts in Theology (3)

Prerequisite: TH 105 or equivalent

A reading of select theological texts representative of important periods of development in the Christian theological tradition. This course deepens the student's ability to read theological texts, to appreciate the methodology employed in various texts, and to understand the historical and theological contexts in which the texts arose. Offered as needed.

TH 420. Theology of Ministry (3)

Prerequisite: TH 105 or equivalent

An exploration of the theological bases and historical development of Christian ministry in its different forms. The course will look especially at contemporary forms of ministry for the baptized and for the ordained, "the common priesthood of the faithful and the ministerial or hierarchical priesthood" (*Lumen Gentium* 10).

TH 425. Theology of Ecumenism (3)

Prerequisite: TH 105 or equivalent

An examination of the various theological problems posed by ecumenical discussion and of the major issues dividing the Christian churches including: 1) the nature of faith and justification; 2) the Eucharist and worship; 3) the papacy and ecclesiastical authority; and 4) the Marian doctrines of the Roman Catholic Church. Offered as needed.

TH 450. Seminar in Theology (3)

Prerequisite: Senior theology major

Topical seminar that includes initial steps toward writing the senior thesis;

topics change in different semesters. Offered each year.

TH 453. Pastoral Internship (1-6)

Prerequisite: TH 105 or equivalent

Part-time internships in a pastoral setting where the student reflects on the relationship between pastoral work and learning theology in the classroom.

TH 475. Senior Thesis (3)

Prerequisite: TH 450

A graduation requirement, this substantial research paper/interpretive analysis must be undertaken by each senior, under the direction of department faculty. The student's thesis is presented publicly upon completion.

TH 490. Original-Language Readings (1)

Prerequisite: TH 105 or equivalent

This course, which functions in conjunction with any of the 3-credit theology courses, allows students who wish to exercise their language skills to read non-English theology sources. Student readings are guided by the faculty; the course meets weekly. Offered as needed.

TH 499. Directed Readings (1-3)

Prerequisites: Junior or senior status and approval of the Department Chair. The student and a faculty advisor choose an appropriate field in which to explore appropriate readings and conduct research. Offered by arrangement.

ADDITIONAL COURSES

The following courses do not fall under the jurisdiction of any individual department. However, some of them may be taken to fulfill core curriculum requirements, or may be taken as a part of various students' majors, minors, or concentrations within a major.

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

Course Descriptions

AD 101. Adult Transitions (3)

Note: This course is for new students only, and may not be taken as an elective by upper classmen.

A course for adult students, seeking their first college degree, and who have not taken college-level classes on a full-time basis for at least three (3) years. It offers an opportunity to acquire, or refresh, critical thinking, reading, writing, and other learning skills at the college level. The course also serves as an orientation to Belmont Abbey College.

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 Medieval period.

AR 102. Introduction to Art in Western Civilization II (3)

A humanities course integrating the arts of the western world with the prevailing philosophy of the successive periods: from the Italian Renaissance to the 20th Century.

CE 100. Communication Essentials (3)

Note: This course is for first year or new transfer students and may not be taken as an elective by upper classmen who are not required to enroll in the class.

This course is designed for students whose academic performance before or after matriculation suggests that they may need additional skill building in the areas of reading comprehension, grammar, speaking, and writing.

EN 199. Newspaper Production (1)

Prerequisite: Rhetoric 101

Experience and instruction in all phases of the production of the Belmont Abbey College student newspaper, *The Crusader*. Seminar. May be taken three times for credit. Offered as demand warrants.

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 (reading, writing, speaking, and listening), with emphasis on oral communication. A fall-spring sequence. Offered every year.

FR 201. Intermediate French I (3)

Prerequisite: French 102 or sufficient placement score

Introduction of more advanced aspects of French grammar, vocabulary, and culture in addition to continued emphasis on speaking, comprehension, reading and writing in French. Offered every Fall.

FR 202. Intermediate French II (3)

Prerequisite: French 201 or sufficient placement score

Introduction of more advanced aspects of French grammar, vocabulary, and culture in addition to continued emphasis on speaking, comprehension, reading and writing in French. Offered every Spring.

FR 301. Special topics in French Art and Culture (3)

Prerequisite: French 202 or sufficient placement score

Exploration of a specific era of French history or movement in French art, literature, music, or film. Offered upon sufficient demand.

FS 101. First-Year Symposium (3)

Required of first-year students. Provides an introduction to college and an orientation to the mission, identity, and resources of Belmont Abbey College in particular, with a focus on the Catholic and Benedictine tradition, the importance of the core curriculum to a liberal arts education, the value of friendship, human virtues, and community. The course is also designed to facilitate a student's relationship with his or her advisor, since the First-Year Symposium teacher is also the advisor for all undeclared majors. Whole class and section meetings, readings, class discussion, out-of-class activities, and cultural events. Numerous sections offered every fall; one section is offered in spring for first-year transfers.

GK 101-102. Elementary Greek I and II (3, 3)

A study of the basic components and structures of Greek as well as an initial exposure to Classical and Koine writings. Intended as a fall-spring sequence. Offered every year.

GK 201-202. Intermediate Greek I and II (3, 3)

A study of the basic components and structures of Greek as well as an exposure to Classical and Koine writings. Intended as a fall-spring sequence. Offered every year.

GR 101-102. Beginning German I and II (3, 3)

Designed for students with little or no training in the language. Initial acquisition of the four basic skills (reading, writing, speaking, and listening), with emphasis on oral communication, grammar, and songs. A fall-spring sequence. Offered in alternate years.

LA 101-102. Elementary Latin I and II (3, 3)

A study of the basic components and structures of Latin as well as an initial exposure to writings of the Classical, Medieval, and Renaissance periods. Intended as a fall-spring sequence. Offered every year.

LA 201-202. Intermediate Latin I and II (3, 3)

Prerequisite: Successful completion of LA 102

A study of the basic components and structures of Latin as well as exposure to writings of the Classical, Medieval, and Renaissance periods. Intended as a fall-spring sequence. Offered every year.

LE 100. Learning Essentials (1)

Note: This course is for first year or new transfer students and may not be taken as an elective by upper classmen who are not required to enroll in the class.

This course is designed to help students master the college learning environment, learn strategies for note taking, and form good study habits. It also provides students with practical information about procedures, academic policies, and resources at Belmont Abbey College to help ensure their success.

ME 100. Mathematics Essentials (3)

Note: This course is for first year or new transfer students and may not be taken as an elective by upper classmen who are not required to enroll in the class.

A preparatory course for MA 112 and MA135. The course was designed to provide students with a solid foundation in the basics of college Mathematics, including the topics of whole numbers, fractions, decimals, ratios and proportions, and signed numbers, to serve as an introduction to Algebra.

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—including its forms, genres, and styles, providing students with a basic vocabulary for musical understanding.

MU 110. Abbey Chorus (1)

A campus ensemble of students, faculty, and others interested in performing for special campus events. One concert is performed each semester. Open to all who are able to exhibit basic music skills.

MU 121-122. Piano Class I, II**(1,1)**

Introductory course in piano. Use of familiar musical literature. The fundamentals of music as written and played. The construction of major and minor scales and chords.

MU 221-222. Piano Class III, IV**(1,1)**

Intermediate course in piano. The course is designed to teach students keyboard harmony using "lead sheets" with chord accompaniment patterns, as well as familiar musical literature. Students also learn the construction of major and minor scales and chords, as they begin to play early piano literature in its original forms.

MU 321. Piano Class V**(1)**

Prerequisite: MU 222 or equivalent or sufficient playing experience

Advanced course in piano. Students work on literature appropriate to their abilities. Musical literature includes original compositions from the eighteenth century to the twenty-first century. Students continue to develop technical skills to facilitate the performance of more advanced compositions.

MU322. Piano Class VI**(1)**

Prerequisite: MU 321 or sufficient playing experience

Advanced course in piano. Students work on literature appropriate to their abilities. Musical literature includes original compositions from the eighteenth century to the twenty-first century. Students continue to develop technical skills to facilitate the performance of more advanced compositions.

MU 131-132. Voice Class I, II**(1,1)**

Introductory voice lessons in a group setting for developing vocal technique through breathing exercises, vocalization, diction, and enunciation. Appropriate repertoire in English and Italian will be included. This is an excellent course for students with little or no previous vocal training.

MU 231-232. Voice Class III, IV**(1,1)**

Intermediate voice lessons in a group setting for developing vocal technique through breathing exercises, vocalization, diction, and enunciation. Appropriate repertoire in English and Italian will be included.

MU 331-332. Voice Class V, VI**(1,1)**

Advanced voice lessons in a group setting for developing vocal technique through breathing exercises, vocalization, diction, and enunciation. Appropriate repertoire in English and Italian will be included.

MU 151-152. Organ I, II**(1,1)**

Prerequisite: advanced piano proficiency

Introduction to the pipe organ and the technique for playing it.

MU 251-252. Organ III, IV

(1,1)

Prerequisite: MU 152 or equivalent, or sufficient playing experience
Intermediate course on the pipe organ and the technique for playing it.

MU 351-352. Organ V, VI

(1,1)

Prerequisite: MU 252 or equivalent, or sufficient playing experience
Advanced course on the pipe organ and the technique for playing it.

MU 161. Instrumental Ensemble I

(1)

Prerequisite: Previous playing experience and knowledge of specific instrument

Introduction to ensemble playing and techniques in a grouping of winds and strings. Ensemble performs each semester.

MU 162. Instrumental Ensemble II

(1)

Continuation of MU 161

MU 261. Instrumental Ensemble III

(1)

Prerequisite: MU 161, MU 162 or equivalent. Continued study of performing within a group of winds and strings. Students continue to develop skills to facilitate the performance of more advanced compositions.

MU 262. Instrumental Ensemble IV

(1)

Continuation of MU 261.

MU 361-362. Woodwind V, VI

(1,1)

Prerequisite: MU 262 or equivalent or sufficient playing experience
Advanced course on woodwind instruments and playing techniques.

RC 212. Ballroom Dancing I

(1)

A studio course teaching the fundamentals of 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 of swing-shag, cha cha, and polka. No prior dance knowledge required. Laboratory, two hours.

SC 100. Developing Science Literacy

(3)

This inter-disciplinary, non-laboratory science course for non-science majors reviews some of the major concepts from the natural sciences. Discussions may include historical aspects, current topics, and science as a way of thinking. Offered yearly.

SC 105. Conceptual Physical Science (3)

The course provides a survey of our physical world based on scientific principles. The topics include mechanics, thermal physics, static and current electricity, magnetism, sound waves, light, nuclear physics, earth science, and astronomy.

SC 110. Physical World (4)

Prerequisite: MA 135 or higher

This introductory-level, laboratory-based course emphasizes fundamental physical, mechanical, and chemical principles, and their scientific application to real-world situations. Causal analysis of factors involved in physical phenomena and various developments in technology will be explored (class, three hours; laboratory, two hours). Offered every 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.

SC 300. Human Evolution (3)

This course focuses on a discussion of the patterns and processes that have been active in the evolution of humans. In this course we will discuss the development of modern humans—looking at evidence from biology, genetics, anatomy, the fossil record, and anthropology. Offered in ADP on demand.

N.B.: Students who enroll for their first Spanish course at the Abbey will be administered a diagnostic examination to determine their appropriate level of study. The results of the diagnostic may also recommend that a student be granted credit, but not a grade, for a lower-level Spanish course. Students should address all questions about examination results and recommended levels of study to the instructor.

SP 101. Spanish I (3)

This course introduces the student to the fundamentals of the Spanish Language. The focus will be on basic listening, speaking, reading, and writing skills. Native Spanish speakers, students with two or more years of high school Spanish, or anyone who has successfully completed a more advanced college course in Spanish may not take SP 101 for credit.

SP 102. Spanish II (3)

Prerequisites: Completion of SP 101 with at least a “C” or permission of instructor

This course is a continuation of Spanish I, providing opportunities for students to continue developing their basic listening, speaking, reading and writing skills. Students will improve their linguistic proficiency and familiarity with Spanish culture and customs. Students who have taken three or more years of high

school Spanish or who have successfully completed a more advanced course in Spanish may not take SP 102 for credit.

SP150. Beginning Conversational Spanish (3)

Prerequisites: Completion of SP 101 or SP 102 with at least a “C” or permission of instructor

This course is for students who are interested in speaking and understanding basic Spanish. The focus will be on basic listening and speaking skills needed to communicate in real-life situations. Students who have successfully completed a more advanced course in Spanish may not take SP 150 for credit.

SP201. Intermediate Spanish I (3)

Prerequisites: Completion of SP 102 with at least a “C” or permission of instructor

This course offers students the opportunity to learn the language in a natural manner by discussing contemporary short films from the Spanish-speaking world as well as literature and grammar. The course stresses vocabulary building, listening, speaking, and writing, using the grammar learned in previous classes. Students who have successfully completed a more advanced course in Spanish may not take SP 201 for credit.

SP202. Intermediate Spanish II (3)

Prerequisite: Completion of SP 201 with at least a “C” or permission of instructor

This class is a continuation of SP 201; its goal is to help students effectively communicate in Spanish in both spoken and written situations. Students will increase their linguistic proficiency and be introduced to new selections of Spanish literature and short films. Emphasis will be placed on using activities and assignments that will place value on speaking, reading, and writing. The course stresses vocabulary building, listening, speaking, and writing, using the grammar learned in previous classes. Students who have successfully completed a more advanced course in Spanish may not take SP 202 for credit.

SP301. Spanish Communication Skills Development I (3)

Prerequisite: SP 202 or 4 years of high school Spanish, or native Spanish speaker

Through the use of Spanish conversation and short films, this course will provide activities to help students develop their Spanish communication skills and to correct any remaining weaknesses in writing skills, with equal emphasis on both. The course will emphasize vocabulary building through listening, speaking and writing. Designed also for students reared in a bilingual environment with deficiencies in reading and writing.

SP 302. Spanish Communication II (3)

Prerequisite: SP 202 or 4 years of high school Spanish, or native Spanish speaker.

Literary analysis of representative works of colonial Spanish American literature (chronicles, narrative, poems, essays, plays) with emphasis on literary concepts and terminologies. Secondly, films will provide students with the opportunity to listen to native-speakers. Designed also for students reared in a bilingual environment, but who may have deficient reading and writing skills.

SP 304. Spanish Conversation through Films (3)

Prerequisite: SP 302 or 4 years of high school Spanish, or native Spanish speaker

Through the use of Spanish films, this course will provide activities to help students further develop their Spanish communication skills. The class is designed to offer a framework for conversing in Spanish in a natural manner. The course will emphasize the building of vocabulary through listening and speaking. Secondly, the course will help students to improve their reading and writing in Spanish. Several films from the Spanish-speaking world will be shown as springboards for conversation. The films will provide students with the opportunity to listen to native-speakers, as well as to read and write reviews of the movies. Through viewing and discussing the films used for this class, the cultural and historical backgrounds of various Spanish-speaking countries will also be a topic of conversation.

SP 306. Spanish Conversation through Films (3)

Prerequisite: SP 304 or 4 years of high school Spanish, or native Spanish speaker

A continuation of SP 304, through the use of Spanish films, this course will provide activities to help students further develop their Spanish communication skills. The class is designed to offer a framework for conversing in Spanish in a natural manner. The course will emphasize the building of vocabulary through listening and speaking. Secondly, the course will involve students with reading and writing in Spanish. Several films from the Spanish-speaking world will be shown as springboards for conversation. The films will provide students with the opportunity to listen to native-speakers, as well as to read and write reviews of the movies. Through viewing and discussing the films used for this class, the cultural and historical backgrounds of various Spanish-speaking countries will also be a topic of conversation.

SS 301. Cultural/Physical Geography (3)

Prerequisite: Permission of the 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 laboratory that will focus on the development and application of map interpretation skills. Offered by the Education Department. Does not fulfill divisional requirement for Government and Political Philosophy, Psychology, or Sociology majors.

TA 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 fifteen (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.

MILITARY SCIENCE COURSES

All classes are taught at UNCC-Charlotte. For more information, please contact ROO Rick Nash (704-687-8633)

AEROSPACE STUDIES (Air Force ROTC)

AERO 1101. The Air Force Today (1)

Pre-professional co-requisite: AERO 1101L. Survey of topics relating to the Air Force including officership, professionalism, and basic communication skills. Offered in the fall.

AERO 1101L. The Air Force Today (0)

Leadership Laboratory. Offered in the fall.

AERO 1102. The Air Force Today (1)

Pre-professional co-requisite: AERO 1102L. 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. Offered in the spring.

AERO 1102L. The Air Force Today (0)

Leadership Laboratory. Offered in the spring.

AERO 2101. Development of Air Power I (1)

Pre-professional co-requisite: 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. Offered in the fall.

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

Leadership Laboratory. Offered in the fall.

AERO 2102. Development of Air Power II (1)

Pre-professional co-requisite: 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. Offered in the spring.

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

Leadership Laboratory. Offered in the spring.

AERO 3101. Leadership and Management (3)

Pre-professional co-requisite: 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. Offered in the fall.

AERO 3101L. Leadership and Management (0)

Leadership Laboratory. Offered in the fall.

AERO 3102. Defense Administration and Military Management (3)

Pre-professional co-requisite: AERO 3102L. Examination of Air Force doctrine, leadership, and ethics. Emphasis placed on written and oral communication. Offered in the spring.

AERO 3102L. Defense Administration and Military Management (0)

Leadership Laboratory. Offered in the spring.

AERO 3201. National Security Issues in Contemporary American Society (3)

Pre-professional co-requisite: 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. Offered in the fall.

AERO 3201L. National Security Issues in Contemporary American Society (0)

Leadership Laboratory. Offered in the fall.

AERO 3202. The Defense Leader: Perspectives on Ethics and Justice (3)

Pre-professional co-requisite: 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 give the student an adequate intellectual framework for action as a professional military officer. Offered in the spring.

**AERO 3202L. The Defense Leader:
Perspectives on Ethics and Justice** (0)
Leadership Laboratory. Offered in the spring.

ARMY ROTC COURSES

**MSCI 1101. Leadership and
Personal Development** (1)

Co-requisite: MSCI 1101L. Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. Includes instruction in map reading, land navigation, and customs and courtesies of the Army. Notes: Participation in leadership lab is required. There is no military obligation to take this course, open to all students.

**MSCI 1101L. Leadership and Personal
Development Lab** (1)

Application of Basic Leadership Skills through multiple venues including Drill and Ceremony, Land Navigation, Weapons Familiarization, Medical Tasks, Individual Movement Techniques, Engaging Targets, Introduction to the Orders Process, Understanding Army Acronyms, Hand and Arm Signals, and Radio Protocol Procedures.

MSCI 1102. Introduction to Leadership (1)

Co-requisite: MSCI 1102L. Overview of Leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Includes instruction in basic tactics. Notes: Participation in leadership lab is required. There is no military obligation to take this course, open to all students.

MSCI 1102L. Introduction to Leadership Lab (1)

Application of Basic Leadership Skills through multiple venues including Drill and Ceremony, Land Navigation, Weapons Familiarization, Medical Tasks, Individual Movement Techniques, Introduction to the Orders Process, Understanding Army Acronyms, Hand and Arm Signals, and Radio Protocol Procedures.

MSCI 2101. Innovative Team Leadership (2)

Co-requisite: MSCI 2101L. Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two

historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories.) Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. Notes: Participation in leadership lab is required. There is no military obligation to take this course, open to all students.

MSCI 2101L. Innovative Team Leadership Lab (1)

Application of Intermediate Leadership Skills through multiple venues including Leading Drill and Ceremony, Advanced Land Navigation, Building Terrain Models, Advanced Medical Tasks, Movement Formations, Movement Techniques, Special Teams, Writing Operations Orders, Situation Reporting, Call for Fire, and Introduction to Battle Drills.

MSCI 2102. Foundations of Tactical Leadership (2)

Co-requisite: MSCI 2102L. Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Includes instruction in terrain analysis, patrolling, tactical orders, route planning, and navigational methods. Notes: Participation in leadership lab is required. There is no military obligation to take this course, open to all students.

MSCI 2102L. Foundations of Tactical Leadership Lab (1)

Application of Intermediate Leadership Skills through multiple venues including Leading Drill and Ceremony, Advanced Land Navigation, Building Terrain Models, Advanced Medical Tasks, Movement Formations, Movement Techniques, Special Teams, Writing Operations Orders, Situation Reporting, Call for Fire, and Introduction to Battle Drills.

EXTRA-CURRICULAR ACTIVITIES

The Abbey Players The Abbey Players produce six main stage shows per year, drawing on the talents of students, faculty, staff, and members of the local community.

The Abbey Chorus The Abbey Chorus performs two concerts a year (at Christmas (and during the spring), as well as singing for campus celebrations that feature 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*. Copies may be obtained from the Office of Student Life. Students are responsible for understanding and abiding by the information in the *Handbook*.

Athletics Athletic pursuits are an integral part of the total educational experience at Belmont Abbey College. At the Abbey, athletic competition is about much more than merely winning: it is a vehicle for developing virtue and the whole person. The College is a member of NCAA Division II and the *Conference Carolinas*. Belmont Abbey Athletics offers nine varsity sports for women (Basketball, Cross Country, Golf, Lacrosse, Softball, Soccer, Tennis, Track and Field, and Tennis) and ten varsity sports for men (Baseball, Basketball, Cross Country, Golf, Lacrosse, Soccer, Tennis, Track and Field, Volleyball and Wrestling). The College also features developmental programs in Baseball, Men's Basketball, and Men's Soccer. For news, notes, schedules and to find out the latest information about the Crusaders, log onto www.abbeyathletics.com.

Intramural Sports The Intramural Sports Program, which is open to all current traditional students, faculty, and staff, offers participants the opportunity to compete in a number of sports, athletics, and events. Past sports and events have included: flag football, sand volleyball, soccer, basketball, ultimate frisbee, bowling, etc. Look around campus for sign-ups and events. For more information contact the Office of Student Activities at (704) 461-6780.

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 an excellent

opportunity for personal development. Joining with other students who share a common purpose and interest not only stimulates friendships, but also provides a practical experience in working with others. With everything from dances to comedians to giveaways and fun trips, the Office of Student Activities keeps students active and engaged when they are not in class. Contact the Office of Student Activities at (704) 461-6780.

Clubs/

Organizations

Abbey Chorus
Abbey Volunteers
Art Club
BACingers (a cappella group)
Ballroom Dancing Club
Belmont Abbey Improv Troup
Benedictine Volunteer Corps
Beta Beta Beta (Biology Honor Society)
Brothers in Christ, Sons of Mary Household
Campus Activities Board (CAB)
Chess Club
College Republicans
Crusaders for Life
Faithful Daughters Household
Greek Council
Green Team
International Club
Kappa Delta Pi Education Honor Society
Math Club
Motorsports Club
Orientation Leaders
Phi Beta Lambda (Business Development)
Psychology Club
Record of the Week Club
Senior Class Council
Student Ambassadors
Student Government Association (SGA)
Student Athletic Advisory Committee (SAAC)
The Abbey Players (Stage Performance)
YouTube Club

Campus Ministry

The Office of Campus Ministry is responsible for the spiritual growth of the College community and seeks to instill in all its members an appreciation of the rhythm of “prayer and work,” which characterizes Benedictine life. Toward this end, the

office of Campus Ministry works to concretize the fundamental Christian values professed by Benedictines; namely, the primacy of God and the things of God, a reverence for the sacred, an awareness of the profound meaning and dignity of each person's existence, and the importance of loving God as expressed through service to others. It is in this context that Campus Ministry strives to foster a genuine faith community at the College. By means of the sacramental life of the Church, and both public and private prayer, Campus Ministry attempts to form in students of all faiths habits of worship, cultivating in them a vibrant and personal spirituality. Recognizing in everyone the existence of an active as well as a contemplative dimension, Campus Ministry welcomes all members of the College community (and people of all faiths) to share actively in the task of building up the Church and the local community by using their own special gifts and talents. The Director of Campus Ministry coordinates the Hintemeyer Program for Catholic Leadership Development. For more information, please contact the Director of Campus Ministry office at 704-461-6545.

Student Media	<i>The Crusader</i> (College Newspaper) <i>Agora</i> (Literary Magazine)
Fraternities	<i>Kappa Sigma</i> <i>Sigma Alpha</i>
Sororities	<i>Alpha Sigma Pi</i> <i>Epsilon Sigma Alpha</i> <i>Tau Kappa Delta</i>

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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.

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- Director of the Saint Thomas More Program Joseph Wysocki, Ph.D.

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Director of Debate	Emily Leber, M.A.
Director of Institutional Research	Sharell Cannady, M.Ed.
Assessment and Research Analyst	
Executive Director of Motorsports	Patrick Wood
Faculty Coordinator	Sharon Johns, B.A.

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Staff Accountant	Susan Myers, B.A.
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Director of The Catholic Shoppe	Kristine Patterson, B.A.
Clerk	Freida Ashworth, B.S.
Clerk	Katherine Malsbary

ATHLETICS

Director of Athletics	Stephen Miss, M.A., M.Phil.
Associate Athletic Director.....	Paul Lyon, M.S.
Assistant Athletic Director.....	Justin Bates, B.A.
Marketing and Promotions Coordinator.....	Brian Rushing
Sports Information Director	James Stephan, M.S.
Sports Photographer and Archivist	Br. Paul Shanley, O.S.B.
Weight Room Manager.....	John Fitzgerald, B.A.
Administrative Assistant.....	Debby Bost
Head Athletic Trainer	Adam Smith, M.S.
Assistant Athletic Trainer	Jordan Heinlein, M.S.
Assistant Athletic Trainer	Nichole Eads, M.S.
Assistant Athletic Trainer	
Baseball Coach	Christopher Anderson, B.S.
Assistant Coach.....	Jeff May, B.S.

Assistant Coach.....	Ryan McCleney, M.A.
Assistant Coach.....	Todd Miller, M.B.A.
Basketball Coach-Men.....	William Taylor
Assistant Coach.....	Ryan Saunders
Assistant Coach.....	Nicholas Popp
Assistant/JV Coach.....	Matt Graves, M.S.
Basketball Coach-Women.....	Jason Williams, M.Ed.
Assistant Coach.....	Audrey Timmerman, B.S.
Bowling Coach.....	Clyde Ferguson
Cheerleading Coach.....	Emma Von Voigt, B.A.
Cycling Coach.....	Kyle Knott, B.S.
Field Hockey Coach- Women.....	Bronwen Gainsford, M.S.
Track & Field/Cross Country Coach-Men and Women.....	Nicholas Radkewich
Assistant Coach.....	Dustin Stewart
Golf Coach-Men and Women.....	Jason Gault, A.A.
Assistant Coach.....	Christopher Jones
Lacrosse Coach-Men.....	Chris Barrett, B.A.
Assistant Coach.....	Anthony LePore, M.S.
Assistant Coach.....	Joseph Perruzzi
Lacrosse Coach-Women.....	Jennifer Flaherty, B.S.
Assistant Coach.....	Chelsea Treat, B.S.
Soccer Coach-Men.....	John Keating, M.S.
Assistant/JV Coach.....	Derrick McNeill
Soccer Coach-Women.....	Mike Lynch, M.S.
Assistant Coach.....	Jaime Maililong
Softball Coach.....	Brooke LeSage, B.A.
Assistant Coach.....	Kimberly Braxton
Strength and Conditioning Coach.....	Patrick Polomski, B.S.
Tennis Coach Men and Women.....	Michael Saloman, M.B.A.
Assistant Coach.....	Tanner Stancil
Volleyball Coach- Men.....	Sean Manzi, B.S.
Volleyball Coach- Women.....	Toni Elyea, B.S.
Wrestling Coach.....	Kenn Caudell, M.S.
Assistant Coach.....	Obie Simpson, B.A.

COLLEGE RELATIONS

Vice President for College Relations and General Counsel.....	Gregory Swanson, J.D.
Director of Marketing.....	Rolando Rivas, B.S.
Marketing Project Manager/Designer.....	Renae Heustess
Marketing Assistant.....	Tessa Waclawik, B.A.
Development Officer.....	Christopher Egan, B.A.
Director of Alumni & Community Relations.....	Christine Goff Peeler, B.A.
Manager for Prospect Research.....	Daniel Kurtz, B.A.

Admissions and Adult Degree Program

Dean of Admissions.....	Nicole Focareto, M.A.
Admissions Counselor.....	Cameron Walsh, B.A.
Admissions Counselor.....	Thomas Karcher, B.A.
Admissions Counselor.....	Thomas Henry, B.A.
Admissions Counselor.....	

Admissions Counselor
 Operations Manager Rianna Wontrop, B.A.
 Operations Specialist..... Leslie Andsager, B.A.
 Director of Adult Degree Program..... Julia Gunter, M.S.
 Associate Director ADP..... David Haun, B.A.
 ADP Admissions Specialist Barry Hill, B.A.

STUDENT AFFAIRS

Dean of Student Life..... Tom MacAlester, M.S.W.
 Dean of Residential Life Amanda Bambury, M.A.
 Assistant Director..... Heidi Neely, M.E.
 Resident Director Seth Sherrin, M.C.
 Administrative Assistant Deborah Salman
 Director of Student Activities Jacob Coffman, B.A.
 Student Life Coordinator Cathy Comeau, B.A.
 Director of Campus Ministry Patrick Ford, M.A.
 Campus Chaplain Fr. Arthur Pendleton, O.S.B., Ph.D.
 Assistant to Chaplain Br. Edward Mancuso, O.S.B., B.A.
 FOCUS Team Leader..... Melanie Miller
 Director of Health Services..... Melanie Eckstein, FNP-BC
 Nurse..... Sue Stipanovic, R.N.
 Administrative Assistant Bettina Morgan, A.A.
 Director of Counseling.....

ADMINISTRATION

- ALLEN, Sharon.....Coordinator of Academic Support
B.S., East Tennessee State University, 1981
- ANDERSON, Christopher..... Head Baseball Coach
B.S., Catawba College, 2002
- ANDSAGER, Leslie..... Admissions Operations Specialist
B.A., Denison University, 1990
- ASHWORTH, Frieda Clerk, The Catholic Shoppe
B.S., McNeese State University, 1982
- BAKER, Bradley Evening Reference Assistant
B.A., Belmont Abbey College, 2006
- BAMBURY, Amanda Director of Residence Life
M.A., University of Notre Dame, 2016
B.A., University of Notre Dame, 2014
- BARRETT, Chris Head Men’s Lacrosse Coach
B.A., Limestone College, 2004
- BATES, Justin Assistant Athletic Director
- BEAGLE, Donald..... Director of Library
B.A., Oakland University, 1975
M.L.S., University of Michigan, 1977
- BOLGER, Sharon..... Library Administrative Assistant
B.A., Belmont Abbey College, 2013
M.S.L.I.S., Drexel University, 2016
- BOST, DebbyAdministrative Assistant for Athletics
- BRAXTON, Kimberly..... Assistant Softball Coach
- BURAZER, Mary.....Cataloging Assistant
A.A., College of DuPage, 1972
B.S., Southern Illinois University, 1975
- CANNADY, SharellDirector of Institutional Research
B.A., Dillard University, 2004
Ed.M., Auburn University, 2006
- CAUDELL, Kenn..... Wrestling Coach
B.S., Slippery Rock University, 2000
- COFFMAN, Jacob.....Director of Student Activities
B.A., Belmont Abbey College, 2012

COMEAU, CathyCoordinator of Student Life
 A.A., Jackson Community College, 1991
 B.A., Belmont Abbey College, 2010

COOPER, Leigh Payroll Supervisor
 A.A., Palm Beach Junior College, 1984

DONOGHUE, Simon J. Director of the Abbey Players
 B.A., University of Virginia, 1974 Associate Professor of English
 M.S.L.S., University of North Carolina-Chapel Hill, 1980

EADS, NicholeAssistant Athletic Trainer
 B.S., Ohio University, 2014
 M.S., Western Carolina University, 2016

ECKSTEIN, Melanie Director of Health Services
 M.S.N., University of Cincinnati College of Nursing, 2005
 B.S.N., University of Cincinnati College of Nursing, 1991

EGAN, BethRegistrar Records Specialist
 B.S., Duquesne University, 1982

EGAN, ChristopherDevelopment Officer
 B.A., Duquesne University, 1980

ELYEA, Toni Head Women’s Volleyball Coach

EUDY, KevinPolice Corporal

FERGUSON, Clyde Head Bowling Coach

FISHER, Elisa E.Assistant Director of Financial Aid
 B.A., Belmont Abbey College, 2015

FITZGERALD, John Game Day Manager
 B.A., Belmont Abbey College, 2011

FLAHERTY, JenniferHead Women’s Lacrosse Coach
 B.S., University of North Carolina-Chapel Hill, 2009

FOCARETO, NicoleExecutive Director of Admissions
 B.A., Marietta College, 2000
 M.A., Marietta College, 2006

FORD, Patrick Director of Campus Ministry and Catholic Student
 B.A., Hillsdale College, 2005 Leadership and Formation
 M.A., Villanova University, 2008

GAINSFORD, Bronwen Head Women’s Field Hockey Coach
 B.A., Wake Forest University, 2012
 M.S., Smith College, 2014

GALLOWAY, James Shuttle Driver

GAULT, Jason..... Head Men’s Golf Coach
A.A., Lenoir Rhyne, 1994

GRAHAM, AshleySenior Staff Accountant for Student Accounts
B.A., Belmont Abbey College, 2003

GRAVES, Matthew Assistant Men’s Basketball Coach
B.A., Belmont Abbey College, 2012
M.S., University of Ulster-Jordanstown, 2013

GRIFFIN, Daniel..... Shuttle Driver

GUNTER, Julia Executive Director of Adult Degree Program
B.S., Belmont Abbey College, 1981
B.A., Belmont Abbey College, 2000
M.S., North Carolina Agricultural and Technical State University, 1998

HAUN, David.....Associate Director of Adult Degree Program
B.A., Lee University, 1994

HEDRICK, PatriciaStudent Info Specialist
A.S., Central Piedmont Community College, 1993
B.A., Belmont Abbey College, 2016

HEINLEIN, Jordan.....Assistant Athletic Trainer
B.S., University of Illinois at Urbana-Champaign, 2012
M.S., Lenoir Rhyne University, 2015

HENDERSON, Seth..... Campus Police Officer

HENRY, ThomasAdmissions Counselor

HEUSTESS, RenaeMarketing Project Manager/Designer

HILL, Barry.....Adult Degree Program Admissions Specialist
B.A., Belmont Abbey College, 1994

HILL, Charles..... Shuttle Driver

HIXSON, Robert “Tad”Interim Director of Interdisciplinary Studies
B.A., The University of Georgia, 1986
M.B.A., Winthrop University, 1993

HODGE, Julie Associate Director of Financial Aid
B.A., Belmont Abbey College, 1988

HODGES, Mary Beth..... Controller
M.S.B.A., East Carolina University, 1978
C.P.A.-North Carolina

JOHNS, SharonFaculty Coordinator
B.A., Gardner-Webb University, 1981

JONES, ChristopherAssistant Golf Coach
B.A., Lenoir Rhyne College, 1997

KARCHER, ThomasAdmissions Counselor

KEATING, John Head Men’s Soccer Coach
B.A., West Virginia University, 1992
M.S., West Virginia University, 1993

KNOTT, KyleHead Cycling Coach
B.S., James Madison University, 2008

KURTZ, DanielManager for Prospect Research
B.A., Belmont Abbey College, 2014

LEBER, EmilyDirector of Debate
B.A., Cedarville University, 2014
M.A., The University of North Carolina-Greensboro, 2016

LEPORE, AnthonyAssistant Men’s Lacrosse Coach
B.S., The Citadel, 1999
M.S., SUNY Geneseo, 2001

LEWIS, RitaExecutive Assistant to the President

LYNCH, MichaelHead Women’s Soccer Coach
B.S., United States Air Force Academy, 1984
M.S., Central Michigan University, 1989

LYON, Paul Associate Director of Athletics
B.A., Elon College, 1999
B.S., Elon College, 1999

MACALESTER, Paul Thomas Dean of Student Life
B.S.W., Florida State University, 2006
M.S.W., Florida State University, 2007

MALILONG, JaimeAssistant Women’s Soccer Coach

MALSBARY, GeraldDirector of First-Year Symposium
B.A., University of California at Berkeley, 1974
M.A., University of California at Berkeley, 1976
Ph.D., University of Toronto, 1988

MALSBARY, Katherine Clerk, The Catholic Shoppe

MANCUSO, Br. Edward, O.S.B.Assistant to the Chaplain
B.S., St. Bonaventure University, 1994

MANZI, Sean Head Men’s Volleyball Coach

MARCOUX, RichardDirector of Postal Service
 B.A., Belmont Abbey College, 1984

MARK, AllanChief Financial Officer
 B.S., Canisius College, 1999
 M.A., University of North Carolina - Charlotte, 2005
 C.P.A.-North Carolina

MARR, J.R.Director of Campus Facilities

MARTIN, Jeff Campus Police Officer

MAY, Jeffrey..... Assistant Baseball Coach
 B.S., Lander University, 2013

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

MCCALLISTER, AshleySenior Executive to the President
 B.A., University of North Carolina- Charlotte, 2006
 M.P.A., University of North Carolina-Charlotte, 2008

MCCLENEY, Ryan..... Assistant Baseball Coach
 B.A., Barton College, 2010
 M.A., University of North Carolina-Pembroke, 2012

MCCLURE, MitchAthletics Bus Driver

MCCRAW, Brenda Director of Field Experience
 B.A., Sacred Heart College, 1979

MCCRAW, BrookeHead Softball Coach
 B.A., California State University, Long Beach, 2008

MCNEILL, Derrick Assistant Men’s Soccer Coach

MCDERMOTT, Marjorie C. Librarian Emerita
 A.A., Warren Wilson College, 1952
 B.A., University of Pittsburgh, 1968
 M.L.S., University of Pittsburgh, 1971

MILES, StephanieDirector of Career Services and Internships
 B.S., Pfeiffer University, 2003
 M.B.A., Pfeiffer University, 2008

MILLER, Makiem Director of Safety and Chief of Police
 B.S., Sacred Heart University, 1995
 M.A., American Military University, 2012

M.P.A., University of New Haven, 2016

MILLER, Todd..... Assistant Baseball Coach
 B.A., Hanover College, 2006
 M.B.A., Bluffton, University, 2008
 Certified Personal Trainer (CPT), 2014

MISS, Stephen..... Director of Athletics and Head 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

MORGAN, Bettina..... Administrative Assistant to the Wellness Center
 A.A., Kings College, 1976

MYERS, Susan.....Staff Accountant
 B.A., Belmont Abbey College, 2015

NEELY, HeidiAssistant Director of Residence Life
 B.A., Johnson C. Smith University, 2006
 M.Ed., The University of South Carolina, 2008

NELSON, James..... Shuttle Driver
 B.S., Newberry College, 1960

PATTERSON, Kristine Manager, The Catholic Shoppe
 B.A., University of Delaware, 1994

PEELER, Christine GoffDirector of Alumni and Community Relations
 B.A., University of Rhode Island, 2003

PENDLETON, The Rev. Arthur H., O.S.B. Campus Chaplain
 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

PERRUZZI, JosephAssistant Men’s Lacrosse Coach

PIZZA, AlexandraDirector of Preservation and Curator of Rare Books
 B.F.A., The University of the Arts, 2003

PIZZA, Joseph S.....Director, The Honors Institute
 B.A., Ryder University, 2002 Assistant Professor of English
 M.A., Ohio University, 2004
 M.St., University College Oxford, 2006
 D.Phil, University College Oxford, 2011

PIZZANO, Patti..... Senior Staff Accountant
 B.S., University of Phoenix, 2008
 M.B.A. University of Phoenix, 2010
 Certificate, Secretarial Science, Stone School of Business

POLOMSKI, Patrick Head Strength and Conditioning Coach
B.S., Montclair State University, 2012

POPP, Nicholas Assistant Baseball Coach

RADKEWICH, Nicholas.....Head Track/Field & Cross Country Coach

RHOADES, Margot Registrar
B.A., Hood College, 2003
M.A., Hood College, 2009

RIVAS, Rolando.....Director of Marketing
B.S., University of Texas, 1990

RUSHING, Brian Marketing and Promotions Coordinator

SALMAN, Deborah.....Administrative Assistant, Residence Life

SALOMAN, Michael Head Men’s and Women’s Tennis Coach
B.S., Mount Saint Mary’s University, 2013
M.B.A., Mount Saint Mary’s University, 2014

SAUNDERS, Ryan..... Assistant Men’s Basketball Coach
B.S., Barry University, 2007
M.B.A., Barry University, 2009

SETZER, WandaDirector of Bookstore

SHANLEY, Br. Paul, O.S.B.....Sports Photographer and Archivist
B.A., Belmont Abbey College, 1975 Assistant Professor of English
M.Ed., University of North Carolina-Charlotte, 1976
C.A.S., East Carolina University, 1982

SHAW, KathyAssistant to Vice President
 for Academic Affairs and Dean of Faculty

SHERRIN, Seth.....Resident Director
B.S., Western Carolina University, 2013

SHIVONE, Stephen, F..... Assistant Dean of Academic Affairs
B.A., The College of Saint Thomas More, 2001 Assistant Professor of English
M.A., University of Dallas, 2009
Ph.D., University of Dallas, 2014

SIMPSON, Obie Assistant Wrestling Coach
A.A., North Carolina State University, 2007
B.A., Kent State University, 2010

SIVAK, Gary Technical Director of Theatre
B.A., University of North Carolina-Charlotte, 1994

SMITH, Adam Head Athletic Trainer
 B.S., University of Charleston, 2004
 M.S., UNC Greensboro, 2006

SMITH, Heather Learning Technology and Information Fluency Librarian
 B.A., University of North Carolina- Charlotte, 1992
 M.L.I.S., University of North Carolina- Greensboro, 2009

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

SPIVEY, Br. Andrew, O.S.B. Reference Specialist
 B.S., Georgetown, 1991
 M.L.S., University of North Carolina-Chapel Hill, 1996

ST. JOHN, Sandra Evening Reference Assistant
 B.A., Belmont Abbey College, 2013

STALLINGS, Kimberly Academic Resources Specialist
 A.S., Gaston College, 1987
 B.A., Belmont Abbey College, 2015

STANCIL, Tanner Assistant Tennis Coach

STEPHAN, James Sports Information Director
 B.S., The Catholic University of America, 1988
 M.S., Georgia Southern University, 1992

STEVENS, Anne Director of Financial Aid
 B.A., Belmont Abbey College, 1975

STEWART, Earl Dustin Assistant Track/Field & Cross Country Coach

STIPANOVIC, Susan Wellness Center Registered Nurse

SWANSON, Gregory R. Vice President for College Relations and General Counsel
 B.A., Creighton University, 1979
 J.D., Creighton University School of Law, 1981

TAYLOR, William Head Men’s Basketball Coach

TENNANT, Linda Director of Academic Assistance
 B.A., Winthrop University, 1989
 M.L.A., Winthrop University, 2008

THIERFELDER, William K.President
 B.A., University of Maryland, 1982
 Ed.M., Boston University, 1989
 Ed.D., Boston University, 1989

TIMMERMAN, AudreyAssistant Women’s Basketball Coach
 B.S., Erskine College, 2010

TREAT, Chelsea.....Assistant Women’s Lacrosse Coach
 B.S., Limestone College, 2013

TROTTER, Cheryl Director of Human Resources
 B. A., Belmont Abbey College, 1997
 M.B.A., Golden Gate University, 2014
 SPHR, 2012
 SHRM-SCP, 2015

VICKERS, Megan Periodicals Librarian
 B.A., Douglass College, 1988
 M.L.I.S., University of North Carolina-Greensboro, 2000

VON VOIGT, Emma..... Head Cheerleading Coach
 B.A., Benedictine College, 2015
 M.S., California University of Pennsylvania, 2016

WACLAWIK, TeresaMarketing Assistant
 B.A., Belmont Abbey College, 2015

WAITE, Michael Mailroom Assistant
 B.A., Belmont Abbey College, 2015

WALSH, CameronAdmissions Counselor
 B.A., Appalachian State University, 2014

WARLICK, Gail.....Secretary to the Chancellor and
 Coordinator of Special Projects

WILLIAMS, Emily Editor for Crossroads
 A.A., Cleveland Community College, 2005
 B.A., Belmont Abbey College, 2007
 M.A. University of North Carolina- Charlotte, 2012

WILLIAMS, David M.....Vice President for Academic Affairs
 B.A., Georgetown University, 1988 and Dean of Faculty
 M.A., Boston College, 1992
 Ph.D., Boston College (Political Science), 1993
 Ph.D., Boston College (Theology), 2001

WILLIAMS, FeliciaStudent Financial Services Representative
 B.S., University of Maryland, 1990

WILLIAMS, Jason Head Women’s Basketball Coach
B.S., Greensboro College, 2004
M.Ed., Winthrop University, 2009

WONTROP, Rianna Admissions Operations Manager
B.A., Belmont Abbey College, 2015

WOOD, Patrick Executive Director of Motorsport Management
B.A., Bowling Green State University, 1986
M.A., Kent State University, 1993

FACULTY

- ACHTER, Andrew Lecturer in Political Philosophy
B.A., Belmont Abbey College, 2007
M.A., St. John's College, 2008
- AYALA, Heather B. Associate Professor of Biology
B.S., Azusa Pacific University, 2002
Ph.D., University of Notre Dame, 2007
- BAKER, Elizabeth M. Professor Emerita of Biology
B.A., George Washington University, 1967
M.S., University of Michigan, 1968
Ph.D., University of Virginia, 1973
- BARBOUR, Phyllis Lecturer in Business
A.A.S., Gaston College, 1983
B.S., Gardner Webb University, 1990
M.B.A., Queen's University of Charlotte, 1986
C.P.A., 1996
- BAUER, Stephen M. Assistant Professor of Biology
B.A., St. John Fisher College, 1998
M.S., University of Rochester, 2003
Ph.D., University of Rochester, 2006
- BEEMAN, Julia Assistant Professor of Criminal Justice
A.A.S., Central Piedmont Community College, 1983 Chair, Criminal Justice
B.S., University of North Carolina-Charlotte, 1985 Chair, Social Sciences Division
M.S., University of North Carolina-Charlotte, 1989
Ph.D., Nova Southeastern University, 2015
- BENTHALL, Al Associate Professor of English
B.A., University of North Carolina at Chapel Hill, 1990
M.A., University of North Carolina at Chapel Hill, 1993
Ph.D., University of North Carolina at Chapel Hill, 2002
- BLACKWOOD, Angela H. Associate Professor of Accounting
B.S., University of North Carolina-Charlotte, 1970 Chair, Accounting Department
C.P.A., 1972
M.B.A., University of North Carolina-Charlotte, 1979
D.B.A., Nova Southeastern University, 2002
CGMA, 2013
- BLOEDE, Jill Associate Professor of Fine Arts
B.A., Kent State University, 1980
M.A., Bowling Green State University, 1982
M.A., Virginia Commonwealth University, 1987
- BOSTIAN, Steven Lecturer in Business

B.S., Appalachian State University, 1969
M.A., Appalachian State University, 1970

BROSANAN, Stephen Associate Professor of Math/Physics
B.A., University of Colorado, 1980
M.S., University of Michigan, 1982

BROWN, GrattanAssociate Professor of Theology
B.A., Washington and Lee University, 1990 Chair, Theology Department
S.T.B., University of St. Thomas Aquinas, 1999
M.A., Memphis State University, 1994
S.T.L., Accademia Alfonsiana, 2001
Ph.D., Accademia Alfonsiana, 2006

CALHOUN-SAULS, Ann Associate Professor of Psychology
B.A., University of North Carolina-Charlotte, 1981
M.A., University of North Carolina-Greensboro, 1984
Ph.D., University of North Carolina-Greensboro, 1988

CAMPBELL, Laura J.Assistant Professor of Education
B.S., Saint Thomas Aquinas College, 1976 Director, Catholic Educational Studies
M.Ed., University of South Florida-Fort Myers, 1987
Ed.S., Barry University-School of Education, 1999
Ed.D., Barry University, 2012

CHAMBERS, Mary BethAssistant Professor of
B.A., University of Kentucky, 1991 Motorsports Management
M.Ed., Bowling Green State University, 1995

COOK, TravisAssociate Professor of Government and Political Philosophy
B.A., University of Maine, 1989
M.A., Boston College, 1994
Ph.D., Loyola University, Chicago, 2009

CORWIN, SvetlanaAssociate Professor of English
B.A./M.A., Herzen State University, 1996
M.A., Appalachian State University, 1999
Ph.D., Emory University, 2007

COTÉ, NathalieProfessor of Psychology
B.A., Furman University, 1988 Chair, Psychology Department
M.S., Vanderbilt University, 1992
Ph.D., Vanderbilt University, 1998

CUNNINGHAM, George “Trey” Associate Professor & Chair of Sport Management
B.S., Louisiana Tech University, 2001
M.S., Louisiana Tech University, 2003
Ph.D., The University of Southern Mississippi, 2007

- DAVIS, Susan Elizabeth MackLecturer of Business
B.S., Pennsylvania State University, 1975
M.B.A., University of Rochester, 1982
Ph.D., Capella University, 2004
- DONOGHUE, Simon J.Associate Professor of English
B.A., University of Virginia, 1974 Coordinator, Theatre Arts Minor
M.S.L.S., University of North Carolina-Chapel Hill, 1980 Director, Abbey Players
Chair, Humanities Division
- DUDKO, Stanley J. Associate Professor Emeritus of Business and Economics
B.A., Belmont Abbey College, 1960
M.S., Auburn University, 1962
- EGANOVA, MargaritaLecturer in Mathematics
B.S., Tashkent Polytechnic University, 1974
M.S., Tashkent Polytechnic University, 1974
- ELLINGTON, Jennifer..... Associate Professor of Biology
B.S., Siena College, 1995
M.S., University of North Carolina - Charlotte, 1999
Ph.D., Wake Forest University, 2005
- ELLIOTT, Diana Associate Professor of Psychology
B.S., University of New Hampshire, 1977
M.Ed., University of Houston, 1986
M.A., Biola University, 1988
Ph.D., Biola University, 1991
- FEAY, Troy..... Associate Professor of History
B.S., Taylor University, 1990 Chair, History Department
M.A., University of Notre Dame, 1998
M.A., University of Notre Dame, 1999
Ph.D., University of Notre Dame, 2003
- FRAZIER, Bradford R. ... Associate Professor of Business
B.A., Pfeiffer College, 1992
M.B.A., Pfeiffer University, 2004
Ph.D., Lynn University, 2009
- FRIDAY, DaphneLecturer in Business
B.T., Appalachian State University, 1977
M.B.A., Appalachian State University, 1979
- GALLOWAY, TaraAssistant Professor of Education
B.S., Pembroke State University, 1993
M.Ed., University of North Carolina at Charlotte, 1999
Ph.D., University of North Carolina at Charlotte, 2010

- GUNTER, Leo.....Lecturer in Business
 B.S., Clemson University, 1978
 M.B.A., University of North Carolina - Charlotte, 1988
- GUPTA, Gireesh Associate Professor of Computer Information Systems
 B.S., Meerut College, 1969
 B.S., Harcourt Butler Technological Institute, 1973
 M.S., The University of Rochester, 1978
 M.B.A., The University of Rochester, 1982
- HARGETT, AmyLecturer in Accounting
 B.S., University of South Carolina, 1998
 M.A., Gardner Webb University, 2004
 C.P.A., 2006
- 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
- HUTCHINSON, John Daniel Assistant Professor of History
 B.A., Belmont Abbey College, 2002
 M.A., University of Alabama-Birmingham, 2005
 Ph.D., Florida State University, 2011
- KLOO, Amanda M. Associate Professor of Education
 B.A., Chatham University, 1998
 M.A., Columbia University, 1999
 Ph.D., University of Pittsburgh, 2006
- KOHLBRENNER, Julie Lecturer in Education
 B.A., University of Florida - Gainesville, 1997
 M.Ed., University of Florida - Gainesville, 1998
- LA FLAIR, Laura.....Lecturer in English
 B.S., Georgetown University, 1997
 M.S., Georgetown University, 1997
- LITKE, Justin B..... Assistant Professor of Government
 B.A., The Catholic University of America, 2006 and Political Philosophy
 M.A., Georgetown University, 2009
 Ph.D., Georgetown University, 2010
- LOVER, Robert E. Associate Professor of Computer Information Systems
 B.A., Kalamazoo College, 1961 Chair, Computer Information Systems
 M.A., Miami University of Ohio, 1963
 M.A., Case Western Reserve University, 1969
 Ph.D., Case Western Reserve University, 1972
- MALSBARY, Gerald Director of First-Year Symposium

- B.A., University of California at Berkeley, 1974
 M.A., University of California at Berkeley, 1976
 Ph.D., University of Toronto, 1988
- MARTIN-SCHWAN, Marilyn Associate Professor of Chemistry
 B.A., University of Maine at Orono, 1978 Coordinator, Chemistry Minor
 M.S., University of Maine at Orono, 1981
 Ph.D., University of North Dakota, 1987
- MCDONALD, Judith Associate Professor of Education
 B.S., West Virginia University, 1979
 M.Ed., University of North Carolina-Charlotte, 1999
 Ph.D., University of North Carolina-Greensboro, 2008
- MCINTOSH, Mitchell..... Lecturer in Business
 B.S., Belmont Abbey College, 1991
 M.B.A., University of South Carolina, 1993
 M.A., University of South Carolina, 1995
- MCLEOD, Michael J. Professor of Biology
 B.S., Lincoln Memorial University, 1970 Coordinator of Environmental Studies
 M.S., East Tennessee State University, 1973 Chair, Biology Department
 Ph.D., Miami University (of Ohio), 1977
- MEARES, Irene..... Professor of Accounting
 B.A., University of North Carolina at Greensboro, 1970
 M.B.A., University of South Florida, 1982
 C.P.A., New Mexico Public Accountancy Board, 1991
 D.B.A., Argosy University, Sarasota, 2002
- MISS, Angela Associate Professor of English
 B.A., University of Georgia, 1993 Director of Rhetoric and Writing
 M.A., University of Georgia, 1996
 Ph.D., University of Georgia, 2004
- MUNRO, Rebecca..... Associate Professor of English
 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
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 Ph.D., The Catholic University of America, 1977
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 Ed.D., Gardner-Webb University, 2011

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 M.S., Institute of Textile Technology, 1953
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 M.S., University of Notre Dame, 1966
 Ph.D., Clemson University, 1972

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 B.A., Catholic University of America, 1987
 M.A., Loyola University Institute for Ministry, 2004

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 B.A., Ryder University, 2002 Director, The Honors Institute
 M.A., Ohio University, 2004
 M.St., University College Oxford, 2006
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 B.A., Hunter College, 1984
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 M.Ed., Plymouth State University, 1994
 Ph.D., University of Virginia, 2011

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 M.A., University of Colorado-Denver, 1978 Chair, Professional Studies Division
 Ph.D., University of Colorado-Denver, 1992

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 B.A., Youngstown State University, 2009
 M.S., North Carolina State University, 2013
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B.A., Alverno College, 1967 Coordinator, Justice and Peace Studies Minor
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Ph.D., University of Notre Dame, 1979

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 B.A., Georgetown University, 1988 Vice President of Academic Affairs and
 M.A., Boston College, 1992 Dean of Faculty
 Ph.D., Boston College (Political Science), 1993
 Ph.D., Boston College (Theology), 2001
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 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
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 B.S., Embry-Riddle Aeronautical University, 1974
 B.S., University of North Carolina – Charlotte, 1989
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 B.A., Belmont Abbey College, 2004 Director, Thomas More Scholars Program
 M.A., Baylor University, 2007
 Ph.D., Baylor University, 2013

Academic Calendar for Traditional & ADP Students			
Fall 2016 Semester -- Traditional & ADP Students			
August	19	Friday	Orientation begins; residence halls open for new students
	20	Saturday	Adult Degree Program (ADP) New Student Orientation, Belmont Campus
	21	Sunday	Residence halls open for returning students
	22	Monday	Registration and drop/add for all sessions; ADP1 MW classes begin
	23	Tuesday	Traditional Day Classes and ADP1 TR classes begin
	26	Friday	Drop/add ends for all sessions except ADP 2
September	5	Monday	Labor Day – No classes
	13	Tuesday	Last Day to withdraw from an ADP 1 class (“W” appears on transcript)
October	11	Tuesday	Last day of ADP1 TR classes
	12	Wednesday	Last day of ADP 1 MW classes
	13	Thursday	ADP1 TR 6 p.m. classes: Final Exams (exams start at 6 p.m.)
	17	Monday	ADP1 MW 6 p.m. classes: Final Exams (exams start at 6 p.m.)
	18	Tuesday	ADP1 TR 8:15 p.m. classes: Final Exams (exams start at 6 p.m.)
	19	Wednesday	ADP1 MW 8:15 p.m. classes: Final Exams (exams start at 6 p.m.)
	20-23	Thursday - Sunday	Mid-semester break – No Traditional classes (ADP classes will be held)
	20	Thursday	ADP2 TR classes begin, Drop/add begins for ADP2
	21	Friday	ADP1 final grades and Traditional mid-term grades due in the Registrar’s Office by noon.
	24	Monday	ADP2 MW classes begin
	27	Thursday	Drop/add ends for ADP2 classes
	31	Monday	Last day to withdraw from a traditional, ADP2, or ADP Weekend class (“W” appears on transcript)

November	1	Tuesday	All Saints Day – No Traditional Classes (ADP Classes will be held)
	15	Tuesday	Spring pre-registration: currently enrolled seniors
	16	Wednesday	Spring pre-registration: currently enrolled juniors
	17	Thursday	Spring pre-registration: currently enrolled sophomores
	18	Friday	Spring pre-registration: currently enrolled freshmen
	23	Wednesday	Thanksgiving holiday begins--No classes
	27	Sunday	Thanksgiving holiday ends
December	8	Thursday	Feast of the Immaculate Conception – No Classes
	9	Friday	Last day of Traditional classes
	12	Monday	Final exams start for Traditional classes; last day of ADP2 MW classes
	13	Tuesday	Final exams continue for Traditional classes; last day of ADP2 TR classes
	14	Wednesday	Final exams continue for Traditional classes; exams for ADP2 MW 6 p.m. classes (starting at 6 p.m.)
	15	Thursday	Final exams continue for Traditional classes; exams for ADP2 TR 6 p.m. classes (starting at 6 p.m.)
	16	Friday	Final exams continue for Traditional classes; spring semester tuition due
	19	Monday	Final exams for ADP2 MW 8:15 p.m. classes (starting at 6 p.m.)
	20	Tuesday	Final exams for ADP2 TR 8:15 p.m. classes (starting at 6 p.m.)
	21	Wednesday	Residence halls close
	22	Thursday	All final grades due in Registrar's Office by noon

Spring 2017 Semester -- Traditional & ADP Students			
January	7	Saturday	Adult Degree Program (ADP) New Student Orientation, Belmont Campus
	8	Sunday	Residence halls open
	9	Monday	Registration and drop/add for all sessions; ADP1 MW classes begin
	10	Tuesday	Traditional classes begin; ADP1 TR classes begin
	13	Friday	Drop/add ends for all sessions except ADP 2
	16	Monday	Martin Luther King Day – No Classes
February	8	Wednesday	Last day to withdraw from a ADP I class ("W" appears on transcript)
	28	Tuesday	ADP 1 TR classes end
March	1	Wednesday	ADP 1 MW classes end
	2	Thursday	Final exam: ADP 1 TR 6:00 classes
	6	Monday	Final exam: ADP1 MW 6:00 classes
	7	Tuesday	Final exam: ADP 1 TR 8:15 classes (exam starts at 6:00)
	8	Wednesday	Final exam: ADP 1 MW 8:15 classes (exam starts at 6:00)
	9	Thursday	ADP2 TR classes begin
	11-19	Saturday - Sunday	Mid-semester break - No Traditional classes (ADP classes will be held)
	13	Monday	ADP II MW Classes Begin
	16	Thursday	ADP1 final grades and Traditional mid-term grades, due to the Registrar's Office by noon.
	21	Tuesday	St. Benedict's Day – No Classes
April	3	Monday	Last day to withdraw from traditional or ADP2 classes ("W" appears on transcript)
	4	Tuesday	Fall pre-registration: currently enrolled seniors and juniors

	5	Wednesday	Fall pre-registration: currently enrolled sophomores
	6	Thursday	Fall pre-registration: currently enrolled freshmen
	13	Thursday	Easter Holiday Begins – No Classes
	17	Monday	Easter Holiday Ends – No Classes
	28	Friday	Last day of Traditional classes
May	1	Monday	Final exams - Traditional classes; last day of ADP 2 MW classes
	2	Tuesday	Final exams continue for Traditional classes; last day of ADP II TR classes
	3	Wednesday	Final exams continue for Traditional classes; Final exams for ADP II MW 6:00 classes
	4	Thursday	Final exams continue for Traditional classes; exams for ADP2 TR 6:00 classes
	5	Friday	Final exams continue for Traditional classes
	6	Saturday	Residence Halls Close
	8	Monday	Exams for ADP2 MW 8:15 p.m. classes (starting at 6 p.m.)
	9	Tuesday	Exams for ADP2 TR 8:15 p.m. classes (starting at 6 p.m.)
	11	Thursday	Senior grades due in to the Registrar's Office by noon.
	13	Saturday	Baccalaureate Mass (9:00 am) and Commencement (11:00 am)
	15	Monday	All final grades due in to the Registrar's Office by noon

N.B. Fall 2017 semester payment is due on before July 14, 2017