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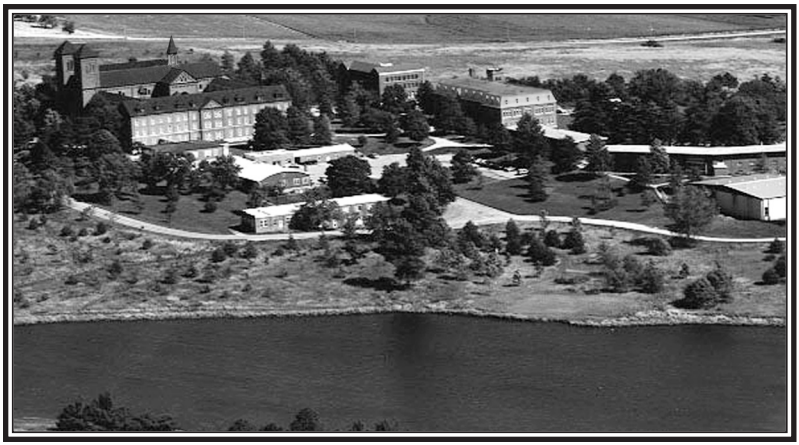

Conception Seminary College

Conception, Missouri 64433

Established in 1886

Dedicated to education in liberal studies and Christian service.

Conducted by the Benedictine Monks
of Conception Abbey

ACCREDITED BY

The Higher Learning Commission of the North Central Association of Colleges and Secondary Schools.

MEMBER OF

American Association of Collegiate Registrars and Admissions Officers
American Association of Higher Education
American Council on Education
National Catholic Educational Association
National Association of College Seminaries

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Philosophy of Purpose

Conception Seminary College is dedicated to the formation of young men in the qualities of character, intellect and spirituality that are appropriate for a future priest in the Catholic Church. It welcomes men who, believing that they have been so called, are ready to undertake the task of learning and preparing.

Essential to Conception's philosophy is the desire to integrate, for each student, the various elements of his formation into a coherent, real-life experience that will promote, as much as possible, the religious ideals of community, generosity, and spiritual depth. Thus, every aspect of the overall program — whether spiritual, liturgical, academic, social, or apostolic — is directed finally toward the harmonious development of a Christ-like person who, when called, can accept the priesthood honestly and perform its functions with a notable degree of integrity and success.

True, not all students who choose a seminary education will one day be priests. Yet the type of learning which later bears fruit in creative and responsible ministry is no less valuable, no less fruitful, in other walks of life. By providing a solid education that is broad in outlook but structured in approach, Conception believes it can best help the individual not only to clarify his notion of the priesthood as such, but also to develop his abilities for serving the people of God in this vocation, or more effectively, perhaps, in some other way.

SOURCE OF DIRECTION

In the special relationship of service to the bishops and people of the Church, Conception Seminary College desires at all times to be receptive to their ideas and concerns. The directions projected by Vatican Council II – as they have inspired formal guidelines laid down by the United States Conference of Catholic Bishops – are welcomed and heeded at Conception. Insights from the world of higher education also help to shape our program.

The ideals and goals of Conception Seminary College owe much of their inspiration to the wisdom of the past. They are rooted in a hardy Benedictine tradition and are animated, before all else, by the legacy of Jesus Christ, whose priesthood is extended in space and time.

MISSION AND INSTITUTIONAL PURPOSES

The mission of Conception Seminary College is the preparation of candidates for the ordained ministry in the Roman Catholic Church through spiritual, intellectual, and character formation in the Benedictine tradition. In order to fulfill its mission, Conception Seminary College

Philosophy of Purpose

seeks to integrate the academic, spiritual, and personal maturity goals of priestly formation. Its general purposes are:

1 To provide a holistic approach to education, where academic, spiritual, and character formation programs complement one another.

2 To respond to the needs of the Church in preparing its prospective ministers.

3 To provide the human, financial, and learning resources essential to its formational endeavors.

4 To maintain a qualified faculty, a useful and supportive library, and effective administrative practices.

ACADEMIC FORMATION

The purposes of the academic formation program are:

1 To promote the desire for learning and the search for truth, both for the good of self and others.

2 To educate within the context and orientation of the liberal arts, leading to a bachelor of arts degree.

3 To ensure readiness for graduate study in theology, according to the guidelines of *The Program of Priestly Formation.*

4 To provide continuing education and enrichment for those who desire to study theology or pursue ministry.

5 To maintain an environment that encourages intellectual pursuits and promotes scholarship.

SPIRITUAL FORMATION

The purposes of the spiritual formation program are:

1 To protect and develop the seeds of a priestly vocation in the seminarian, so that he may more easily recognize God's call and be in better position to respond to God.

2 To encourage the awareness of God's presence in personal experience and in the lives of others through a rhythm of public and private prayer.

3 To promote balanced human and spiritual growth in the Christian life, within the tradition of the Church's spirituality and theology.

4 To foster a pastoral concern for contemporary society and a sensitivity to issues of social justice.

CHARACTER FORMATION

The purposes of the character formation program are:

1 To encourage the seminarian to reflect upon himself and his life experiences.

2 To challenge the integration of life experience with Christian values.

3 To assist in responding to life situations so as to realize one's potential for full human growth and service to the Church.

SPECIFIC AIMS AND OBJECTIVES

To express in clear and simple language the aims and objectives of a process so involved as higher education is never an easy task. The outcome to be described is, after all, not a *thing* or a product, but the quality and dignity of a *person*. A provisional statement, however, can be made as follows:

> Conception Seminary College intends, with each student enrolling for a degree, to produce a graduate who has become sufficiently versed in the arts and sciences, disciplined in their interpretation, and confident in formulating and communicating some of their mutual and practical implications that he gives proof thereby of attaining an intellectual maturity consonant with his age, his investment of time and effort, and his need to make a free disposition of his life.

Such attainment, up to a point, can be verified by the usual methods of accountability: term papers, written examinations, and standardized tests. These have a practical value both for the student and for the school.

But beyond this point, a higher kind of evidence must still be added — namely, those hard-to-measure virtues which, by the end of four years, the educational program is designed to have stimulated, encouraged, and set securely on course for the person's future:

- A taste for learning and a desire for excellence.
- A respect for truth: honesty in discovering it and reasonableness in defending it.
- A command of mental and expressive skills enabling the person to act and react, think and judge with a sense of his own identity and of his relation to the world around him.
- A proper esteem for his God-given talents, and a generous readiness to share them.

Philosophy of Purpose

- An appreciation of the value of human relationships, especially when confronted with the personalities, ideas, and accomplishments of other individuals and other cultures.
- A confident view of life's meaning and direction, as seen through the eyes of history and of Christian faith.

According to the seminary's philosophy and belief, the education of a man's intellect is not enough, nor is a B.A. degree the sole measure of his worth to himself and to others.

Thus, from a religious point of view, Conception intends each graduate to be experienced in faith, persevering in prayer, and committed without reserve to the practice of sound morality.

A parallel development ought likewise to have occurred: the things the graduate has seen, done, and reflected upon during his four years of college should have enriched his personality and improved his character — so that he will know better how to love, to exert a positive influence in society, to acknowledge his limitations, and to harmonize life's burdens with its joys.

Finally, Conception desires its graduates to be men of the Church, ready to implement the Gospel message in constructive, apostolic-minded ways. Whether as laymen, as religious, or as priests, they should give substance to their belief that the Christian life is a call to unstinting service.

> **Whatsoever is true, honorable, or just,**
> **Whatsoever is pure, lovely, or of good grace,**
> **If there be any note of excellence, anything worthy of praise,**
> **Think on these things.**
>
> *Philippians 4:8*

The history of Conception Seminary College is closely identified with that of Conception Abbey, whose own history, in turn, forms but a single chapter of a much larger development that began in 525 A.D. with the *Rule of St. Benedict.* Fortunately for the Seminary College's mission and reputation today, the monks who came to northwest Missouri in the autumn of 1873 were capable stewards of that great and venerable tradition. They were a nucleus of pioneers whose formation at the Swiss Abbey of Engelberg, founded as far back as 1120, had prepared them well to transport the Catholic faith and the true Benedictine spirit to a new field of endeavor.

THE FOUNDATION AND THE VISION

Historical Sketch

Conception's founder and first abbot, the Rev. Frowin Conrad, was commissioned at Engelberg to establish the Missouri foundation in the usual manner of a dependent house. Diaries and correspondence show that he kept faithfully to this mandate, yet dared to carry it through with a mind and fervor of his own. He was convinced, for example, that the new monastery should not settle for the customary way of doing things. In view of the great need for priests on the frontier, he willingly sent even his best men to organize parishes and to serve as missionaries among Native Americans in the Dakota Territory. Yet never on that account would he allow the monastic enterprise to fail in its basic purpose. Rather, an authentic Benedictine lifestyle was to be established. *New* Engelberg, he insisted time and again, must bind itself to the restoration of certain monastic and liturgical principles, a sure grasp of which would enliven the community's prayer and work and eventually have a distinctive impact on its pastoral and educational endeavors.

Surviving tensions within and obstacles from without, men of insight and action labored for many years to develop the founder's vision. Eventually, by the late 1940s, Conception rose to prominence as a leading advocate of liturgical reform and, through the decrees of Vatican Council II, saw its key objectives taking hold, at last, as norms for the universal Church.

A SCHOOL FOR ITS TIME

When "New Engelberg Abbey of the Immaculate Conception" was incorporated under Missouri law in 1882, its charter laid out the set purpose of "conducting schools (a college and a seminary, fostering and promoting intellectual science and arts) and of encouraging agricultural and other useful industries."

Until the monastery at Conception became an independent abbey in 1881, it had the zeal but not resources to launch formally into the work of education. What few lay students and priesthood candidates there were could take the same program of studies as was needed by apprentice monks. In 1883 Abbot Frowin decided no longer to accept the bishop's candidates for ministry, but to open a small school modeled on the European *gymnasium*. Seven boarders and six day students enrolled in the fall of that year. *Omne initium durum*, wrote the abbot in his Diary. On July 2, 1886 the chapter agreed to erect a separate building for the College of New Engelberg and to publish its first prospectus. On dedication day, January 27, 1887, the students moved gladly to this place of their own. Instruction was offered at high school and junior college levels, with a choice between classical and commercial curriculums. Four years later, New Engelberg Abbey and College were reincorporated under the title "Conception Abbey and Conception College," with the power

to grant degrees. Growth during the next fifty years was evident in class sizes, faculty credentials, science labs, honor societies, sports programs, and the continuing search for long-term relevance.

CHANGES IN SCOPE AND EMPHASIS

An important transformation took place in 1942, when the Abbey chapter, under the guidance of Abbot Stephen Schappler, decided to change the school's objectives and its name, and to restrict enrollment at all levels to candidates for the priesthood. Other Catholic institutions, by now well established in the surrounding region, could better meet the needs of the general student population. Catholic bishops, meanwhile, were asserting their desire for a seminary. Thus the institution was restructured and expanded so as to cover a 12-year span: a preparatory high school, a junior college, a senior college, and a school of theology. The name and mission henceforth was to be Conception Seminary. In the course of time, crowded conditions and the need to ensure quality by drawing sharper distinctions between age groups led, in 1956, to the transfer of the high school division to a new Benedictine foundation near Omaha.

A year later, Conception Seminary's school of theology began awarding the S.T.B. degree through affiliation with the Catholic University of America. A major building program was begun, the lower and upper college divisions were unified into a college of liberal arts, and special Latin courses were offered during the summer. In 1958 the word "Immaculate" was added to Conception Seminary's name but was dropped a few years later. Accreditation was secured for the college in 1961, when Conception Seminary was approved for membership in the North Central Association of Colleges and Secondary Schools.

A surge of enrollment followed, together with more dormitories and exposure to the generalized turmoil of the 1960s. Views of personhood, society, and the Church were changing. In the fall of 1967 Conception Seminary made a corresponding change by setting up the Pastoral Formation Center in Kansas City. Classes were placed on a trimester basis so that theology students could spend three months out of each school year in an urban setting, where clinical, catechetical, and ecumenical contacts for their pastoral training were more readily available. This arrangement continued until 1972, when the school of theology, together with the P.F.C., was reluctantly closed — a casualty of declining enrollment no less than the cost of maintaining a more complex operation. The school of theology had produced hundreds of ordained alumni during its thirty years of existence,

yet the future of Conception Seminary depended not only on proving its resiliency but on further specialization.

FOCUS ON THE SEMINARY COLLEGE

Modifying its name to reflect a more particular focus, Conception Seminary College since 1972 has gained yearly in strength.

Change to a four-year profile has brought about several important advantages: students enjoy a richer educational experience, more opportunities for leadership, and better organization of the entire formation program. Accreditation has been regularly renewed, financial strains have been reduced, and endorsements from Church leaders have multiplied and held firm.

Four developments stand out in the years since 1980:

1 The addition of a full-scale pre-theology program, offering both instruction and formation to college graduates whose previous studies were not done in a seminary.

2 Expansion of services affecting clientele beyond the campus, such as student apostolic work, part-time faculty exchange, professional counseling, and academic training for the permanent diaconate.

3 A gradual change in the composition of the faculty to a more diversified teaching and support staff.

4 The introduction of the Language, Culture and Church Program (LCC) in 1998 to serve students whose first language is not English, but who aspire to serve as priests in the United States.

THE FUTURE

At the heart of Conception Seminary College as it exists today is the faith-commitment and respect for human learning that Benedictines have always emphasized in their "schools of the Lord's service." Awareness of this perspective is by no means a choice for immobility. People change, and so must institutions. Conception Seminary College is impelled, both by honesty and a desire to assert its own usefulness, to confront the issues of today with the cumulative wisdom of the past and an open eye to the future. The Seminary College is ready to evaluate, modify, reinstate or replace any of its programs and structures as new needs and conditions require. Its only fixed concern is to strive for that unique type of educational excellence which will best encourage Christian

maturity among its students, who will be able to serve God and humanity in a truly Christ-like manner.

The Seminary College buildings, mostly of red brick construction, were erected and remodeled at various times during the period from 1901 to 1995. They are pleasantly situated on a 30-acre campus — part of a 960-acre tract containing also the farm, orchards, workshops and the Printery House of Conception Abbey.

CHURCH AND CHAPEL

The Abbey Basilica of the Immaculate Conception was consecrated in 1891 and raised to the rank of a minor basilica by Pope Pius XII in 1940. After a major renovation, the basilica was rededicated in 1999. It is the main liturgical center for celebrations involving the entire Abbey and Seminary Community. Students have a separate chapel of their own for Morning and Evening Prayer and for weekday celebrations of the Eucharist.

CLASSROOMS AND LABORATORIES

St. Maur Hall is the principal administration and classroom building. It also contains the student chapel, assembly room, a social lounge, choir and music practice rooms, and laboratories for natural science. Classrooms are located in St. Maur Hall and St. Michael Hall. St. Maur Hall will undergo an extensive renovation during the 2004-2005 academic year.

RESIDENCE HALLS AND DINING ROOMS

Collegians are housed in St. Joseph Hall and St. Michael Hall. The first floor of St. Joseph Hall contains the dining rooms for students and guests. Each resident hall room includes internet access and private telephone capability.

OFFICES OF ADMINISTRATION

The offices of the Business Manager and Treasurer are on the first floor of the Welcome Center. All other seminary offices are located in St. Maur Hall.

LIBRARY

Campus and Facilities

Conception Abbey and Seminary Library maintains a collection of over 145,000 volumes and annual subscriptions to 250 periodicals. The collection enjoys large concentrations in the fields of theology and philosophy. The library also houses a special collection of 3000 volumes dating from the 16th through 19th centuries, given to the abbey by its motherhouse in Switzerland. The library holdings are supplemented by access to information databases helpful for both general and specifically theological research. The Library is a member of MOBIUS (Missouri Bibliographic Information User System), a consortium of approximately sixty academic libraries with member colleges and universities in the state of Missouri.

SEMINARY COMPUTING DEPARTMENT

The main objective of the Seminary Computing Department is to provide computer technology to the faculty, staff, and students of Conception Seminary College. The Director of the Seminary Computing Department assists and supervises the faculty in the development of Web-based courses and directs the use of computing resources by the entire seminary community. The department maintains two general student computer labs on campus, located in St. Michael Hall and St. Joseph Hall. Twelve Pentium™ workstations are available, each running Microsoft Windows NT and Microsoft Office Pro 97 suite. The computers are used to supplement the college's academic program by giving the students the resources to search for online information and to type papers and work on class projects. High speed Internet access, e-mail and printer services are available to all students via the campus network. The labs are used in extracurricular activities such as the student newspaper and yearbook. There is also a computer lab, consisting of four computers, for the LCC program to run software programs for language development.

INFIRMARY

The infirmary is a modern facility for the care and isolation of the sick and the treatment of minor injuries. A registered nurse is on duty at specified times and an aide is always in attendance. Private rooms, double rooms, therapy equipment and a dispensary are open to students.

RECREATIONAL FACILITIES

The Alumni Union is the main student lounge, located in St. Maur Hall, for refreshments and socializing. Residence halls have smaller

lounges with color televisions, VCRs and DVDs.

St. Michael Hall contains a gymnasium, the drama department, and a studio for arts and crafts.

The JFK Recreation Center features a heated pool, raquetball courts and a fully-equipped fitness center. Outdoors, the athletic facilities include courts for tennis and volleyball, and fields for softball, football, and soccer.

ACADEMIC FORMATION PROGRAM

Conception's curriculum is a liberal arts curriculum, adapted to the central role of philosophy and achieving a balance between range and depth. Range of subject matter is to be found in the general-education curriculum requirements and the free electives; opportunity for study in depth is provided by an area of concentration in philosophy and specialization in an area of the student's choice.

SPIRITUAL FORMATION PROGRAM

In the *Decree on the Training of Priests, n.8,* the Second Vatican Council states the following:

> Spiritual formation (…) should be conducted in such a way that the students may learn to live in intimate and unceasing union with God the Father through his Son Jesus Christ, in the Holy Spirit. Those who are to take on the likeness of Christ the priest by sacred ordination should form the habit of drawing close to him as friends in every detail of their lives. They should live his paschal mystery in such a way that they will know how to initiate into it the people committed to their charge. They should be taught to seek Christ in faithful meditation on the word of God and in active participation in the sacred mysteries of the church, especially the Eucharist and the Divine Office, to seek him in the bishop by whom they are sent and in the people to whom they are sent, especially the poor, little children, the weak, sinners, and unbelievers. With the confidence of sons they should love and reverence the most blessed Virgin Mary, who was given as mother to the disciple by Jesus Christ as he was dying on the cross.

The essential integrating factor in religious growth of the college seminarian and pre-theologian is his full, active, conscious participation in the Liturgy. This participation receives primary emphasis in the Second Vatican Council: "The liturgy is the summit toward which the activity of the Church is directed; at the same time it is the font from which all her power flows"

Seminary Programs

(Constitution on the Sacred Liturgy, n. 10).

It follows that the religious life of the seminary community at Conception is centered around the daily celebration of the Eucharist and the common praying of *Morning and Evening Prayer* from the Liturgy of the Hours. Spiritual growth is also assisted through spiritual conferences, spiritual direction, personal prayer, the Scriptures, an annual retreat, days of recollection, various observances proper to the liturgical seasons of the Church year and private devotions. Studies in theology and involvement in apostolic work present still other occasions for religious growth.

All activities and advisory services of the spiritual formation program are coordinated by the Director of Spiritual Formation, aided by the Director of Seminary Liturgy and other selected faculty members.

The anticipated fruit of the program is a ready response to God through faith, hope, and love — "This is the will of God: your sanctification." *(I Thess. 4:3)*

CHARACTER FORMATION PROGRAM

Conception has adopted the term *character formation* to refer to the common effort of the seminarians and the seminary staff to promote that self-discovery, development of character, and maturing of personality which bear so importantly on the call to priesthood. The implications of this process, and the dimensions of the program designed to support it, are described in *The Seminarian Handbook and Academic Planner,* published by the Dean of Students.

The distinction between character formation and spiritual formation is primarily a matter of methods to be used in attaining a common goal. In this sense, they are complementary. While spiritual formation seeks to help the student appreciate and internalize the values proclaimed to us in the Gospel and through the teaching office of the Church, character formation focuses attention, rather, on the individual's behavior in every sort of situation and context, and seeks to help him understand its significance for his vocational decisions. Thus, while the person remains one and undivided, a good character formation program is of distinct advantage in negotiating such complex tasks as emotional adjustment, identification of motives and goals, development of individual potential, apportionment of time, and acceptance of social responsibilities. The experiences of apostolic work, athletics, community living, summer vacation, and all phases of student life find a place in the total character formation picture.

The Dean of Students directs and supervises the character formation program. A team of resident counselors, called chaplains, are his collaborators. By living in the dorms and taking part in many aspects of student life, the chaplains have a unique vantage point from which to observe, to guide

and correct, and to reinforce the progress a student has made. The effectiveness of each chaplain is enhanced by the combined resources of the team; thus, for example, when periodic evaluations are written, a balanced and objective approach is better assured.

APOSTOLIC PROGRAM

Personality growth and character development are effectively promoted by the Apostolic Program. This Christian outreach to persons beyond the seminary community is a learning experience through personal involvement, through associating with people as a helper. Growth in concern for others comes with a better understanding of what it is to be in special need, and, through this experience, a better understanding of oneself and one's capacity to respond to such a need.

For these educational reasons, as well as to contribute to the quality of life in the surrounding community, all seminarians other than first-semester freshmen have a placement.

The work to be done will take a student — usually with others — to a mental hospital, a grade or high school religious education program, a home for the developmentally disabled, a nursing home, a parish RCIA program, social welfare board, soup kitchen, public achievement program for middle school students, or a prison. The Director of the Apostolic Program, assisted by student coordinators, supervises this work.

PRE-THEOLOGY PROGRAM

The Pre-Theology Program of Conception Seminary College was established in 1982 in response to growing numbers of college graduates seeking candidacy for the priesthood. This program prepares men for successful completion of graduate theological study.

The Pre-Theology Program consists of an academic course of studies in philosophy and theology, spiritual formation for priestly ministry, and character formation for personal growth.

1 **Eligibility:** Men who hold a bachelor's degree from an accredited college or university, but who lack sufficient academic credit in philosophy and theology, are eligible for admission to the Pre-Theology Program. Students entering the Pre-Theology Program must be sponsored by a diocese or a religious order.

2 **Academic Formation:** The Pre-Theology Program provides each student a solid formation in philosophy, theology, language and the

liberal arts, as preparation for formal theological study required of priestly candidates. *The Program of Priestly Formation* of the United States Conference of Catholic Bishops has determined that 24 credit hours of philosophy and 12 credit hours of theology comprise the appropriate academic background for entering a graduate school of theology. Each student is assigned an academic advisor who directs his academic program. The Academic Dean determines whether previous undergraduate course work may fulfill any of the philosophy and theology course requirements. Pre-Theology students may elect to earn a second bachelor's degree instead of a certificate. Requirements for the second degree program are explained on page 50.

3 **Spiritual Formation:** Pre-Theology students participate in all communal spiritual exercises of the seminary. These include daily celebration of the Eucharist, morning and evening prayer, spiritual conferences, monthly days of recollection and an annual retreat. In addition each student chooses a spiritual director and meets with him regularly, focusing his meetings on progress in prayer, spiritual reading and personal faith development.

4 **Character Formation:** Pre-Theology students take charge of their own personal growth by participating in the seminary's Character Formation Program. This program promotes self-knowledge, development of personal character, apostolic involvement, and wellness, all within the context of a supportive community. Each student is expected to establish realistic goals for personal growth and, by working closely with his chaplain and fellow Pre-Theology students, realize the fulfillment of these goals by the end of his residence at Conception Seminary College.

5 **Length of Residence:** The Pre-Theology student can expect to spend one to two years in pre-theological formation. Because the program is tailored to the individual student's needs, the duration of one's residence at CSC depends on an assessment of one's spiritual and emotional maturity on entering the program, as well as on one's academic background and qualifications. This assessment takes place in consultation with the student himself, the seminary administration, and the diocese or religious community.

DEACON FORMATION PROGRAM

In the fall of 1989, Conception Seminary College initiated the Deacon Formation Program at the request of the diocese of Des Moines. The focus of the program is the theological formation of the deacon candidates of the diocese and their wives. Several general criteria govern such

theological formation. First, the program is designed to prepare candidates to exercise pastoral ministry. Second, the theological formation must take into account the general needs of diaconal service in the communities for which the deacon is ordained. And third, since candidates enter the program as mature adults, the theological formation makes use of the methods and processes of adult education.

The program includes the following subjects: an introduction to the Scriptures and to the critical interpretation of the Bible, fundamental theology, the faith of the Church, Christian morality in both its personal and social dimensions, the canon law of the Church, the history of the Church, and liturgical and other practicums.

DFP 100	Introduction to the Diaconate Ministry (2 cr)
DFP 124	Old Testament Literature (2 cr)
DFP 125	New Testament Literature (2 cr)
DFP 162	Faith and Revelation (2 cr)
DFP 180	Introduction to Liturgy (2 cr)
DFP 210	Christology (2 cr)
DFP 220	Sacraments (2 cr)
DFP 270	Christian Morality (2 cr)
DFP 290	Theology of the Church (2 cr)
DFP 300	Church History (2 cr)
DFP 310	Canon Law (1 cr)
DFP 330	Counseling Skills (1 cr)
DFP 390	Homiletics (1 cr)

LANGUAGE, CULTURE AND CHURCH PROGRAM

Inaugurated in 1998, the Language, Culture and Church Program provides intensive English-language studies for those whose first language is not English, as well as support in adapting to American culture and Church realities. Students needing tutoring in composition, grammar, speaking and comprehension spend up to four semesters in intensive English studies. Developmental issues, cultural expression, and community living are discussed in peer groups and supported by the character formation staff. Spiritual formation takes into account the faith background and practices of each student. The full integration of Language, Culture and Church students into the life of the seminary college allows all seminarians to be enriched by new cultural forms and challenges for future ministry.

INTENSIVE ENGLISH COURSE DESCRIPTIONS: NON-CREDIT COURSES

FIRST YEAR:

LCC 011A: Beginning Grammar

This course introduces basic grammar structures to students with minimal or no proficiency in English. It focuses on basic components in sentence structures including statements, questions, simple present, past, future, present/past progressive tenses, count and non-count nouns, comparison of adjectives/adverbs, subject/object pronouns, there is/are, and modals. The structures are presented in dialogues depicting aspects of daily life with plenty of practice in the listening, speaking, reading and writing skills.

LCC 011B: Intermediate Grammar

This course reviews and expands sentence structures from the beginning level. It introduces imperatives, pronouns/phrasal verbs, modals, related verb expressions, the present perfect tense, gerunds, and infinitives. These are seen in context in articles and stories taken from familiar life experiences.

LCC 012A: Beginning Reading/Writing

This course is designed for non-native speakers of English on the low-elementary proficiency level. Students learn to read and write in a second language by actually reading short passages and responding in writing using two rhetorical functions, description and narration.

LCC 012B: Intermediate Reading

This course trains the students in reading fluency, builds up reading and vocabulary skills, and develops specific reading strategies that help them acquaint themselves with simple skills of using the English language effectively and persuasively. In addition, stories are used to discuss and to understand the culture of the United States.

LCC 013A: Beginning Vocabulary

This course is designed for non-native speakers of English on the low-elementary proficiency level. This class provides a foundation of English for everyday language. Students participate in a series of listening and speaking activities while learning the meaning of words. In addition, students are exposed to elements of American culture.

LCC 013B: Intermediate Vocabulary & Conversation

This course is designed for non-native speakers of English on the medium-elementary proficiency level. The class builds upon the vocabulary learned in the foundation class for everyday English for beginning students. Students participate in a series of listening and speaking activities such as dialogues, mini-talks, and extended conversations.

LCC 014A: Beginning Pronunciation I

This course is an introductory pronunciation course for LCC students who are new to the experience of American English. This is to be followed up in the spring semester by a program of detailed exercises in vowel and consonant production (LCC 014B). Skills to be mastered now include alphabet names and basic spelling patterns, recognition of strong and weak syllables, pronunciation of the common vowels and key consonant sounds, linkage in everyday spoken English, word stress and stress-timed rhythm, and intonation patterns as expressions of meaning.

LCC 014B: Intermediate Pronunciation II

This course teaches recognition and production of all the consonant and vowel phonemes of American English, along with their notable variants, in both normal contexts and contrastive exercises. Special problems in reducing "foreign accent" and honoring important grammatical use; speaking with appropriate stress and intonation patterns are also practiced. Vocabulary development and attention to motivational issues ("use daily what is learned") round out the study.

LCC 015A: Beginning Conversation

This course is designed for non-native speakers of English on the low-elementary proficiency level. The class provides a foundation of conversational skills. Students participate in a series of listening and speaking activities while learning Basic English vocabulary. In addition, students are exposed to brief dialogue situations and mini-talks.

LCC 015B: Intermediate Writing

This course is designed for non-native speakers of English on the medium-elementary proficiency level. Students continue to learn to read and write in a second language by actually reading short passages and responding in writing using three rhetorical functions, description, narration, and comparison.

SECOND YEAR:

LCC 021A: High Intermediate Grammar

Designed for high intermediate level students, this course reviews and expands previous taught tenses and structures. Through journal readings the focus is on past perfect, future perfect, present perfect/past perfect/future perfect progressive tenses, adjective and adverb clauses, passive voice, and conditionals. Opportunities are provided to use the language more confidently and appropriately.

LCC 021B: Advanced Grammar

The advanced level course expands and solidifies the knowledge of English grammar and its use. All the simple and perfect tenses, modals, adjective clauses and passive voice are reveiwed. Its focus is on noun clauses and unreal conditions. Practical daily readings from essays, stories, movie reviews and magazines provide the setting for practicing these structures.

LCC 022A: High Intermediate Reading

This course engages the students in thoughtful reading and reflection that stimulates interest, promotes inquiry, facilitates comprehension, aids developing vocabulary/reading strategies, generates critical oral and written response and inspires confidence.

LCC 022B: Advanced Reading

This course continues the reading strategies in LCC 022A at the advanced level. It is aimed at reinforcing the student's ability to read and understand a wide range of college-level textbooks and reading materials of general adult interest. Practicing the skills of literal understanding prepares the way for emphasizing the critical reading skills.

LCC 023A: High Intermediate Writing

The course focuses on the elements of a paragraph with emphasis on the different kinds of paragraphs. Serious practice is given to studying, analyzing, and writing well-written paragraphs. Study of the essay is begun if time permits towards the end of the course.

LCC 023B: Advanced Writing

This course reviews previously taught writing skills for the paragraph and teaches the elements of a well-written essay. In addition, it gives the students ample opportunity to practice and master the writing skills necessary for successfully completing the written section of the Test of English as a Foreign Language.

LCC 024A: Special Topics I

LCC 024B: Special Topics II

LCC 025A: TOEFL Preparation I

A computer and textbook designed course that teaches skills and techniques for improving student scores on the TOEFL. Listening, structure and reading skills and strategies are reviewed, discussed and practiced in the textbook and on the computer.

LCC 025B: TOEFL Preparation II

Review of the skills and techniques taught in the previous TOEFL course but with a greater emphasis on idioms, vocabulary, and computer

exercises for final preparation of formal TOEFL presentation.

STUDENT PERSONNEL SERVICES

Health Care. A complete physical examination is a standard requirement for admission. Routine medical checkups and dental work should be taken care of, as much as possible, when school is not in session.

For sick-care and the treatment of minor injuries, the seminary provides the services of a modern infirmary and a registered nurse. Administratively, the nurse assists in obtaining emergency medical appointments and has custody of the student's health record. Facts about one's health and accident insurance should be brought to the nurse's attention.

Wellness Activities. A variety of activities including seminars, workshops, recreational sports, athletic teams, intramural sports, and a fitness program are available for faculty, staff and students.

Counseling Services. Counseling from licensed professional counselors is available to students by their own initiative or by referral.

STUDENT GOVERNMENT

Conception's form of student government, The Community Council, is defined in its Constitution as "an organizational center of student activities; a forum for exchange of student opinions; and shall be a means to assist in the carrying out of student consensus. It shall be a primary means of representation for the students as a whole in dealings of concern to The Student Community, administration, and the larger community."

The elected officers include the student body president, vice-president and six class representatives. Day-to-day operations are carried out by student committees, many having a functional tie-in, directly or indirectly, with the organizational structures of the faculty and administration. Committees deal with athletics, fine arts, entertainment, social concerns and vocations promotion. Committee budgets are funded from the activity fee.

SOCIAL AND CULTURAL ACTIVITIES

Opportunities for cultural enrichment are an essential part of priestly formation and student creativity and appreciation are encouraged. Dramatic and musical events are staged each year. Students are given an opportunity to display their artwork, and the seminary choir enriches the

liturgical life of the community.

Artistic appreciation is fostered by the extensive library collection of records, tapes, videos, compact discs and slides. The college regularly invites guest artists for performances on campus. In addition, the director of cultural affairs provides information about various cultural events in the four-state region.

THE PATRICK CUMMINS CHAIR OF THEOLOGY

The Patrick Cummins Chair of Theology was established in 1968 by the abbot and monks of Conception Abbey to honor the memory of Fr. Patrick Cummins, O.S.B., and to continue, in a practical way, his lifelong devotion to scholarly pursuits and his dedication to the work of training young men for priesthood. By means of the Patrick Cummins Chair of Theology, Conception Seminary College is able to bring speakers of recognized competence and professional standing to the seminary for participation in symposia or colloquia centering on theological themes, individual speakers for lectures or series of lectures on theological topics, and for special theological workshops.

APPLYING FOR ADMISSION

All correspondence concerning application for admission should be addressed to:

Office of Admissions
Conception Seminary College
PO Box 502
Conception, Missouri 64433-0502

e-mail: vocations@conception.edu

ENTERING FRESHMEN

Men applying for admission without previous college study may be admitted upon graduation from an approved secondary school (or state-approved GED program) and upon proof of ability to follow the curriculum of the College. This is evidenced by:

1 Completion of an adequate pre-college curriculum with a 'C' average or its equivalent in basic academic subjects and class rank above the lowest quartile. At least 16 units of college preparatory work or the equivalent should appear on the high school transcript.

2 Satisfactory scores on the ACT Assessment (including a composite standard score of around 20). Other evidence from standardized tests and letters of recommendation will be taken into consideration in

evaluating the student's academic record.

TRANSFER STUDENTS

Transfer students from other accredited colleges may be admitted upon submission of all the documents listed under *Required Documents* together with evidence of honorable withdrawal from the college last attended.

Credit for courses completed with a grade of 'C' or above will be transferred to the extent that they fit the program of studies leading to Conception Seminary College's B.A. degree. Quality points are not transferable, since the GPA is computed solely on the outcome of courses taken in residence.

PRE-THEOLOGY STUDENTS

Pre-theology students may be admitted upon submission of evidence of graduation from a college or university of recognized standing and upon submission of all documents listed under *Required Documents*, with the exception of ACT scores and high school transcripts. Pre-theology students must have sponsorship either by a diocese or religious order.

FOREIGN STUDENTS

While Conception Seminary College does not solicit direct applications from abroad, some dioceses sponsor foreign nationals for college-level seminary study. Foreign nationals are among Conception's alumni. Applications by foreign nationals will be fairly considered under the following conditions:

- Full religious and financial sponsorship by an American diocese or religious community.
- Formal application through diocesan or religious community channels, preferably before May 1 for fall admission.
- Prompt submission of admissions forms, transcripts, recommendations and evaluations.
- Transmission of TOEFL scores to establish evidence of English proficiency.
- Willingness to apply for a student visa and full compliance with the application process.

SPECIAL STUDENTS

Special students are allowed to pursue any course for which they demonstrate the needed prerequisites. Admission requirements, in addition to the application, will be determined in each individual case.

Admission

REQUIRED DOCUMENTS

To complete an application the student must provide the following documents. Only when all these have been received by the Office of Admissions is the application ready to be acted upon.

1 **Application form** provided by Conception Seminary College, request by phone or use the on-line form at www.conceptionabbey.org.

2 **Autobiography** of 3-5 (not more than 10) double-spaced, typed pages, covering the applicant's faith history, family history, work history, and educational history. This may be e-mailed to vocations@conception.edu.

3 **Two letters of recommendation** from persons who know the candidate. One must be from the candidate's pastor or a priest who knows him.

4 **Official transcript** issued directly to Conception Seminary College from the last high school attended (freshman applicants) or from all colleges or universities previously attended, even if no credit was earned (transfer students). If a transfer student has completed less than one full year of college, he should provide high school transcripts and an ACT Assessment Report. A partial transcript should be submitted if the freshman or transfer applicant is still in school.

5 **ACT Assessment Report** (freshman applicants) issued directly to the college by the American Testing Program. The student should designate Conception Seminary College (Code 2280) as an intended score recipient when the test is taken. If provision for this service was not made when the ACT Assessment was taken, a special request form, obtainable from the Office of Admissions, must be mailed to ACT to authorize an official score transcript. (Note: the same form can be completed and paid for on the Web at www.act.org.) The summary of ACT scores which may appear on some high school transcripts is certainly helpful in the admission process; it does not, however, fulfill the requirement. Freshman applicants who had no chance to take the ACT before admission will be allowed to do so residually during the orientation week.

6 **Three physical examination reports**, one a medical history filled out by the student, another completed by an examining physician, and the third (the Meningococcal Vaccination Requirement) to be completed by your Health Care Provider. All reports should be done on Conception Seminary College's standard forms.

7 **Certificates of Baptism and Confirmation** issued by the parish where these sacraments were received.

8 **Interpretive Psychological Report** by a licensed clinical psychologist for which the applicant is required to complete a full battery of psychological tests. Conception Seminary College's Department of Counseling Services has prepared Guidelines for Psychological Evaluation designed to inform the applicant, any sponsoring agent, and the evaluating psychologist of the specific requirements regarding the evaluation. The written interpretive report is released to the Director of Counseling Services, and should be accompanied by the raw test data of all objective personality measures used. The report and test scores should be sent to:

Director of Counseling Services
Conception Seminary College
P.O. Box 502
Conception, Missouri 64433-0502

9 **Letter of sponsorship** issued by the Arch/Diocese or Religious Community sponsoring the applicant.

After all these documents have been received, the Admissions Committee will review the application and inform the applicant of its decision.

REQUIRED DOCUMENTS FOR STUDENTS IN THE LANGUAGE, CULTURE AND CHURCH PROGRAM

(REQUISITOS PARA LA SOLICITUD DE INGRESO Y ADMISIÓN)

1 Una Solicitud completa.

2 Ficha Académica: una copia oficial a Conception Seminary College. Ficha de las calificaciones de todas las Preparatorias y Universidades que asistieron, o todavía asisten.

3 Dos Cartas de Recomendación: una de un sacerdote que lo conozca bien y de otra persona. Si ha asistido a un seminario también una del Rector.

4 La Forma del Estudiante sobre Información Médica.

5 Un Examen Físico facultativo (del médico) expedido en la forma que recibieron de Conception Seminary College o si el examen se hace en su país use la forma que su médico utiliza. (Su Director de Vocaciones en los Estados Unidos se encargará de la vacuna de Meningococcal.)

6 Documentos Eclesiásticos: Fe de Bautismo, Certificado de Confirmación, originales de la parroquia donde recibió estos sacramentos.

7 Una Autobiografía de 3-5 (o menos de 10) páginas donde hable de la historia de su fe, familia, trabajo y educación.

8 Los Resultados y la Interpretación de los exámenes y entrevista psicológico. Su Director de Vocaciones en los Estados Unidos se encargará de esto.

9 Una Carta de la Diócesis auspiciadora o del Director de Vocaciones.

10 Después de ser aceptado por Conception Seminary College una copia valida del pasa porte y la visa de estudiante.

Envíen todos los documentos que se requieren (del 1 al 10) lo mas pronto posible pero definitivamente para el primero de Agosto o el primero de Diciembre a mas tardar.

Todo corespondencia se envía a:

Office of Admissions
Conception Seminary College
PO Box 502
Conception, Missouri 64433-0502

e-mail: vocations@conception.edu

REQUIRED DOCUMENTS FOR STUDENTS IN THE LANGUAGE, CULTURE AND CHURCH PROGRAM

1 A completed Application form.

2 Official transcript issued directly to Conception Seminary College from the high school last attended (freshman applications) and from all universities previously or presently being attended.

3 Two/Three Letters of Recommendation: one from a priest who knows the applicant well, one from another person, and if the candidate has previously attended a seminary, one from the rector of that seminary.

4 The standard Medical History Form from Conception Seminary College filled out by the applicant.

5 The standard Physical Exam Form from Conception Seminary College completed by the examining physician, or if the exam is done in the applicant's country, in the form used there. (Your vocation director in the United States will make sure you get the Meningoccal vaccination.)

6 Original Certificates of Baptism and Confirmation issued by the parish where these sacraments were received.

7 Autobiography of 3-5 (not more than ten pages) covering the applicant's faith history, family history, work history and

educational history.

8 Interpretive psychological report by a licensed clinical psychologist. (Your vocation director in the United States will help you take care of this.)

9 A letter of sponsorship issued by the Arch/Diocese or Religious Community sponsoring the applicant.

10 After acceptance by Conception Seminary College, send a copy of a valid passport and student visa.

Send all the requirements (1-10) as soon as possible but definitely no later than August 1st for Fall semester, or by December 1st for Spring semester.

All the requirements should be sent to:

Office of Admissions
Conception Seminary College
PO Box 502
Conception, MO 64433-0502

e-mail: vocations@conception.edu

STANDARD FEES

Students for the priesthood need a first-rate seminary education; problems of cost should never deter them. For this reason, the charges for tuition, room, and board at Conception Seminary College are held to the lowest practical minimum. The Seminary is able to do this through the contributed services of the monks of Conception Abbey, and the support of loyal friends and benefactors.

2004-2005 CHARGES

Tuition	semester: $5,716	year: $11,432
Room	$1,437	$2,874
Board	$1,960	$3,920
Room and Board	$3,397	$6,794
Activity Fee	$55	$110
Health Service Fee	$35	$70
TOTAL	semester: $9,203	year: $18,406

All seminarians are charged the full tuition rate regardless of the number of semester hours for which they enroll.

2005-2006 CHARGES

To be determined. See insert.

FEES ASSESSED FOR SPECIAL PURPOSES

Part-time tuition, for special students per semester hour	$150.00
Extra tuition, per semester hour exceeding 18	150.00
Technology fee for part-time students (optional)	50.00
Auditing, per semester hour	100.00
ACT Residual Testing	23.00
Graduation fee	30.00
Art laboratory fee, per semester	25.00
Natural Science laboratory fee, per semester	25.00
Music fees	
Pipe organ rental, per semester	30.00
Piano rental, per semester	20.00
Late registration	25.00
Change of registration (after first two weeks of instruction of semester)	5.00
Vehicle registration, one-time charge per student	20.00
Room deposit (refundable)	50.00
Transcript of credit, each copy after the first	5.00

POLICY ON PAYMENT OF TUITION AND FEES

Tuition and fees for each semester are due at the time of registration. The student is encouraged to make whatever payment is possible. For the balance, the student must subscribe to a deferred payment agreement in order for his registration to proceed. The Financial Aid Officer will assist in these matters and see that any financial aid which the student may have coming to him is properly credited to his account.

All payments must be completed by the end of the academic year or at the time of withdrawal from the seminary. No student will receive a grade report, diploma, or transcript of credit until his charges have been paid in full. Charges include book or supply store bills, library fines, infirmary bills, guest charges, as well as tuition, room, and board.

POLICY ON REFUND IN CASE OF WITHDRAWAL

If a student officially withdraws during a semester and desires a refund, he must submit his request to the Treasurer within ten (10) days. The amount of refund is determined by the following scale:

for 2 weeks or less in residence	80% refund
between 2 and 4 weeks in residence	60% refund
between 4 and 6 weeks in residence	40% refund
between 6 and 8 weeks in residence	20% refund
over 8 weeks in residence	no refund

Fees and charges other than those for room, board, tuition and music

instruction are not refundable. Tuition will not be refunded to a student who is suspended or dismissed, or who merely reduces his course load.

VETERANS BENEFITS

Any veteran or eligible dependent desiring to study under provisions of Title 38, United States Code, should apply to the Veterans Administration at least 30 days before school begins to allow sufficient time for his application to be processed. Veterans will be subject to the current requirements of the V.A. as to progress, attendance, changes, interruptions, and terminations.

FINANCIAL AID

Since most college students cannot pay the cost of education from personal and family income alone, they need financial aid from other sources: the federal government, the sponsoring diocese, or the College itself.

Financial aid comes in a variety of forms: government grants, student loans, work-study employment, merit scholarships, and institutional grants. The College's financial aid office gives attention to the needs of each applicant and helps him to obtain funding from those aid programs for which he is eligible.

Guaranteed Student Loans. There are two kinds of student loans: one in which the federal government pays the interest while the student is in school (subsidized) and one in which the student is responsible for the interest (unsubsidized). The unsubsidized loan is available to students who do not qualify for the subsidized loan or who only qualify for a partially subsidized loan. The loan limits are $2,625 for the first year, $3,750 for the second year, and $5,500 for the third and fourth years. Limits are higher for students older than 24. Repayment of student loans is deferred as long as the student is enrolled at least halftime. Information about these loans may be obtained through the financial aid office.

Pell Grants. The Federal Pell Grant is the most basic government grant available to college undergraduates. The amount of the grant is based on the student's family income and the school's cost of attendance. Pell Grants range from $400 to $2,700. A student applies for a Pell Grant by completing the Free Application for Federal Student Aid.

Supplemental Educational Opportunity Grants (FSEOG). This grant program is restricted to undergraduates who have applied for a Pell Grant and who demonstrate substantial need. The government allocates 75% of FSEOG funds and the College provides 25% of the funds. FSEOG awards can

range from $200 to $2,000. The financial aid director determines the exact amount of the grant. A student automatically applies for the FSEOG when he completes the Free Application for Federal Student Aid.

Grants-in-Aid. At its own discretion, the College may provide an outright grant from its general scholarship funds. These grants usually range from $500 to $2500 per semester.

Federal Work-Study (FWS). Under this program, the federal government pays 75% of the wages earned in on-campus jobs and the College pays 25% of the wages. A student placed in a work-study job coordinates his work hours with his class schedule and other daily responsibilities. Payment is made directly to the student on a monthly basis.

Institutional Work-Study. For students wanting to work but who are not eligible for federal work-study programs, the College will completely fund wages earned in this program.

Scholarships. Fourteen scholarships are awarded annually on the basis of scholastic merit alone: three each in the senior, junior, sophomore, and newly admitted freshman classes, and two to newly admitted transfer students. These scholarships are awarded on the basis of career cumulative grade point averages and, in the case of newly admitted students, on the basis of the high school or college transcript, ACT test scores, and letters of recommendation.

Eligibility. To be eligible for federal financial aid, the student must be a U.S. citizen, a permanent resident of the United States or its territories, or otherwise eligible for federal financial aid. The student must be attending the College to obtain a degree or certificate, and must maintain satisfactory academic progress. If the student has attended another college, he cannot be in default on a student loan or federal grant. Finally, the student must have his eligibility determined by completing the Free Application for Federal Student Aid, as described below.

Conception Seminary College is not eligible for Missouri state grants.

Application for Financial Aid. The Free Application for Federal Student Aid (FAFSA) is the standard application in use throughout the country for all college students who wish to apply for federal student aid. The FAFSA takes about ten days to process once the student has completed it and mailed it. It can be completed once the student and his family have the previous year's income information at hand.

The student is encouraged to complete the FAFSA no later than a month before the beginning of school. However, if this is not possible, then he may apply during the academic year. When properly filled out and mailed in for processing, the FAFSA (or the renewal FAFSA) will generate a report to the

student called a Student Aid Report.

The College has electronic access to this report and uses it to evaluate the student's financial aid needs. The student should keep his Student Aid Report in case corrections need to be made or further information provided.

Once the financial aid director has all the necessary information, a financial aid package is offered to the student in a financial aid award letter. The student is free to accept or decline any awards that are offered.

For additional information or for financial aid application forms, please contact the Financial Aid Office, Conception Seminary College, Conception, MO 64433. Phone (660) 944-2851. Or include your request when communicating with the Admissions Office.

PARTICIPATION IN THE ASSESSMENT PROGRAM

Conception Seminary College continually assesses its educational and formational programs for effectiveness. Results of surveys and national tests are reported to accrediting agencies and to the Coordinating Board of Higher Education; the faculty and staff periodically evaluate program quality. Students may be required to take tests designed to measure general education achievement for these purposes. No minimum score or level of achievement is required for graduation.

All degree students are required to participate in the learning portfolio project. The learning portfolio is a means of personal reflection on learning and an important assessment tool.

Students who do not participate in scheduled and approved assessment projects may not pre-register, register, or receive a final transcript until the obligation is completed.

CLASSIFICATION OF STUDENTS

Students carrying 12 or more semester hours are considered *full-time;* those carrying less than 12 are considered *part-time.*

A *regular* student is defined as anyone who, normally on a full-time basis, is actively pursuing a degree. A *special* student takes courses for credit or audit but is not committed to a formal program.

The Academic Dean classifies students for an entire academic year as *Freshmen, Sophomores,* or *Juniors* on the basis of the projected date of their

graduation. Seniors plan to complete degree requirements during the current year. *Pre-theology* students have a bachelor's degree or its equivalent and are fully enrolled in the College program to complete additional undergraduate study and priestly formation before entering a school of theology.

Undergraduates are classified according to the total number of semester hours earned toward a bachelor's degree from Conception Seminary College:

First-Year ..... up to 31 sem. hrs.
Second-Year ..... 32-63 sem. hrs.
Third-Year ..... 64-95 sem. hrs.
Fourth-Year ..... at least 96 sem. hrs.

Students in the Pre-Theology Program are classified PT-I or PT-II according to their years of residence.

COURSE NUMBERS

Courses numbered 100-199 and 200-299 are designed primarily, though not exclusively, as introductions to the methodology and content of the various academic disciplines encountered in a liberal arts curriculum. Courses numbered 300-399 and 400-499 introduce students to the specialized skills and knowledge within the disciplines previously studied. In most cases, the numbering series indicates the general sequence in which the courses should be taken.

ADVANCED PLACEMENT, CREDIT BY EXAMINATION AND NON-COLLEGIATE PROGRAMS

Degree credit by examination is granted to students through the Advanced Placement Program and the College-Level Examination Program (CLEP), both offered by the College Board, by some formally structured programs offered by military and civilian sponsors, and by testing done at Conception Seminary College. These credits may be treated as ungraded transfer credits and are not considered in calculating the student's cumulative average. A student may earn a maximum of 24 semester hours of such credit to fulfill degree requirements at Conception Seminary College. In other cases, the practical effect may simply consist in the waiving of a particular course requirement or a prerequisite to higher study.

INTENSIVE FOREIGN LANGUAGE PROGRAMS

Academic Information

Up to five semester hours of college credit may be awarded for successful completion of intensive study of a foreign language during the summer months. The amount of credit awarded is based on the level of proficiency reached as determined by an examination by the Conception Seminary College language department.

LEARNING RESOURCES

Designed to help students enhance their learning abilities and basic skills, the learning resources program combines the facilities of the academic computer lab and members of the teaching faculty.

TRANSFER OF CREDIT

Credits earned toward a liberal arts degree at other colleges will be honored by Conception Seminary College for those courses in which a grade of 'C' or above has been earned (See *Transfer Students* under *Admissions*).

Enrolled students who wish to pursue work at other institutions and to have the credit transferred into their degree program at Conception Seminary College must obtain prior approval from the Academic Dean. This approval is required for all transfer of extension work, correspondence work, and summer school work. A maximum of 16 semester hours of such work from accredited institutions will be accepted in transfer.

REGISTRATION

At the beginning of each semester a full day is set aside for academic advising, handling of fees, and registration. The student should see to it that he is duly registered and is meeting his program requirements at the proper time.

Students arriving late or desiring to register outside the time designated for registration on the college calendar will be assessed a $25.00 late registration fee.

CHANGE OF REGISTRATION

Any change affecting one's current registration must receive the Academic Dean's approval and be reported to the Registrar by means of an official Add/Drop card. *Adding* a course will not be permitted beyond the second full week of instruction. (See *Withdrawing from a Course* for rules on subsequent changes.)

WITHDRAWING FROM A COURSE

Withdrawing from a course is permitted until two weeks after mid-term. Within the first two weeks of instruction, it is treated as a change of registration. A student desiring to withdraw from a course must first discuss the matter with his academic advisor. Every withdrawal, in order to be valid, must be authorized by the Academic Dean or the Dean's delegate. After the first two weeks of instruction, but before the final date for withdrawing from a course established by the college calendar, the withdrawal is noted on the student's permanent record with a grade of 'W.'

This provision is adjusted for accelerated courses. For those courses which end at mid-semester, the last day to withdraw is the end of the fourth week.

A fee of $5.00 is assessed for each course withdrawal.

Failure to obtain the required authorization for withdrawing from a course will result automatically in a grade of 'XF.'

LEAVE OF ABSENCE

A student who informs the College Administration of his intention to interrupt his formal educational program will be granted an official leave of absence if the reasons are approved by the President-Rector. A student officially on leave may normally resume his studies with a minimum of administrative procedure. A leave of absence may be granted for up to two semesters.

READMISSION OF FORMER STUDENTS

A student who has interrupted his program for a full semester or more must apply for readmission. A new application form and supporting documentation are required. The last day to apply for readmission for the fall semester is 15 July. For spring semester, the last day to apply for readmission is 15 December.

A student on official leave of absence is exempt from this requirement.

SEMESTER HOURS AND CREDIT LOAD

The unit of credit is the semester hour, representing 15 class meetings of 50 minutes each (or 15 lab periods averaging 100 minutes each). As a rule, the student is expected to devote twice this amount of time to class preparation and related reading.

The normal credit load is 15 or 16 semester hours. The upper limit is 18 semester hours.

Academic Information

AUDITORS

Students may audit a course by obtaining permission from the Academic Dean and the faculty member teaching the course concerned, either at registration or during the first two weeks of instruction. Part-time students pay the regular per-credit tuition fee. Auditors commit themselves to regular class attendance, but are not obligated to participate in examinations.

If, having registered as an auditor, the student decides later to pursue the course for credit, he must change his registration within the first two weeks of instruction. During the same period he may reduce enrollment from credit to audit status.

CLASS ATTENDANCE

Regular class attendance is expected of each student of Conception Seminary College. When it is necessary for a student to be absent from class, the instructor should be informed beforehand or as soon afterwards as conditions allow.

Instructors will announce at the beginning of each semester any particular policies they may have in this matter, including the penalties a student may incur if a given number of absences is exceeded. Arrangements for make-up work must be pursued at the student's own initiative.

GRADING

The quality of academic work accomplished, as shown by classroom attendance and contribution, assignments, papers and examinations, is recorded in letter grades with official interpretation and numerical point values for each semester hour of credit as follows:

A	(4.0)	Excellent performance showing unusual mastery or a high degree of intellectual initiative.
B	(3.0)	Superior performance.
C+	(2.5)	Above-average performance.
C	(2.0)	Average performance.
D	(1.0)	Passing.
F	(0.0)	Failure.
I	(0.0)	Incomplete.
P		Pass on pass/fail system.
S		Satisfactory participation in the work of a course designated for S/U grading.
U		Unsatisfactory participation in the work of a course designated for S/U grading.

W		Withdrew from course.
XF	(0.0)	Technical failure for abandoning a course without notice or authorization.
Au		Audited without credit.

Semester grades are reported to the student and (if applicable) to the appropriate official of the diocese or religious order with which the student is affiliated. Grades are reported at mid-term only to warn of deficiencies; they do not appear on the permanent record.

All grade changes must be submitted by the faculty member to the registrar before the close of the semester following the term in which the erroneous grade was assigned.

PREREQUISITES

A grade of at least 'C-' must be earned in all prerequisite courses in order to advance to the next level. In special cases, the Academic Dean may waive this requirement if, for example, concurrent tutoring is provided.

INCOMPLETES

This temporary grade may be assigned for objective and serious reasons beyond the student's control (prolonged or debilitating illness, urgent business at home requiring extended leave from campus, etc.). If not removed within one month from the final day of semester examinations, the 'I' is replaced either by an 'F' or by a grade representing the work actually completed and the calculation of the incomplete elements as zero in the grading formula.

REPEATED COURSES

Students who have received a grade below 'A' in a course may repeat the course to raise the grade, provided they have not completed a more advanced course for which the repeated course is a prerequisite. When a course is repeated, the first grade remains on the record, but the second grade is used in computing grade point averages. Students must have the permission of the Academic Dean to repeat a course.

Students may not repeat a course failed in resident study at Conception Seminary College by correspondence study or credit by examination.

GRADE POINT AVERAGE (GPA), DEAN'S LIST

To each letter grade ('A' through 'F', also 'I' and 'XF') a numerical point value is assigned, as shown above, in order to facilitate the

computation of a student's overall average. Grade Point Averages are determined on the basis of courses attempted at Conception Seminary College or under provisions of the student exchange program at Northwest Missouri State University, except for honors and scholarships, which are determined on the basis of career GPA.

A candidate for the degree must have earned not only the necessary amount of credit (126 semester hours), but also a cumulative GPA of no less than 2.00 in his area of concentration and on the sum total of the point-bearing studies he has attempted. Appropriate readjustments will be made whenever a course has been repeated to remove an 'F,' or when a course with a deficient grade of 'D' or 'F' is legitimately replaced in the calculation by another.

A Dean's List is published at the end of each semester. All full-time students are eligible for this list whose Grade Point Average on a load of at least 12 semester credit hours is 3.25 or higher. Students with a semester grade of 'D,' 'F,' 'U,' or 'I' in academic courses cannot be considered for this honor, or for merit scholarships.

ACADEMIC PROBATION

Any student whose cumulative grade point average is below 2.00 at the completion of a semester shall be placed on academic probation and have one full semester to raise the average to at least 2.00. A student on academic probation may not register for more than 15 semester hours, is ineligible for elective or appointed office, and may be restricted from participation in work-study and other extra-curricular activities. A student on probation may be required to follow a program of learning skills development prescribed by the college.

A student who is placed on academic probation, and who in the subsequent semester has a cumulative grade point average below 2.00, shall be automatically suspended for one semester, at the end of which he may reapply for admission. A student admitted on academic probation remains on probation until his cumulative grade point average is at least 2.00.

If a student is academically suspended two times, he has not met the minimum academic standard of the college and will be recommended for dismissal. If dismissed, he will not be permitted to enroll in any future term at the College, subject to an appeal to the Committee on Academic Admissions, Probations, and Dismissals as set forth below.

DECISION ON APPEALS

Any student shall be entitled to appeal a dismissal to the Committee on Academic Admissions, Probations, and Dismissals. The appeal

must be made in writing, but the student may also be required to appear in person before the committee to discuss the requested reinstatement. The Committee shall consider the totality of the circumstances it deems relevant, including the following:

1 That the student's academic performance was the result of circumstances over which the student had no control and which the student could not reasonably have avoided.

2 That the circumstances are no longer likely to affect his academic performance.

3 That there is a likelihood of satisfactory performance. The Committee shall make a recommendation to the President-Rector, incorporating in its recommendation any terms or conditions it considers necessary. The decision of the President-Rector shall be final.

WITHDRAWAL FROM THE COLLEGE

A student who intends to withdraw from the College before the end of a semester should follow the procedure described in the *Intent to Withdraw* form available from the Registrar's Office. This is to insure that the student's academic record accurately reflects the date of withdrawal. A student who does not withdraw formally will receive an 'XF' (technical failure to withdraw) for all classes in which he was enrolled that semester. Students formally withdrawing will receive a 'W.'

ACADEMIC HONESTY

Academic dishonesty occurs when a student uses unauthorized information while taking a test; submits work someone else has done as his/her own or misrepresents work done; gains access to materials to achieve a private advantage in preparing for an examination or course activity; or knowingly assists in such practices.

The following are some of the most common examples of academic dishonesty:

1 Obtaining unauthorized information.

2 Giving unauthorized information.

3 Committing plagiarism.

4 Misrepresenting facts.

5 Making threats or offering bribes.

6 Using library resources unethically.

7 Using computer resources unethically.

The instructor or staff member of Conception Seminary College will immediately report all cases of academic dishonesty to the Academic Dean. A student accused of academic dishonesty should immediately meet with the accuser and discuss the charge. If the act is course-related and proven, the student will receive an automatic 'F' in the course and be prohibited from participating further in the course. The second instance will result in immediate dismissal from the seminary college.

A student may appeal any charges of academic dishonesty by petitioning the Academic Dean to establish a review committee. The petition to that committee should be timely and should thoroughly explain the charge, circumstances, and facts upon which the appeal is based, presenting all the information the student wishes the committee to consider. The decision of the committee will be placed in the academic file of the student.

ACADEMIC PROFILE TESTING AND SENIOR EXAMINATION

Tests covering the humanities, social sciences, and natural sciences, are administered to all entering students in September, and degree candidates in late March or April. The seminary college uses the *Academic Profile* exam, developed jointly by The College Board and Educational Testing Service, as a proven help to both students and college faculties in measuring educational outcomes.

SENIOR STATEMENT AND PRE-THEOLOGY CANDIDATE FORMS

All candidates for the bachelor's degree must complete a Senior Statement at the end of their junior year. This procedure is intended to enable each student to confirm all remaining course requirements before enrollment in his final semester of classes. Responsibility for meeting all academic requirements rests with the student.

Similarly, candidates for the Pre-Theology Certificate must make a review of their progress before their final semester of residence, in consultation with their academic advisor.

GRADUATION WITH HONORS

Degrees with honor citations are awarded for outstanding achievement determined on the basis of career GPA. In order to qualify, a senior must have attained an appropriate GPA level, as shown below,

and be endorsed by the faculty.

cum laude	3.20 overall
magna cum laude	3.40 overall
summa cum laude	3.60 overall

Each year, one or two outstanding seniors will be nominated to the annual edition of *Who's Who Among Students in American Universities and Colleges*. The criteria for this award are scholastic excellence, leadership on campus, and volunteer service to the wider community.

RESIDENCE

A candidate for the Bachelor's degree must have been a regular full-time student, in residence, throughout the final year (or two consecutive semesters) of study. An alumnus who did not satisfy some other degree requirement, however, may petition to resume his candidacy without the need for further residence, provided:

1. He left in good standing.
2. The work remaining does not entail more than 15 semester hours.
3. The work can be completed within one year from the time the petition is granted.
4. The degree will have been earned no later than seven years from completion or curtailment of any organized program of study. Tuition and fees will be collected for any academic or clerical services the college is called upon to render.

STUDENT RECORDS

Seminary policies in regard to the collection, use, and retention of student records, including confidentiality and student access thereto, are in conformity with the "Family Education Rights and Privacy Act of 1974 as Amended." Information will not be given to third parties without the request or consent of the student (or former student), except to the extent this law permits. Students who are affiliated with a diocese or religious order are asked to sign a consent form, valid for the duration of enrollment, allowing regular transmittal of grades and evaluation reports to specific diocesan or religious officials. A current statement of policies and procedures is available from the Registrar's Office.

Exceptions to this rule include information released to: College officials, student workers employed to assist those officials, officials of other schools where the student is seeking admission, federal or state educational authorities, financial assistance officials in connection with the receipt of financial assistance, state law officials or subpoenaed requests, accrediting

organizations, and parents of dependent students. These parties will receive a notice that the information released to them must not be further distributed without the consent of the student. The following records are not available for inspection by a third party: Parents' financial records, confidential letters of recommendation written before January 1, 1975, personal records of educators (e.g., instructor's grade books), law enforcement or security records, employee records, and medical or other professional records unless the individual wishes to have a qualified professional examine his or her record.

Certain information about the currently enrolled student — name, age, address, phone, place and date of birth, major, participation in activities and sports, weight and height of athletes, dates of attendance, degrees and awards received, the most recent educational institution attended, photograph, diocesan affiliation — is considered public information and may be released in the Student Directory. If a student does not want this information published, he or she should contact the Office of the Registrar within ten days of the beginning of the term.

Students have the right to inspect and review their education records upon application to the Academic Dean or Registrar. Inaccurate records may be challenged through a hearing requested from the Academic Dean. The burden of proof that a record is inaccurate lies with the student. A hearing panel will be appointed, to whom the student will have full opportunity to present his or her case. If desired, a student may submit a written explanation of the content of a record, which will become part of the record. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of the "Family Education Rights and Privacy Act."

For any further information on student and former student educational records and record privacy, contact the Office of the Registrar.

TRANSCRIPTS

The first transcript of record is free. Additional transcripts cost $5 each. Requests should be addressed to the Office of the Registrar, giving full name, current address, years of attendance, and personal signature. Exact mailing instructions should be included if the transcript is to be sent to a third party. At least five days should be allowed for processing and delivery.

There are two kinds of transcripts:

1 *Official* transcripts bear the embossed college seal and may be issued only to the college, university, chancery office, government agency, or organization designated by the student in his request.

2 *Unofficial* transcripts do not have the college seal and may be issued directly to the student for personal use.

One unofficial transcript (student copy) is given to the student automatically and without charge at the end of the senior year. Transcripts requested initially by telephone will not be sent until a signed confirmation is received in writing. This necessary safeguard to the integrity of student records is added reason to make one's request in good time. No transcript will be issued for any student or alumnus whose financial obligations to Conception Seminary College have not been paid in full.

DIRECTED INDEPENDENT STUDY

Students whose GPA is 2.50 or better, who are enrolled full-time, and who possess the requisite background may pursue scholarly interests, for credit, without attendance at formal classes. This option is known as directed independent study. Upon request to the Academic Dean, guided independent study projects may be arranged with the cooperation of a faculty member, or through the correspondence division of a respected university.

PASS-FAIL GRADING SYSTEM

The pass-fail grading option encourages full-time students to broaden their education by enrolling in courses beyond the general education requirements for the Bachelor's degree or Pre-Theology Certificate.

Pass-fail grades refer only to the final grade in the course. Normal course work, assignments and examinations are given. Performance is evaluated on the same standard as a course for grade credit. The pass-fail option is open to students who:

1 Have been resident at least one full semester.

2 Have a cumulative GPA of at least 2.00.

3 Have all prerequisites for enrollment in the course chosen for the pass-fail grade.

4 Do not need the pass-fail course for graduation requirements other than as an elective.

Students are limited to one course per semester (up to a total of nine hours) of pass-fail credit. Pass-fail courses are counted as other course offerings in determining academic load. A grade of 'P' (representing an 'A,' 'B,' or 'C' grade) does not affect the GPA. However, a grade of 'F' (representing a 'D' or 'F') is treated as a regular 'F' grade when calculating the GPA. Pass-fail courses may not be repeated for a letter grade, but only on a pass-fail

basis if failed initially.

Individual professors may determine if their courses may be taken on a pass-fail basis. Students must declare their choice of the pass-fail option either at registration or within the first two weeks of classes.

RECIPROCAL AGREEMENT WITH OTHER COLLEGES

By special agreement between Northwest Missouri State University (Maryville, MO) and Conception Seminary College, students from one institution may enroll for classes at the other through a simplified procedure of admission and cross-registration. The range of learning opportunities is thus expanded. Enrollment forms are available in the Office of the Registrar.

Students wishing to include NWMSU courses in their registration must have completed their freshman year, must be earning satisfactory grades, and have the Academic Dean's approval. The first 9 semester hours of credit will be regarded as *residence* credit, carrying quality points for inclusion in the GPA.

CSC students are responsible for payment of tuition fees at NWMSU unless CSC itself recommends that a course be taken at that institution.

Students from NWMSU may enroll in classes at CSC and pay the tuition at either the CSC or NWMSU rate, whichever is lower.

BACHELOR OF ARTS DEGREE

1 **CREDIT HOURS AND GPA.** Credit toward the degree must total at least 126 hours, with a cumulative Grade Point Average of no less than 2.00 on a 4-point scale.

2 **AREA OF CONCENTRATION AND SPECIALIZATION.** Under the liberal arts and science curriculum, each student must complete an Area of Concentration in Philosophy in the prescribed sequence. Each student will choose a specialization from among the following options: Humanities, Languages, Philosophy, Theology, Social and Behavioral Sciences.

3 **SENIOR REQUIREMENTS.** Graduating seniors are required to complete a Portfolio Assessment Project with their academic advisor during the last semester of their residence. *The Academic Profile* examination is administered during the spring semester to measure educational

outcomes in the humanities, social sciences and natural sciences.

4 **RESIDENCE.** The candidate for the degree must have been enrolled as a full-time student for the final year of study.

5 **COURSES.** The overall requirement of 126 semester hours must include those particular courses and determined amounts of credit which the faculty judges essential to the student's general knowledge and educational development. Every student must complete nine hours of the required 126 in the Writing/Research Enrichment (W) format. A variety of courses across the curriculum are offered in this format every semester. Students should select one such course each year during their sophomore, junior, and senior years, in order to continue sharpening their writing and research skills. Since most divisions offer courses in this format every year, students may complete this requirement as they complete their basic course requirements. A summary of these requirements is given below according to their distribution among the various divisions.

COURSE REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS

DIVISION OF HUMANITIES . . . . . 46 semester hours

FINE ARTS AND HUMANITIES . . . . . 6 semester hours

This requirement may be met by any combination of Art, Music, and Humanities courses listed in the catalog.

ANCIENT AND MODERN LANGUAGES . . . . . 10 semester hours

Language requirements for the B.A. degree may be met by 10 semester-hours study in one ancient or modern foreign language.

ENGLISH AND SPEECH . . . . . 18 semester hours

The English and speech requirement is met by completing EN 131-132; two literature courses; SP 221; and either SP 222 or SP 223.

HISTORY . . . . . 12 semester hours

This requirement is met by completion of HS 201-202 and two additional history courses.

DIVISION OF PHILOSOPHY & THEOLOGY . . . . . 36 semester hours

PHILOSOPHY . . . . . 24 semester hours

This requirement may be met by completing PH 131, PH 132,

PH 233, PH 234, PH 335, PH 336, and six hours of historical and thematic courses selected by the student.

THEOLOGY .....12 semester hours

This requirement may be met by completing TH 131-132, TH 231, TH 232.

DIVISION OF SOCIAL & BEHAVIORAL SCIENCES .....12 semester hours

This requirement is met by completing SBS 115, 116, and additional SBS courses.

DIVISION OF NATURAL SCIENCES & MATHEMATICS .....13 semester hours

NATURAL SCIENCES & MATH .....11 semester hours

Each student is required to complete 3 semester hours of college-level Mathematics, 4 semester hours in the Biological Sciences, and 4 semester hours in the Physical Sciences.

WELLNESS .....2 semester hours

Each student fulfills this requirement by completing HPE 100 during the first semester of residency.

OTHER REQUIREMENTS

SPECIALIZATIONS .....8-10 semester hours

Each student is required to choose at least 8 additional hours of courses beyond the introductory or survey level in one of the following disciplines:

Humanities (including fine arts, English, speech and history courses)
Languages
Philosophy
Theology
Social & Behavioral Sciences

Specialization in Humanities:

The specialization in Humanities may be fulfilled by courses in Fine Arts and Humanities, English and Speech, and History beyond the General Education Requirements.

Specialization in Languages:

All students are required to attain competency at the intermediate level in one foreign language as part of the core curriculum. The

specialization in Languages may be fulfilled by completing a second foreign language through the intermediate level (two 5-hour courses, if completed in the Conception curriculum) with grades of at least "B" in the second language.

Specialization in Philosophy:

The specialization in Philosophy may be fulfilled by completion of any Philosophy courses beyond the General Education Requirements. Because every student is already completing 24 hours of Philosophy in the General Education Requirements, completion of an additional 8-9 hours brings the total hours in Philosophy to 32-33. Since this number equals the requirement for a traditional major in this area, students who elect to specialize in Philosophy will be awarded a Bachelor of Arts degree with a major in Philosophy.

Specialization in Theology:

The specialization in Theology may be fulfilled by any Theology courses beyond the General Education Requirements for Theology.

Specialization in Social & Behavioral Sciences:

The specialization in Social & Behavioral Sciences may be fulfilled by completion of any SBS courses beyond the general education requirements.

FREE ELECTIVE HOURS . . . . . 9-10 semester hours

PORTFOLIO ASSESSMENT PROJECT . . . . . .1 semester hour

PRE-THEOLOGY CERTIFICATE

1 **CREDIT HOURS AND GPA.** Credit toward the Certificate of Completion of Pre-Theological Studies must total at least 36 semester hours, with a cumulative Grade Point Average of no less than 2.00 on a 4-point scale.

2 **AREAS OF CONCENTRATION.** A program in Philosophy and Theology, consisting of 24 semester hours in Philosophy (PH 131, PH 132, PH 233, PH 234, PH 335, PH 336, and any other courses offered by the department), and 12 semester hours in Theology (TH 131, TH 132, TH 231, and TH 232), must be successfully completed with a cumulative GPA of no less than 2.00 on a 4-point scale. The list of required courses in philosophy and theology may be modified for students with prior course work in these subjects.

3 **RESIDENCE.** The candidate must have been enrolled as a full-time student for the final year of study.

SECOND BACHELOR'S DEGREE

Students who enter Conception Seminary College having already completed one bachelor's degree may elect to complete a second bachelor's degree in Philosophical and Theological Studies instead of a Pre-Theology Certificate. The degree requires completion of the same 24 semester hours in Philosophy and 12 semester hours in Theology required by the certificate, plus additional course work in Art and Music, Psychology, Speech, Spanish, and electives to total 57 semester hours. Course work completed for the student's previous degree can be applied toward completion of this second degree, but 30 hours must be completed in residence.

ART (ART)

ART 221: Basic Design. . . . . (2)

Beginning exercises in the elements of good design: composition and production skills. Sample projects are carried out in two and three dimensions. May be repeated once for credit.

ART 300: Calligraphy . . . . . (2)

Beginning exercises in the development of the skill of formal writing based upon study of two related, historical hands. Analysis and practical application of these scripts provides a unique insight into the historical context from which they emerged. Introduction to the tools, materials and techniques of the craft.

ART 321: Individual Projects in Art . . . . . (2)

ART 461: Independent Study . . . . . .(1-3)

ART 462: Special Topics . . . . . .(1-3)

ENGLISH (EN)

EN 100: Developmental English. . . . . (3)

A transitional course designed to raise the student's writing proficiency to a level high enough for placement in EN 131. Practice in paragraph and essay development, with attention also to grammar, mechanics and methods of revision. May be required for students whose ACT score in English is below 18.

EN 101: Grammar Options in Context I ..... **(3)**

Exploration and practice of English grammatical structures as employed in written and spoken discourse. The aim is to develop a working familiarity with the choices to be made in expressing oneself clearly and effectively, with sensitivity to differential meaning and linguistic context. Recommended as a prelude or companion course to EN 131-132, as a transition from LCC instruction, or as a free elective.

EN 102: Grammar Options in Context II ..... **(3)**

Continuation of EN 101, with frequent practice of the less commonplace structural alternatives that a student may need to make use of in good academic writing.

EN 131: Writing I ..... **(3)**

Development of expository writing skills, with an emphasis on the revision process.

EN 132: Writing II ..... **(3)**

Development of research writing skills.

EN 231-252: Literary Traditions ..... **(3)**

Courses in American, British, and World Literature surveying a broad historical range of writers, or particular genres such as fiction, drama, and poetry.

EN 331-362: Writers and Themes ..... **(3)**

Courses focusing on particular authors or literary themes such as Shakespeare, Milton, Existential Themes in literature, or Faith and Doubt in Literature.

EN 371-392: Literary Histories ..... **(3)**

Courses focusing on particular historical periods in literature such as Medieval, Renaissance, or Modern Literature.

EN 461: Independent Study ..... **(1-3)**

An individualized course of readings and research on a significant topic in language or literature. Frequent conferences with the instructor and a critical paper are required. Prerequisite: consent of instructor.

EN 462: Special Topics in Literature ..... **(1-3)**

An opportunity to examine in detail a specific author, theme, or genre in English, American, or World literature.

GREEK (GK)

GK 231: Biblical Greek I ..... **(3-5)**

Grammar, vocabulary, and syntax of Koine Greek. Emphasis on usage in New Testament Literature.

GK 232: Biblical Greek II .....(3-5)

Continuation of GK 231. Attention given to reading and interpreting the Greek New Testament. Prerequisite: GK 231 or equivalent.

GK 321: Readings in Biblical Greek ..... (2)

Selected passages from the Greek New Testament. Emphasis on translation, key words, concepts and stylistic patterns. Prerequisite: GK 232 or consent of instructor. May count as a theology elective.

GK 461: Independent Study .....(1-3)

GK 462: Special Topics .....(1-3)

HEALTH AND PHYSICAL EDUCATION (HPE)

HPE 100: Lifetime Wellness..... (2)

A course designed to teach the relationship of physical activity, nutrition, stress control and emotional and mental stability upon personal health. A study of critical issues will allow the student to evaluate his level of personal health and fitness and develop attitudes and values which will meet his individual needs for a lifetime of health and wellness.

HEBREW (HB)

HB 430: Biblical Hebrew..... (3)

Mastery of the alphabet, the vowel points, and the elements of grammar. Emphasis is then given to a serviceable Hebrew vocabulary. The course imparts a sense of Old Testament ideas and the usage of key words in context. May count as a theology elective.

HB 431: Readings in Biblical Hebrew.....(1-3)

Continuation of the study of Hebrew grammar with special reference to the irregular verbs. Readings from Hebrew narratives and selected passages from the poetry of the prophets and the psalter. Prerequisite: HB 430 or equivalent. May count as a theology elective.

HISTORY (HS)

HS 201, 202: Western Civilization I, II ..... (3, 3)

A two-semester survey of Western civilization — especially as it developed in Europe — from humanity's prehistory and early contributory civilizations to the present day. Important political, cultural, religious, and

economic events are highlighted in lectures and classroom discussion. Prerequisite: successful completion of EN 132.

HS 232: The Ancient World ..... (3)

This course introduces the history of the ancient Near East, Greece, and Rome. It focuses mainly on the social, political, and cultural processes which have influenced later western civilization. It considers subjects such as the religions of the ancient Near East, Athenian democracy, the interaction of cultures in the Hellenistic world, the political and administrative system of the Roman republic and empire, and ancient demography.

HS 233: Medieval Civilization ..... (3)

A study of selected topics in the social, economic, political, and religious history of medieval Europe, emphasizing the basic relevance of the medieval experience to our own.

HS 234: Reformation Europe ..... (3)

Surveys the social, economic, political and cultural developments in Europe in the 14th and 15th centuries, and the Protestant and Roman Catholic reformations in the 16th.

HS 241: Early U.S. History ..... (3)

The periods of exploration and colonization, the founding of the Republic, the Jeffersonian and Jacksonian eras, the various reform movements, tensions culminating in the Civil War and Reconstruction.

HS 242: Modern U.S. History ..... (3)

Problems, trends and events traced from the end of Reconstruction, through the growth of big business and government intervention, the Gilded Age, the Progressive Era, the Great Depression, the World Wars and their aftermath, to the present.

HS 326: Religious History of the United States ..... (3)

A survey of the great diversity of religion in the United States, looking especially at the way American life has been influenced by religious movements in the past, and the way religious pluralism presents challenges today. This course may also be counted as an elective in theology.

HS 331: Monastic History I. ..... (3)

The origins, development, and spread of Christian monasticism through the Middle Ages. This course may also be counted as an elective in theology. Prerequisite: HS 131 Western Civilization I.

HS 332: Monastic History II ..... (3)

The history of Christian monasticism in the West from the Reformation

to the present. Includes the history of monasticism in the United States and, in particular, the history of Conception Abbey. This course may also be counted as an elective in theology. Prerequisite: HS 132 Western Civilization II.

HS 461: Independent Study . . . . . (1-3)

An individualized course of topical readings and formal research paper, directed by a professor and approved by the Academic Dean.

HS 462: Special Topics . . . . . (1-3)

HUMANITIES (HU)

These integrated surveys of the humanities have as their objective the appreciation of art and architecture, literature, music and ideas — not only in themselves, but also synthetically in terms of their mutual influences and their contextual relation to the age which they anticipate, follow, or express.

HU 300: Theories of Human Communication . . . . . (3)

An introductory course covering various aspects of the nature of human communication, communication problems, and the contexts of human communication. The focus is on the how and why behind communication skills, not with developing those skills. Human communication theories are presented from various perspectives (product, process, transaction) and the nature of these perspectives and their ideological assumptions are discussed and analyzed.

HU 325: Art, Music, and Ideas: The Greco-Roman Tradition . . . . . (3)

This course investigates the following styles: the Hellenic style; the Hellenistic style; and the Roman style. Prerequisite: HS 131 Western Civilization I.

HU 326: Art, Music, and Ideas: The Medieval Style. . . . . (3)

This course investigates the following styles: the early Christian and Byzantine styles; the monastic and feudal Romanesque styles; and the Gothic style. Prerequisite: HS 131 Western Civilization I.

HU 327: Art, Music, and Ideas: The Renaissance Style . . . . . (3)

The following styles are investigated by this course: the early Italian Renaissance style; the Florentine Renaissance style; and the Roman Renaissance style. Prerequisite: HS 131 Western Civilization I.

HU 328: Art, Music, and Ideas: The Baroque Style. . . . . (3)

The following styles are investigated in this course: Venetian Renaissance,

Mannerism and early Baroque; the Counter-Reformation style; the aristocratic and bourgeois Baroque styles; the Baroque synthesis; and the 18th-century styles. Prerequisite: HS 132 Western Civilization II.

HU 329: Art, Music, and Ideas: The Nineteenth Century ..... (3)

In this course the following styles are studied: the Neoclassical style; the Romantic style; and the Realistic and Impressionistic styles. Prerequisite: HS 132 Western Civilization II.

HU 330: Art, Music, and Ideas: The Twentieth Century ..... (3)

In this course the styles of the twentieth century are studied, including Cubism, Surrealism, Abstract Expressionism, and Pop Art. Prerequisite: HS 132 Western Civilization II.

HU 350: Greek Tragedy in Translation ..... (3)

The course looks at six tragedies by different playwrights (*The Oresteia*, two *Medeas*, and one other), after an introduction which sets the stage (Athens in the sixth and fifth centuries, the development of tragedy, stages, etc.). After each play or set of plays is introduced by the instructor, students present an analysis of each of the episodes and choruses, discussing how the plot is advanced by the episode/chorus, identification of significant verses or words, themes developed in the episode/chorus, etc. Admission to the course is restricted to Juniors and Seniors who have successfully completed HS 131.

HU 461: Independent Study .....(1-3)

HU 462: Special Topics .....(1-3)

LATIN (LT)

LT 151: Introduction to Ecclesiastical Latin..... (5)

An intensive study of basic forms, vocabulary and syntax: exercise in translation, reading and writing simple Latin prose; the influence of Latin on the English lexicon. The course aims to enable the student to have access to Latin sources in theological study.

LT 152: Ecclesiastical Intermediate Latin..... (5)

Continuation of LT 151, with new forms, vocabulary, and construction; longer readings from ecclesiastical Latin.

LT 251: Advanced Latin.....(1-3)

Continuation of LT 152 (or its equivalent) with additional grammar and vocabulary. In addition, the class will begin reading some unaltered Latin literature from classical and ecclesial Latin.

LT 252: Advanced Latin.....(1-3)

Continuation of LT 251 (or its equivalent) with additional grammar and vocabulary. The class will continue to read unaltered Latin literature from classical and ecclesial Latin.

LT 402: Readings in Latin Literature.....(1-3)

Reading and discussion of Latin works selected from a wide range of genres and periods. The variable content enables students to design a personal program of study in consultation with the instructor, addressing authors and themes of particular interest. Prerequisite: LT 152 or permission of instructor.

LT 461: Independent Study .....(1-3)

LT 462: Special Topics .....(1-3)

MATHEMATICS (MT)

Students will be placed in the course appropriate to their ability and background as judged by entrance exams and/or ACT scores. If necessary, a student may be placed in MT 100 in order to increase his basic skills.

MT 100: Developmental Math Tutorial ..... (0)

Whole numbers, prime numbers, rational numbers (fractions), mixed numbers, decimals, arithmetic operations, ratios/proportions, percent, graphing, and basic algebra. Lecture three times per week. Enrollment by initial placement or subsequent referral. Graded S/U.

MT 131: College Algebra ..... (3)

An introduction to properties of the real number system, linear equations and inequalities, exponents and polynomials, factoring, quadratic equations and inequalities, functions and graphs, and logarithms. Prerequisite: high school algebra and MT 100 if necessary. Students with an ACT score in math of 20 or above will not be allowed to enroll in this course.

MT 233: Pre-Calculus..... (3)

A review and extension of standard topics in algebra and trigonometry: algebraic, exponential, logarithmic and trigonometric functions, theory of equations, analytic geometry. Prerequisite: MT 131 or ACT score above 19 or equivalent.

MT 331: Calculus I ..... (3)

Review of analytic methods and tools, functions, limits, and continuity, derivatives and applications, integration and applications.

MT 461: Independent Study .....(1-3)

MT 462: Special Topics .....(1-3)

MUSIC (MU)

MU 111, 112: Applied Music in Piano ..... (1)

Instruction and exercises in technique; grade selections from the keyboard literature. Proficiency rating of C+ or higher must be earned as a condition of continued enrollment for credit. Prerequisite: MU 120 (see below) or equivalent.

MU 113: Conception Choir..... (1)

Preparation of classical polyphony, plainchant, and part-music, with performance both in the liturgy and in public concerts. The student may re-enroll for four semesters, with credit, if his participation is judged satisfactory. Prerequisite: consent of instructor.

MU 120: Fundamentals of Music ..... (2)

Designed to provide students with the fundamental skills and vocabulary necessary to enter courses in applied music, music theory, choral work, and music history. Elementary acoustics, notation, modes, scales, key signatures, intervals, triads, rhythm, and meter signatures.

MU 211, 212: Applied Music in Organ..... (1)

Instruction and exercises in technique; grade selections from the keyboard literature. Proficiency rating of C+ or higher must be earned as a condition of continued enrollment for credit. Prerequisite: two years piano, audition, consent of instructor.

MU 221: Gregorian Chant..... (1)

History of Gregorian Chant and its place in the Church's worship; notation, sight reading, tonality and rhythm in theory and practice.

MU 324: Liturgical Music ..... (2)

The origins, development, and significance of song in the community of believers. Historical perspective on the role of music in worship; emergence and golden age of various forms in their distinct traditions; pertinent Church teaching and legislation.

MU 331: Music Theory .....(1-3)

A theory course focusing on the vocabulary and harmonic practice of the common-period (18th & 19th centuries) including the elements of four-part writing, elementary composition and ear-training. Prerequisite: MU 120 or equivalent.

MU 461: Independent Study .....(1-3)

Courses of Instruction

MU 462: Special Topics ..... **(1-3)**

NATURAL SCIENCES (NS)

NS 241: Physical Science ..... **(3)**

An introduction to the sciences of physics, chemistry, astronomy, and earth science; classification and description of the major entities and processes of the physical universe, from the cosmos to the atom. Three lectures per week. Prerequisite: MT 131 or MT 132 or equivalent.

NS 241L: Physical Science Lab ..... **(1)**

Basic experiments in physical sciences aimed at illustrating concepts covered in NS 241. One two-hour laboratory per week. To be taken concurrently with NS 241.

NS 242: Biological Science ..... **(3)**

Basic biological concepts as they pertain to the Animal Kingdom, especially to the human species. Some examples from the Plant Kingdom will be used. Topics will include an introduction to science (particularly biology), the interaction of science and society, theories on the development of life, cell anatomy and physiology, mitosis, meiosis, the reproductive system, genetics, fetal/embryonic development, evolution, various body systems (i.e. circulatory, digestive, respiratory), and ecology and ecosystems.

NS 242L: Biological Science Lab ..... **(1)**

Experiments in biological concepts and basic laboratory techniques. One two-hour laboratory per week. To be taken concurrently with NS 242.

NS 332: General Chemistry ..... **(3)**

A survey of general chemical principles with an emphasis on inorganic chemistry and student participation in demonstrations. Prerequisite: NS 241 and MT 233 or equivalent.

NS 332L: General Chemistry Lab ..... **(1)**

General chemistry experiments and laboratory techniques. One two-hour laboratory per week. To be taken concurrently with NS 332.

NS 343: Astronomy ..... **(3)**

A basic astronomy course treating the solar system, stars, galaxies and the universe, with some emphasis on physical principles and laws. Three lectures per week. Prerequisite: NS 241 and MT 233 or equivalents.

NS 343L: Astronomy Lab ..... **(1)**

Experience plotting positions of celestial objects in the sky and viewing them through a telescope. A two-hour period one night per week. To be taken concurrently with NS 343.

NS 431: Physics ..... (3)

Reading course beginning with classical physics, emphasizing mechanics and light, as a background for understanding modern physics, especially relativity and quantum mechanics. Prerequisites: NS 241, MT 233, MT 331 recommended.

NS 431L: Physics Lab ..... (1)

Experiments in classical and modern physics. One two-hour laboratory per week. To be taken concurrently with NS 431.

NS 461: Independent Study .....(1-4)

Individualized experimental or theoretical project on a topic agreed upon by instructor and student.

NS 462: Special Topics.....(1-3)

PASTORAL CARE INTERNSHIP

The Pastoral Care Internship program is part of Conception Seminary College's Character Formation Program. Students are assigned to apostolic placements away from the seminary college for a specified period of time weekly. With the help of the Apostolic Director, senior coordinators, and the student chaplains supervision is provided whereby students learn to relate to a variety of people in a variety of situations. Apostolic placements include: general hospitals, nursing homes, psychiatric hospitals, group homes for the mentally disadvantaged, senior citizen centers, community kitchens for the homeless, home visiting for shut-ins, teen center, social services office, and prison ministry. Graded S/U.

PCI 110: Psychiatric Hospital: Adults
PCI 120: Psychiatric Hospital: Children
PCI 130: Developmentally Disabled: Adults
PCI 140: Developmentally Disabled: Children
PCI 150: Geriatrics/Gerontology
PCI 170: General Hospital Ministry
PCI 180: Vocational Discernment Ministry
PCI 190: Ministry to the Socially Disadvantaged
PCI 200: Youth Ministry
PCI 210: RCIA Ministry
PCI 300: Public Achievement Program

PCI 400: Cross-Cultural Practicum (2)

PHILOSOPHY (PH)

CORE SEQUENCE: FOR ALL SEMINARIANS

PH 131: Philosophical Perspectives ..... (3)

This course will introduce the student to one or more of the most important philosophical systems from the Western Tradition (e.g., Plato, Aristotle, Augustine, Kant). The emphasis is not primarily historical but systematic, i.e., the acquisition by the student of a solid knowledge of a philosophical problematic and the basic intellectual tools required to raise and answer questions within this problematic.

PH 132: Philosophical Reasoning ..... (3)

A course in the study of the methods and principles used to distinguish correct from incorrect reasoning. The course focuses on elementary deductive and inductive logic, as well as formal and informal fallacies, with emphasis upon the use of logic in evaluating philosophical issues and arguments.

PH 233: Foundations of Realism ..... (3)

A study of the creation of the realistic approach to philosophy in terms of a developmental study of the philosophical cosmologies of Plato, Aristotle, and Plotinus. The critical response of ancient Skepticism to these philosophies, developing awareness of the interpretive and hermeneutical character of human knowledge, leads to an examination of the realist response to theories about the limits of human reason. The consequences for realist theories of reality, knowledge, morality and human knowledge of God are noted.

PH 234: Thomism and Christian Philosophy ..... (3)

A study of the philosophy of Thomas Aquinas in the context of the Christian middle ages. Attention is focused on the use of a Christian worldview and attempts to create a philosophical cosmology based on it. The use of such a cosmology in developing a philosophical ethics and political theory are given special attention. More important earlier Christian thinkers are studied in relation to the positions of Aquinas.

PH 335: Philosophy of Human Nature ..... (3)

A study of human nature, in its individual and social dimensions, and of human relations to self, the natural world, God, and society. Emphasis is placed on the study of a realistic and Thomistic approach to these topics,

and this is compared with other more recent perspectives.

PH 336: Philosophical Ethics ..... (3)

A study of theoretical and applied ethics approached in terms of the interpretation, evaluation and resolution of selected contemporary ethical issues. The Natural Law (Thomistic version), Deontological, Social Contract, and Utilitarian theories provide the starting point.

ELECTIVE COURSES
HISTORICAL COURSES

PH 322: Philosophy in the Hellenistic & Imperial Eras..... (3)

A study of later Stoic, Epicurean, and Middle Platonic philosophy in Greece and Rome. Figures selected from among philosophers such as Cicero, Lucretius, Seneca, Epictetus, Plutarch, Sextus Empiricus, Plotinus, and Marcus Aurelius are emphasized.

PH 351: Ancient Philosophy ..... (3)

A study of Classical Greek and Roman Philosophy from the Pre-Socratics to the Neo-Platonists. Figures selected from among philosophers such as Heraclitus, Parmenides, Plato, Aristotle, Epicurus, Cicero, Lucretius and Plotinus are emphasized.

PH 352: Early Christian Philosophy ..... (3)

A study of the use and appropriation of Greco-Roman Philosophy by early Christian thinkers and later Church Fathers. Figures selected from among thinkers such as Justin Martyr, Tertullian, Origen, Augustine, Gregory of Nyssa and Boethius are emphasized.

PH 353: Medieval Philosophy..... (3)

A study of the development of philosophy among Christians, Muslims and Jews during the middle ages. Figures selected from among philosophers such as Scotus Eriugena, Ibn Sina, Averroes, Anselm, Maimonides, Ibn Gabirol, Bonaventure, Aquinas, Duns Scotus, William Ockham, Nicholas of Cusa and Francisco Suarez are emphasized.

PH 354: Modern Philosophy ..... (3)

A study of the Rationalist and Empiricist movements in the early modern period and their attempted resolution in the critical philosophy of Kant. Figures selected from among such philosophers as Descartes, Spinoza, Leibniz, Malebranche, Lock, Berkeley, Hume and Kant are emphasized.

PH 355: Nineteenth Century Philosophy..... (3)

A study of Idealism, its influence and reactions to it. Figures selected from among philosophers such as Fichte, Hegel, Feuerbach, Marx, Schopenhauer, Nietzsche, Pierce, James and Kierkegaard are emphasized.

PH 356: Twentieth Century Philosophy..... (3)

A study of the phenomenological and existentialist movements in Continental philosophy, Logical Positivism and later Analytic Philosophy, Process Philosophy, Structuralism and Deconstructionism. Figures selected from among philosophers such as Husserl, Heidegger, Sartre, Russell, Wittgenstein, Carnap, Quine, Davidson, Levi-Strauss, Foucault, Derrida, Whitehead and Hartshorne are emphasized.

PH 420: Philosophy of Religion ..... (3)

A study of the nature of religion, the possibility and limits of a rational understanding of religious beliefs and practices, and related methodological issues. Major figures in the history of this study may be examined in greater detail.

PH 421: Philosophy and Science..... (3)

Topics explored may include themes in the history of science, the logic of scientific explanation, the nature of scientific laws and theories, science vs. pseudo-science, magic and miracles, technology and society, evolutionary theory and creationism, genetic engineering, and medical ethics.

PH 422: Philosophy and Logic..... (3)

A study of the formal elements of arguments, the distinction between soundness and validity, the nature of deductive and inductive arguments, and the use of symbolism in the development of propositional calculus and quantification theory as well as logic's application to ordinary language arguments.

PH 423: Social and Political Philosophy..... (3)

A study of theories of government, power, authority, justice and society viewed in terms of their impact on our understanding of human nature. Special attention is given to classical works and to significant contemporary theories, including Marxism.

PH 424: Philosophy and Aesthetics ..... (3)

A study of theories of aesthetic experience and artistic creativity, and of the foundations of aesthetic criticism and the relation between art and society. Special attention is given to classical works in the field.

PH 425: Philosophy and Law..... (3)

Topics examined may include philosophical reflection on the nature of law

and its place in society, the development of international law from a basic in Natural Law theory, special topics and problems in Medical Ethics in relation to law, and the relation of law to morality. Special attention may be devoted to major figures in these fields.

PH 426: Problems in Thomistic Philosophy ..... (3)

A study of major issues and movements within the Thomistic tradition of philosophy. Major figures from all periods of Thomistic revival may be studied in greater detail. These may include figures such as John Poinsot, F. de Vittoria, Cajetan, Garrigou-Lagrange, Maritain, Gilson, and Finnis.

PH 427: Philosophy and History ..... (3)

An investigation of topics relating philosophy to history and to the various attempts to think the meaning and purpose of history. Major figures selected from among philosophical thinkers such as Augustine, Dante, Vico, Hegel, Marx, Collingwood, Nietzsche, Dawson, Berdyaev, Foucault, Popper, and Toynbee may be studied in greater detail.

PH 429: Philosophy and Literature ..... (3)

Studies the interrelations of philosophical inquiry and literary form broadly conceived. Figures may include "literary" philosophers such as Paschal, Kierkegaard, Nietzsche, and Camus, as well as literary artists who have handled philosophical themes such as the nature of existence, the problem of evil, and belief in God.

PH 461: Independent Study.....(1-3)

An individualized course on a particular topic or thinker. Regular meetings (at least bi-weekly) are required. Other course requirements (e.g., paper, journal, etc.) to be agreed upon by instructor and student with approval of Academic Dean.

PH 462: Special Topics.....(1-3)

PORTFOLIO ASSESSMENT PROJECT (PA)

PA 400: Portfolio Assessment Project ..... (1)

A one-credit, pass/fail course taken during a senior's last semester before graduation. With his academic advisor, the student reviews his learning in terms of the general learning objective proposed by the faculty. The student sorts his personal learning portfolio, writes a reflection on his progress, and meets with a portfolio review committee to discuss his learning experience.

SOCIAL AND BEHAVIORAL SCIENCES (SBS)

SBS 115, 116: Introduction to the Social and Behavioral Sciences . . . . (3,3)

A two-semester survey of the behavioral and social sciences. The course will begin with a brief historical introduction to the fields that comprise the social and behavioral sciences (i.e., psychology, sociology, anthropology, political science, economics, and education) and their various methodologies. The course will then turn to an examination of the person as situated within multiple contextual levels; each level described by a distinct field within the sciences and reflecting its own level of analysis. The perspective from each of these fields or levels of analysis complement one another and together provide a more complete picture of personhood.

The first semester will look at the person within a personal and social context. Topics to be covered will include: thought processes, emotions, maladjusted behavior, learning, attitudes, aggression, attraction, social processes and social institutions.

The second semester will expand the understanding of the person to larger contextual levels incorporating cultural, political, and economic dimensions. Topics such as: ritual, kinship, political organization, legal systems, and economic models will be covered.

SBS 201: Research Methods in the Social and Behavioral Sciences . . . (3)

An introduction to research methodology and design, empirical logic, procedures in collecting, analyzing and interpreting data. Experimental, correlative, observational, phenomenological and hermeneutic methods will be discussed. Special emphasis will be given to the evaluation of behavioral and social scientific research and the nature of validity for the various methodologies. Students will be given an overview of computer assisted statistical analysis (SPSS). Students will be expected to complete a detailed research proposal for the course, which they then may use in designing their senior research project.

SBS 202: Statistics for the Social and Behavioral Sciences . . . . . (3)

An introduction to statistical description of social and behavioral science data. This course provides an overview of the major statistical techniques, both descriptive and inferential, as they are applied to research in the social and behavioral sciences. The course will include an introduction to computer-assisted statistical analysis (SPSS).

SBS 221: Theories of Human Nature. . . . . (3)

A critical examination of theories within the behavioral and social sciences that attempt to describe and explain, in whole or in part, human nature. General systems as well as individual contributors will be covered, such as: Structuralism (Levi-Strauss, Durkheim); Psychoanalysis (Freud, Jung, Kohut); Post-modernism (Foucault, Gergen); Humanism (Berger, Maslow,

Mill); Functionalism (James, Dewey, Parsons).

SBS 222: Abnormal Behavior. . . . . (3)

A study of the major forms of deviant behavior and psychological disability, emphasizing changing conceptions of their nature and treatment. Contemporary psychological and bio-psychological perspectives will be examined; as well as views from labeling theory, the sociology of deviance, and contemporary critiques of the medical model.

SBS 230: Human Development. . . . . (3)

A study of human development from prenatal beginnings to advanced adult maturity. A review of current research and theory concerning the role of genetic and environmental factors in the development of the person.

SBS 240: Cognition and Consciousness . . . . . (3)

Experimental and phenomenological research on the nature of consciousness from cognitive, transpersonal, and artificial intelligence perspectives. An examination of the processes involved in knowing, learning, thinking, and remembering. Such issues as: cultural specificity of these processes, ecological alternatives to cognitive perspectives, and the nature of metacognition will be explored.

SBS 242: Interpersonal Behavior . . . . . (3)

A survey of the phenomena of social interaction. The course considers: identity and the nature of the self, the perception and evaluation of other people, self-presentation, aggression, altruism, attraction, stereotyping and cultural variations in interpersonal behavior. The course will cover symbolic interactionist, micro-sociological, and social cognitive perspectives.

SBS 310: Psychology of Religion . . . . . (3)

Classic statements on religion by Freud, Jung, William James, and others are reviewed from both theoretical and empirical approaches. The course explores psychological views on such issues as religious experience, mysticism, religion and mental health, religious development, conversion, and religious orientation, attitudes, and behavior.

SBS 320: Criminology . . . . . (3)

The course will consist of a consideration of the nature and scope of criminology as well as an historical treatment of the theories of crime causation and the relation of theory to research.

SBS 330: Spirituality and Personhood . . . . . (3)

An examination of the person as a spiritual being and the existential implications of accepting this position for the person. The course will delineate various types of spirituality in the world's religions, secular

psychologies and philosophies. The process of Self Realization in Hinduism, Enlightenment in Buddhism, Essential Realization in Islam, and Deification within Christianity will be examined in detail. A critical examination of the ideas of Hierotheos, Maritain, Arraj, Keating, Almaas, Tugwell, Washburn, Wilbur, and Moore.

SBS 350: Pastoral Counseling ..... (3)

An introduction to the theory and technique of pastoral counseling. Development of skills for counseling, consultation, and referral.

SBS 410: History of the Behavioral and Social Sciences..... (3)

An examination of the history of ideas related to social and behavioral phenomena. The course will survey attempts to describe and explain the psychology and social relations of persons, from ancient Greek thought to modern scientific, and post-modern perspectives.

SBS 411: Philosophy of the Behavioral and Social Sciences ..... (3)

An examination of the relationship between philosophy and the behavioral and social sciences, with emphasis placed on the role of philosophical values in directing social inquiry and the impact of the social sciences in shaping cultural values. Methods employed by the two disciplines in addressing questions about human nature and values will be examined and compared.

SBS 420: Systems and Theories in the Social and Behavioral Sciences (3)

An examination of the major theoretical perspectives and research methodologies that have had a lasting impact on the fields of psychology, sociology, anthropology, political science, and economics. Perspectives covered will include: evolution, structuralism, psychoanalysis, Marxism, post-modernism, and Keynesian economics.

SBS 461: Independent Study.....(1-3)

An individualized course of topical readings. Periodic conferences and a paper are required.

SBS 462: Special Topics..... (3)

Intensive treatment of a special topic selected from one of the fields in the division or an intra/inter divisional topic. Possible topics include: Health Psychology, Physical Anthropology, Sociology of Religion, Political Psychology, Urban Sociology, and Feminism.

SPANISH (SPN)

SPN 151: Introductory Spanish..... (5)

This course offers a balanced four-skill (speaking, listening, reading, writing) introduction to the language, practiced in a variety of interactive activities. In addition, it will develop an awareness of the Hispanic cultures. As the course progresses, more and more Spanish will be used.

SPN 152: Intermediate Spanish ..... (5)

The intermediate level of Spanish continues the balanced four-skill introduction to the language. The course introduces the students to a variety of new structures as well as some of the literature, poetry, music and art of the Hispanic world. The majority of the course work is done in Spanish.

SPN 221: Spanish Conversation ..... (2)

This course aims primarily at conversational fluency for typical life situations and future pastoral needs.

SPN 461: Independent Study.....(1-5)

SPN 462: Special Topics .....(1-5)

SPEECH (SP)

SP 221: Presentational Speaking..... (3)

A foundational public speaking/presentation course. The course seeks to aid students in gaining a self-image of their communicative personality by enhancing and expanding their existing communicative competence. The course helps students develop communicative skills that invite transformation of speaker and audience through the creation of safety, value, freedom and openness in the speaking environment. Students deliver presentations based on various interactional goals: asserting individuality, building community, articulating a perspective, securing adherence, and discovering knowledge and belief.

SP 222: Oral Presentation of Literature..... (3)

A course designed to enhance and expand basic voice and body performance/presentation/interpretative skills through the analysis and oral presentation/performance of prose, dramatic, and Biblical literary texts. Prerequisite: SP 221 or equivalent.

SP 223: Presentational Theater ..... (3)

A course designed to enhance and expand communication/performance skills through the analysis, interpretation, and performance of theater literature. The study of acting, both in theory and performance, is an

integral component of the course. Prerequisite: SP 221 or equivalent.

SP 461: Independent Study .....(1-3)

SP 462: Special Topics .....(1-3)

THEOLOGY (TH)

CORE COURSES

TH 131, 132: Christian Living and Theology I, II ..... (3, 3)

This full-year, team-taught course is the Conception student's initial academic step toward integration of lived Christian experience and academic theological reflection. Four content areas are addressed: Sacred Scripture, Sacraments and Liturgy, General Theology, and Morality. Each area is taught by a different member of the department; the content is introductory in nature and covers basics of the Catholic faith, methodology, and spirituality.

TH 231: Old Testament Literature ..... (3)

Consideration of the contemporary approaches to Biblical interpretation and examination of the tools of Biblical criticism. Investigation of the traditions of the Pentateuch. An overview of the history of Biblical Israel. The phenomenon of prophecy in ancient Israel, the theological themes of its literature, and its evolution toward apocalyptic form. The wisdom tradition of Israel, its background against other Near Eastern cultures, and an overview of selected books. Prerequisite: TH 131.

TH 232: New Testament Literature ..... (3)

The culture and religious context of the New Testament era. The formation of the Christian Scriptures. The various methods of interpreting Biblical texts. Introduction to the Pauline corpus and overview of several letters. Study of the four gospel traditions. Reflections on the development of the early Christian Churches from the other Biblical writings (especially Hebrews and Revelation). Prerequisite: TH 231.

ELECTIVES AND SEMINARS

TH 311: Hinduism. ..... (3)

The religion of India: its historical origins and development are reviewed primarily through a survey of its sacred literature (with special emphasis given to the Bhagavadgita). A general understanding of contemporary

Vaishnavite and Shaivite traditions of theistic Hinduism is a principal goal of the course.

TH 312: Buddhism ..... (3)

A presentation of the contemporary forms and influence of Buddhism in the light of its historical origins (especially in the life and teachings of Siddartha Gautama) and its subsequent development. Excerpts from principal Theravada, Mahayana, and Vajrayana texts will be studied within their historical contexts as a basis for a deeper understanding of the living traditions.

TH 313: Chinese Religions..... (3)

A study of the two principal indigenous forms of Chinese religion, Taoism and Confucianism, with reference to Buddhism in its specifically Chinese mold (particularly Ch'an/Zen). Principal literary texts from each tradition are read within their historical context. Contemporary manifestations of these ancient religions and cultural background are a major concern of the course.

TH 314: Islam ..... (3)

Studies the current renaissance of the Muslim religion as it appears in its two principal forms (Sunni and Shiite). While special emphasis is given to the life and teaching of the prophet Muhammad, the formation of the Qur'an, and the history of the early split between Sunni and Shiite, major modern and contemporary influences are also considered.

TH 327: Catholic Social Teaching..... (3)

An introduction to social justice as an essential element of the Church's mission. By examining recent world history and ecclesiastical documents on social justice, the course fosters a Catholic approach to understanding the critical social issues of our times. Conducted as a seminar. Prerequisite: TH 132.

TH 331: Comparative Study of Religion ..... (3)

A preliminary examination of the so-called "Sciences of Religion" with emphasis on the methodology used to describe the religious phenomenon and its basic components. This discussion is followed by a survey of several major religious traditions other than Christianity.

TH 332: Christian Ethics ..... (3)

A study of the impact of Christian faith and theology on the ways people live their lives. The sources of the Church's teaching on the moral life are examined, and special attention is given to theological reflection on contemporary issues in the light of Christian ethics. Prerequisite: TH 132.

TH 335: Celibacy and Priestly Spirituality ..... (3)

A survey of the scriptural, historical, psychological, and theological backgrounds of celibacy in the context of priestly spirituality. Consideration of the psychological and spiritual dimensions of sexuality and celibacy. Consideration of the spirituality of the ministerial priesthood as icon and servant of Christ: preacher, teacher, and sanctifier.

TH 341: The Psalms .....(2-3)

Background and introductory material for reading the Psalter. A study of the literary genres. The reading of selected Psalms with emphasis on the meaning of religious vocabulary and imagery, the historical setting, and Hebrew poetic style. Consideration of the Psalms in Christian prayer and tradition. Prerequisite or concurrent: TH 231.

TH 350: Christology ..... (3)

A systematic study of the person and mission of Jesus Christ as found in Scripture and Christian tradition; an examination of the development of Christology and soteriology over the centuries within the teaching of the Church; and an analysis of contemporary problems such as the "quest" for the historical Jesus. Prerequisite: TH 132.

TH 351: Theology and Literature ..... (3)

After a brief survey of recent movements to assess the theological dimensions of modern and contemporary literature, the course concentrates on a reading and interpretation of the writings, especially the short stories, of Flannery O'Connor from a theological perspective.

TH 361: Monastic Spirituality I.....(1-2)

This part of the course will focus almost entirely on the practice of *lectio divina.* There will be a consideration of how the Bible and prayer relate both in the life of the Church and in the monastic tradition. The use of the Bible in private prayer and the liturgy are integral parts of this study. (The size of this class will be limited to 15 students to further participation by all.)

TH 362: Monastic Spirituality II.....(1-2)

Basic themes of monastic teaching from The Rule of St. Benedict are studied by means of autobiographies of modern and contemporary Benedictines. (This course will be limited to Benedictine monks and sisters, novices, and oblates.)

TH 363: The Spiritual Life for Seminarians ..... (1)

The course will assist the student in growing in his prayer life from formal prayer to personal reflection on the Scriptures of the day, which will lead into an Ignatian form of meditation and possibly to loving contemplation.

To assist the student in becoming aware of his personal spiritual life in a way that enables him to recognize God's action in his life and to respond to God personally.

TH 421: Theological Classics ..... (3)

This course treats of important writings in the Christian tradition. It places the author and the work not only in their historical and social context but also evaluates the significance of the writing for Christian life and thought today.

TH 422: Prophetic Literature .....(2-3)

An introduction to the phenomenon of prophecy in ancient Israel. Attention is given to the historical development of the prophetic movement during, through, and following the monarchy. A chronological study of prophetic figures and writings in their cultural and religious context. Exegesis of selected passages from the classical prophets. Prerequisite: TH 231.

TH 431: Theology of the Church ..... (3)

An introduction to the field of ecclesiology – the study of the origin, nature, and mission of the Church. This course explores the development of the theology of the Church in the New Testament and throughout ecclesial history culminating in recent magisterial documents such as *Lumen Gentium* of the 2nd Vatican Council and the *Catechism of the Catholic Church*. Included are such current issues as the theology of communion and the role of the Church in ecumenism and inter-religious dialogue. Prerequisite: TH 132.

TH 441: Christian Spirituality ..... (3)

A survey of the development of Christian spirituality from its origins to the Twenty-first Century. The focus will be on the Catholic tradition, predominately the Latin West but also including the Christian East. General themes and topics, as well as an examination of the texts of noteworthy spiritual writers will be discussed. Included is an excursus on some popular devotional practices of the Church.

TH 451: History and Theology of the Mass. ..... (3)

An elective course which studies the origin and development of the Eucharistic celebration and examines the central place of the Eucharist in the theology and life of the Church and individual Christians. Special attention to the artistic expressions surrounding the Eucharist through the

centuries. Prerequisite: TH 131, TH 132, TH231.

TH 453: The Liturgical Year . . . . . (3)

An introduction to the liturgical year of the Church which focuses on the New Testament testimony, the early Christian witness and the development of the tradition. Particular emphasis is given to historical development with special attention to the theology of Sunday and the Easter Triduum and their meaning and pastoral significance. Prerequisite: TH 131.

TH 455: The Sacraments . . . . . (3)

A study of the history of the Church's seven sacraments from apostolic times to the liturgical reforms of the Second Vatican Council. Against this historical background, the theology and spirituality of each of the sacraments will be examined, with special emphasis given to pastoral and practical considerations of our own times. Prerequisite: TH 131.

TH 461: Independent Study . . . . . (1-3)

TH 462: Special Topics . . . . . (1-3)

Courses of Instruction

Alumni Association

The Conception Alumni Association was inaugurated September 14, 1906, the golden anniversary of the ordination of founder Abbot Frowin Conrad. Area chapters for priest alumni were introduced in 1967, and in 1973, the lay alumni and priest alumni were joined together to form a single organization. In recent years students from all the educational programs of Conception are listed among the alumni of CSC. This includes the seminary, first of all, with its Pre-theology and Language, Culture and Church programs, as well as the Deacon Formation Program (in conjunction with the Diocese of Des Moines).

Anyone who has been officially enrolled in classes conducted by Conception Seminary College is considered an alumnus of Conception.

The Alumni Association constitution states: "The purpose of the Alumni Association is to preserve and strengthen the bonds of friendship and the brotherly concern which unite those who have been educated and formed at CSC; and to promote the welfare and further the interests of CSC and its alumni." This is done especially through the annual Alumni Reunion and by other events and programs.

The Alumni Office, as part of the abbey's Development Office, provides a connection between the college and its alumni, maintaining a list of current addresses and following alumni activities in *Tower Topics*. The Conception Abbey Web site also contains information pertaining to alumni:

www.conceptionabbey.org

All communications regarding alumni matters should be addressed to the Alumni Office, Conception Seminary College, P.O. Box 502, Conception, MO 64433, or e-mail us at alumni@conception.edu.

Administration

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ACADEMIC FORMATION

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Rev. Daniel Merz, Chaplain

Rev. Samuel Russell, O.S.B., Vice-Rector, Dean of Students, Chaplain

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College Calendar

2004-2005

August	20	New students arrive by 5:00 p.m.
	21	Returning students arrive by 5:00 p.m.
	23	Registration
	24	Classes begin
September	7	Last day for registration
	24-25	Alumni Reunion
October	2-3	Family Weekend
	8-9	Board of Regents
	15	Midterm
November	1	All Saints' Day (NC)
	13-15	*Encounter with God's Call* weekend
	23	Thanksgiving break begins after last a.m. class
	28	Students return by 10:00 p.m.
	29	Classes resume
December	8	Immaculate Conception (NC)
	17	Classes end (Christmas break begins after last class)
January	9	Students return by 10:00 p.m.
	10	Registration
	12	Classes begin
	25	Last day for registration
February	9	Ash Wednesday
	9-11	Lenten Retreat (NC)
March	8	Midterm
	11-12	Board of Regents
	24	Triduum begins (24-26) (NC)
	27	Easter break begins after Vigil (27-3)(NC)
April	3	Students return by 10:00 p.m.
	4	Classes resume
	5	Transitus of St. Benedict (NC)
	16-18	*Encounter With God's Call* weekend
May	12	Classes end
	14	Honors Assembly
	15	Mass of Thanksgiving & Graduation

2005-2006

College Calendar

August	19	New students arrive by 5:00 p.m.
	20	Returning students arrive by 5:00 p.m.
	22	Registration
	23	Classes begin
September	6	Last day for registration
	22-23	Alumni Reunion
October	8-9	Family Weekend
	13	Midterm
	14-15	Board of Regents
November	1	All Saints' Day (NC)
	12-14	*Encounter with God's Call* weekend
	22	Thanksgiving break begins after last a.m. class
	27	Students return by 10:00 p.m.
	28	Classes resume
December	8	Immaculate Conception (NC)
	16	Classes end (Christmas break begins after last class)
January	7	Students return by 10:00 p.m.
	9	Registration
	9	Classes begin
	23	Last day for registration
February	---	----
March	1	Ash Wednesday
	1-3	Lenten Retreat (NC)
	8	Midterm
	10-11	Board of Regents
	21	Transitus of St. Benedict (NC)
April	1-3	*Encounter With God's Call* weekend
	13	Triduum begins (13-15) (NC)
	16	Easter break begins after Vigil (16-23) (NC)
	23	Students return by 10:00 p.m.
	24	Classes resume
May	11	Classes end
	13	Honors Assembly
	14	Mass of Thanksgiving & Graduation

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