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CONCEPTION SEMINARY COLLEGE

Conception, Missouri 64433

ESTABLISHED IN 1886

Dedicated to the preparation of candidates for the ordained ministry in the Roman Catholic Church

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

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Purpose

Conception Seminary College is dedicated to the formation of young men in the qualities of intellect, spirituality and character that are appropriate for a future priest in the Roman 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 in such a way to promote the religious ideals of community, generosity, and spiritual depth. Thus, every aspect of the program — whether spiritual, liturgical, academic, social, or apostolic — is directed toward the 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 leads to creative and responsible ministry is no less valuable in other walks of life. By providing a solid education that is broad in outlook but structured in approach, Conception Seminary College believes it can help the seminarian not only discover whether he is being called to the priesthood, but also to develop his abilities for serving the people of God, whether as a priest or as a dedicated Catholic layman.

SOURCE OF DIRECTION

Conception Seminary College follows the Church's directions for priestly formation as stated in the documents of the Second Vatican Council and implemented in the directives of the United States Conference of Catholic Bishops. In addition, Conception's academic program is also shaped by insights from the world of higher education.

The ideals and goals of Conception Seminary College owe much of its inspiration to the wisdom of the past. They are rooted in the Benedictine tradition and are animated, before all else, by the life, teaching and presence of Jesus Christ.

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 seeks to:

• provide a holistic approach to education, where academic, spiritual, and character formation programs complement one another;

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- respond to the needs of the Church in preparing its prospective ministers;
- provide the human, financial, and learning resources essential to its formational endeavors; and
- maintain a qualified faculty, a useful and supportive library, and effective administrative practices.

ACADEMIC FORMATION

The purpose of the Academic Formation Program is twofold: first, to help each seminarian acquire a personal knowledge of the Lord Jesus Christ and to develop the intellectual skills and curiosity that will sustain him on his lifelong faith journey; and, second, to equip him with the tools to share that knowledge in the community of faith. Acquisition of the necessary intellectual skills is evident through his development as an intellectually curious, disciplined, reflective, independent and responsible person.

The objectives of academic formation are realized when the seminarian becomes:

- a person with a taste for learning and a desire for excellence
- a person who respects truth: honest in discovering it and reasonable in defending it
- a person with an open mind, willing to truly listen to and consider different points of view
- a person who communicates ideas clearly, concisely, and responsibly
- a person with a deep understanding of the rich history and beliefs of the Catholic faith.

SPIRITUAL FORMATION

The purpose of the Spiritual Formation Program is to help the seminarian develop intimate companionship with Jesus Christ. The Church sees this companionship lived out in the life of the seminarian in three special places: Sacred Scripture, the Sacred Liturgy, and the needy in whom the Lord Jesus is mysteriously present.

The objectives of spiritual formation are realized when the seminarian becomes:

- knowledgeable in a personal way of Jesus Christ through faithful meditation on the word of God, spiritual reading, private devotions and ascetical practices
- active in living in communion with Christ by participating in the

celebration of the Eucharist, the Liturgy of the Hours and the Sacrament of Reconciliation

- a faithful servant of Christ through the exercise of pastoral charity and simplicity of life
- aware of his vocation, particularly by growth in knowledge of, and appreciation for, his sexuality and the part it plays in living chaste, Christian love.

CHARACTER FORMATION

The purpose of the Character Formation Program is to assist the seminarian in developing his character and personality so that they become for others a bridge to Christ by a threefold progression of knowledge of self, acceptance of self and gift of self. In embracing his own humanity and conforming himself to the full humanity of Jesus Christ, the seminarian becomes more the person God has called him to be. In developing an integral and relational humanity, he becomes a persuasive, thoughtful, credible and generous minister in all that he says and does. Through this process he properly prepares himself for the priestly vocation and is able to offer his life in service to others.

The objectives of character formation are realized when a seminarian becomes:

- a generous man of communion ready to engage with a diversity of persons
- a prudent and discerning person of solid moral character
- a person of affective maturity able to form mutually enriching friendships
- one who exercises responsible stewardship, whether of his body, material possessions or the environment
- a man of integrity comfortable in assuming a public profile and leadership roles.

Attainment of the objectives of each of these formation programs will be the principal criteria in assessing a seminarian's success in undergraduate priestly formation and suitability for ordination to the priesthood.

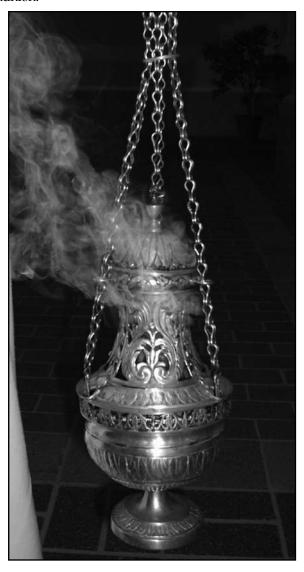
According to the seminary's philosophy and belief, the education of a man's intellect is not enough, nor is a B.A. degree the sole measure of his worth to himself and to others.

Thus, from a religious point of view, Conception intends each graduate to be experienced in faith, persevering in prayer, committed to the practice

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of sound morality, aware of his own strengths and limitations and able to give himself to others.

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



Historical Sketch

T he history of Conception Seminary College is closely identified with that of Conception Abbey and the Benedictine Order. That order traces its beginning to St. Benedict, who lived from 480-547 and devised a monastic way of life, outlined in his Rule, that sought to live the Gospel of Jesus Christ through prayer, humility, and community living. During the Middle Ages, Benedictine monasteries were established throughout Europe, including one at Engelberg, Switzerland in 1120 A.D.

FOUNDATION AND VISION

From that abbey, in 1873, Fr. Frowin Conrad and a small band of aspiring monks, came to Northwest Missouri to establish a new monastery. They had been invited by the local bishop and the Irish and German settlers of the small village of Conception, Missouri, to provide pastoral care and a monastic witness on the frontier.

The new monastery expanded quickly and was able to build a permanent monastery building in 1880 and a magnificent church in 1891. 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."

A SCHOOL FOR ITS TIME

In 1886, the monks established the College of New Engelberg and built lits first building (what later came to be known as St. Damian Hall, demolished in the 1970s). Instruction was offered at high school and junior college levels, with a choice between classical and commercial curriculums, attracting both those aspiring to a secular profession and those intending to become diocesan or Benedictine priests. During the next half century the school grew in class sizes, faculty credentials, science labs, honor societies, sports programs and educational methods. St. Maur Hall was built in 1902 and St. Michael Hall in 1929 to accommodate this growth.

CHANGES IN SCOPE AND EMPHASIS

An important transformation took place in 1942, when the monks decided to change the school's objectives and its name, and to restrict enrollment at all levels to candidates for the priesthood. The school, now called Conception Seminary, offered a full 12-year program of high school, college and graduate studies in theology. As the student body increased, especially after World War II, St. Joseph Hall was added in 1952 and the high school division was transferred to a new Benedictine foundation at

Historical Sketch

Elkhorn, Nebraska, near Omaha in 1956.

The college division of the seminary was accredited in 1961 and approved for membership in the North Central Association of Colleges and Secondary Schools. A surge of enrollment followed, necessitating the building of St. Benedict Hall in 1964 and Marian Hall in 1966. In 1967 Conception Seminary established the Pastoral Formation Center in Kansas City where theology students received pastoral experience in an urban setting. However, in 1972 the school of theology was reluctantly closed, due to the sudden decrease in enrollment that followed the generalized turmoil in American society of the late 1960s.

FOCUS ON THE SEMINARY COLLEGE

Modifying its name to reflect a more particular focus, Conception Seminary College since 1972 has gained yearly in strength. The focus on college seminary has allowed students to 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.

In 1982 a full-scale pre-theology program was added for candidates with undergraduate degrees but lacking the philosophical training and seminary formation necessary for admission to theology schools. In addition, in 1989, the school inaugurated a program to provide theological training to candidates for the permanent diaconate. In 1998, the Language, Culture and Church Program (LCC) was instituted 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 is the commitment to assist men who discern Christ's call to priesthood to grow in respect for human learning, in strength of character, in holiness and in their own commitment to serve others.

Campus and Facilities

T he Seminary College buildings, mostly of red brick construction, were erected and remodeled at various times since 1901. 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 ORATORY

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 oratory of their own for Morning and Evening Prayer and for weekday celebrations of the Eucharist.

CLASSROOMS AND LABORATORIES

St. Maur Hall, the principal administration and classroom building for the seminary, underwent an extensive renovation during the 2004-2005 academic year. Besides technology-enhanced classrooms, St. Maur Hall also houses the student oratory, an assembly room, student recreation spaces, choir and music practice rooms, and laboratories for natural science and computer-assisted language instruction.

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 located on the lower level of St. Raphael Hall. All other seminary offices are located in St. Maur Hall.

LIBRARY

Conception Abbey and Seminary Library maintains a collection of over 100,000 volumes and annual subscriptions to 175 periodicals. The collection enjoys large concentrations in the fields of theology and philosophy. The library also houses a special collection of 3,000 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

Campus and Facilities

(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 Seminary Computing Department provides educational technology and computer access to the faculty, staff and students of Conception Seminary College. The department oversees classroom technology and maintains the various computer labs on campus. Classroom technology gives the faculty and students the ability to give presentations using modern educational equipment. The computer labs are used to supplement the college's academic program by giving the students the resources to search for online information, write papers and work on class projects. Highspeed Internet access, e-mail and printing are available to all students via the campus network.

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, 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, racquetball courts and a fully-equipped fitness center. Outdoors, the athletic facilities include courts for volleyball and tennis, and fields suitable for softball, football, and soccer.



Seminary Programs

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 a major in philosophy, comprised of 30 hours of course work.

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" (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, praying 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, involvement in apostolic work, and living the common life 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.

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 discovery of self, 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. Spiritual formation facilitates the student's communion with God in the Church by helping the student appreciate and internalize the values proclaimed in the Gospel and through the teaching office of the Church. Character formation, on the other hand, focuses attention, 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;

Seminary Programs

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 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 nearby Habitat for Humanity program. The Director of the Apostolic Program, assisted by student coordinators, supervises this work.

PRE-THEOLOGY PROGRAM

T he 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.

- 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.
- Academic Formation: The Pre-Theology Program provides each student a solid formation in philosophy and theology as preparation for formal theological study required of priestly candidates. Requirements for the Pre-Theology Certificate include completion of 30 credit hours of philosophy and 15 hours of theology. The specific courses that comprise the 45-hour requirement are listed in the General Education Requirements for the Bachelor of Arts Degree. 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 under the *Degree Requirement* section of this catalog.

- 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.
- 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.
- **Length of Residence:** Pre-Theological formation carries a residency requirement of two full years or four semesters, as stipulated in the *Program for Priestly Formation*, Fifth Edition.

DEACON FORMATION PROGRAM

In the fall of 1989, Conception Seminary College initiated the Deacon Formation Program to provide the theological formation for candidates for the permanent diaconate 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.

Seminary Programs

DEACON FORMATION PROGRAM COURSE DESCRIPTIONS.

COURSE DESCRIPTIONS.
DFP 100: Introduction to Diaconal Ministry (2)
This team-taught course is designed to introduce the student to diaconal ministry through treatments of the theology of vocation and its context in the church, the history of the diaconate and the relationship of diaconate to other ecclesial vocations, and the sacramental aspects of the diaconate. Scripture, the Catechism of the Catholic Church and ecclesial documents, especially from Vatican II, are used as background reading, combined with lecture and discussion.
DFP 124: Old Testament Literature (2)
This course gives an overview of biblical methodology from a Catholic perspective, with focus on the 1993 document of the Pontifical Biblical Commission, <i>The Interpretation of the Bible in the Church Today</i> . There is also an introduction to the <i>Pentateuch</i> , the history of biblical Israel, the <i>Prophetic corpus</i> , and the Wisdom tradition.
DFP 125: New Testament Literature (2)
This course gives an overview of the formation of the Christian Scriptures in the context of biblical methodology. There is an introduction to the Pauline corpus and each of the four gospels.
DFP 162: Faith and Revelation
The supernatural act (and virtue) of faith, defined by the first Vatican Council as an assent of the intellect to a proposition of revelation on the authority of God revealing, is analyzed as a preliminary to understanding the Second Vatican Council's dogmatic constitution on Revelation, <i>Dei Verbum</i> . Then, based on these considerations, a brief survey of theological method that studies the source of Revelation, its transmission, and its contemporary expression in the organs of the <i>Magisterium</i> (the ordinary teaching of the Bishops throughout the world in union with the Roman Pontiff, the ecumenical councils, and the Roman Pontiff when speaking <i>ex cathedra</i>) and its principal witnesses (the Fathers of the Church, theologians, and the liturgy).

This course seeks to familiarize the students with the language and structure of Catholic liturgy, to introduce the students to the Church's theology of worship and, by the grace of God, to deepen their lives of prayer and faith in preparation for diaconal ministry. These objectives will be accomplished through the study of three texts — the Catechism

DFP 180: Introduction to Liturgy (2)

of the Catholic Church, the Constitution on the Liturgy from Vatican Council II, and the General Instruction of the Liturgy of the Hours—lectures and class discussion.

DFP 210: Christology (2)

This course is a systematic study of the person and mission of Jesus Christ as found in Scripture and 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. This course is designed as an introduction to the field of Christology, especially found within the Catholic tradition. The goal of this course is to leave students who successfully complete it with some familiarity with the issues involved in a theology of Jesus Christ.

This course seeks to familiarize the students with the sacramental life of the Roman Catholic Church and her worldview because of it; consideration will also be given to the historical development of the seven sacraments (learning to interpret history theologically), thus to show the essential as well as the changing aspects of each sacrament. This treatment will include some theological, pastoral and doctrinal aspects, as well as familiarizing the students with the sources for sacramental information. Lastly, the goal will be, by the grace of God, to deepen the students' lives of prayer and faith within the sacramental liturgies of the Church.

DFP 270: Christian Morality(2)

The purpose of this course is threefold: to present and discuss fundamental moral principles in light of both our Catholic tradition and our contemporary experience; to promote personal and communal theological reflection on contemporary moral questions; and to provide an historical context for Roman Catholic moral teaching and practice. This will be accomplished through assigned reading, lecture and class discussion.

DFP 290: Theology of the Church(2)

This course introduces students to ecclesiology — a systematic study of the origin, nature, and mission of the Church as found in Scripture and tradition. It explores the development of the theology of the Church throughout history culminating in recent magisterial documents such as *Lumen Gentium* of the Second Vatican Council and the Catechism of the Catholic Church. Also included is an analysis of contemporary issues such as the current theology of communion and its relation to ecumenism and inter-religious dialogue.

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DFP 300: History of the Church in the United States......(2) The purpose of this course is to explore the historical development of the Roman Catholic tradition in the United States of America. The participants should get a clearer idea of how American culture and values have affected Catholicism and how Catholicism has influenced American life. The course will be taught through the assigned readings, class lectures, and class discussions. DFP 310: Canon Law for Deacons(1) The purpose of this course is to familiarize the students with the general principles of Canon Law and general concepts. In addition they will learn how to use the Code of Canon Law in general and familiarize themselves with those laws of the Church related to diaconal ministry. DFP 330: Counseling Skills This course is a basic introduction to counseling skills in a pastoral setting, with a focus on establishing the pastoral counseling relationship, making a pastoral assessment, making appropriate referrals, handling crises, and being aware of ethical issues in pastoral practice. DFP 390: Homiletics for Deacons..... The general goal of this course is to help the future deacon preach the Mystery of Christ in the Sacred Liturgy, by helping him formulate his own set of principles to guide his composition and delivery of homilies and sermons. The method will make use of assigned readings, discussion and practice of homilies.

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

LCC 011A: Beginning Grammar I

This course introduces basic grammar structures to students with minimal or no proficiency in English. It focuses on basic components of grammar in sentence structures including statements, questions, and different tenses.

LCC 011B: Beginning Grammar II

This course expands grammar structures in more complex sentence structures than the beginning level. The students learn the imperative tense, phrasal verbs, modals, related verb expressions, gerunds, infinitives and the perfect tenses.

LCC 012A: Beginning Reading/Writing

This course is designed for non-native speakers of English on the lowelementary 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: Introduction Reading/Writing

LCC 012C: Basic Reading/Writing

LCC 012D: Intermediate Reading/Writing

LCC 012E: High Intermediate Reading/Writing

LCC 012F: Advanced Reading/Writing

These courses (LCC 012B-F) for non-native speakers of English integrate reading and writing skills on five different levels in order to make language learning more meaningful. A variety of themes provides stimulating topics not only for reading and writing practice, but to learn about the new culture. Many opportunities are offered for developing critical thinking skills and for expressing individual opinions. By building skills and exploring ideas, the courses help students develop their writing from simple ideas and sentences to writing essays increasingly more complex and sophisticated nature.

LCC 013A: Beginning Vocabulary I

This course is designed for non-native speakers of English on the lowelementary 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.

Seminary Programs

LCC 013B: Intermediate Vocabulary II

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 LCC 014B: Beginning Pronunciation II

These courses (LCC 014A-B) use the Rosetta Stone Program as its basis to teach pronunciation. Skills to be mastered include: the alphabet names, 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 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: Introduction Listening/Speaking

LCC 015C: Basic Listening/Speaking

LCC 015D: Intermediate Listening/Speaking

LCC 015E: High Intermediate Listening/Speaking

LCC 015F: Advanced Listening/Speaking

These courses (LCC 015B-F) for non-native speakers of English integrate listening and speaking skills on five different levels in order to teach true communicative language and make it more authentic and natural. They offer a wider variety of activities to create and sustain motivation and more opportunity for recycling and reinforcement of key vocabulary, grammatical structures, and ideas. In addition they promote retention, and offer the students more ways to assimilate information and language.

LCC 024A: Special Topic LCC 024B: Special Topic LCC 024C: Special Topic LCC 024D: Special Topic These four courses (LCC 024A-D) address the students' greatest needs or areas of weakness. Some of the more practical ones include American idioms, editing, TOEFL writing, grammar practice, etc.

LCC 025A: TOEFL Preparation I

A computer and textbook designed course that teaches skills and techniques for improving student scores on the internet based TOEFL. Reading and listening skills and strategies are taught, discussed, practiced and reviewed in the textbook and on the computer.

LCC 025B: TOEFL Preparation II

This course focuses on the speaking and writing skills to successfully pass the internet based TOEFL. Like the previous course the skills and strategies for these skills are taught, discussed, practiced and reviewed in the textbook and the computer.

LCC 025C: iBT TOEFL

This course is an overall review of all the reading, listening, speaking and writing skills needed to prepare the students for taking the internet based TOEFL. A variety of practices are available in both the textbook and on the computer.

LCC 026A: Rosetta Stone I LCC 026B: Rosetta Stone II LCC 026C: Rosetta Stone III

These three courses (LCC 026A-C), beginning, intermediate and advanced, are designed to help the students learn English quickly, easily, and correctly and to equip the student with the strategies and confidence that will aid their understanding and communication in the real world. These courses, although taught as a class, are based on the independent method with each student advancing on an individual level.

Student Life

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, electrical equipment, 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.



Admission

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, state-approved GED program or state-approved home school program, and upon proof of ability to follow the curriculum of the College, including:

- •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. Applicants must arrange to have an official ACT report forwarded to Conception Seminary College.
- 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.

The following documentation must be provided as evidence of completion of the above requirements:

- •Graduates from an approved secondary school must provide official transcripts indicating completion of all requirements for graduation.
- •Graduates from a state-approved GED program must provide an official GED certificate, indicating satisfactory completion of the GED program.
- •Graduates from state-approved home school programs must provide either a diploma from a regionally-accredited high school or an official GED certificate as proof of equivalent academic achievement.

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 may be transferred as they fit the program of studies leading to Conception Seminary College's B.A. degree. Quality points are not transferable, since the Conception Seminary College 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.

- **Application form** provided by Conception Seminary College. Request by phone or use the on-line form at www.conception.edu.
- 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 <u>vocations@conception</u>. edu.
- Two letters of recommendation from persons who know the candidate. One must be from the candidate's pastor or a priest who knows him.
- 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). Courses completed at an institution outside of the United States require special evaluation by an international evaluation agency. We recommend that the applicant submit his credentials to WES (World Educational Services) for a course-by-course evaluation before applying to the college, so that the transfer work can be considered during the admissions process. Students who have already had international credits evaluated by a different agency should contact the registrar's office to insure that the evaluation is acceptable. Information concerning the evaluation process can be accessed at www.wes.org. If a transfer student has earned less than one full year of college credit, 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. Applicants who have completed a GED should have an official GED transcript issued directly to Conception Seminary College. Applicants who have completed stateapproved home school programs should either have an official GED transcript issued directly to Conception Seminary College or provide a diploma from a regionally-accredited high school.
- 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.

- 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 the applicant's Health Care Provider. All reports should be done on Conception Seminary College's standard forms.
- Certificates of Baptism and Confirmation issued by the parish where these sacraments were received.
- 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

• **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.

Admission

(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, MO 64433-0502

e-mail: vocations@conception.edu

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

- 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

Expenses and Financial Aid

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.

2008-2009 CHARGES

Tuition	. semester: \$7,352	year: 14,704
Room	\$1,848	\$3,696
Board	\$2,520	\$ <u>5,040</u>
Room and Board	\$4,368	\$8,736
Activity Fee		\$130
Health Service Fee.		\$70
TOTAL	semester: \$11,820	year: \$23,640

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

2009-2010 CHARGES

To be determined. See insert.

FEES ASSESSED FOR SPECIAL PURPOSES

Part-time tuition, for special students per semester hour \$180.00
Auditing, per semester hour
ACT Residual Testing27.50
Graduation fee
Art laboratory fee, per semester25.00
Natural Science laboratory fee, per semester25.00
Music fees
Pipe organ rental, per semester30.00
Piano rental, per semester
Late registration
Change of registration
(after first week of instruction of semester)5.00
Vehicle registration, one-time charge per student50.00
Room deposit (refundable)
Transcript of credit, each copy after the first

POLICY ON PAYMENT OF TUITION AND FEES

T uition 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 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 residence80%	refund
between 2 and 4 weeks in residence60%	refund
between 4 and 6 weeks in residence	refund
between 6 and 8 weeks in residence20%	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: federal aid, sponsoring diocese, or the Seminary itself.

Financial aid comes in a variety of forms: government grants, student loans, work-study employment, scholarships, and institutional grants. The

Expenses and Financial Aid

Seminary's financial aid office gives attention to the needs of each applicant and helps him obtain funding from the 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 \$3,500 for the first year, \$4,500 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 \$4,310. 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 Seminary provides 25% of the funds. FSEOG awards typically range from \$200 to \$1,500. 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 (FAFSA).

Grants-in-Aid. At its own discretion, the Seminary 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 Seminary 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 Seminary 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 Seminary 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 (FAFSA), 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 five 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 complete the FAFSA during the academic year. When properly filled out and sent in either paper or electronic form for processing, the FAFSA will generate a report to the student called a Student Aid Report.

The Seminary 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.

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.

Academic Information

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:

Freshman	up to 31 sem. hrs.
Sophomore	
Junior	
Senior	

Students in the Pre-Theology Program are classified Pre-Theology I or Pre-Theology 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. All CLEP credits other than foreign language credits must be earned before a student has completed 20 semester hours of regular (non-CLEP) college credits, regardless of whether those 20 hours are completed at Conception or at a previous college or colleges. In other cases, the practical effect may simply consist in the waiving of a particular course requirement or a prerequisite to higher study.

ACCOMODATION OF LEARNING DISABILITIES

Students entering the college who have been previously diagnosed with a learning disability must present a report from a licensed professional counselor that indicates both the diagnosis of disorder and a statement describing the accommodations required to address the disability. Conception Seminary College does not perform testing on site for learning disabilities. If a candidate for admission has been advised that he may have a learning disability, he should be tested and present the report as part of his application materials. If a student is identified as at risk after enrolling at Conception Seminary College, his diocese will be notified and he will be required to participate in testing at a facility near the College. The diocese and/or the individual will be responsible for the cost of the testing. The diocese will be notified immediately if the extent of the disability prohibits enrollment at Conception Seminary College.

Academic Information

INTENSIVE FOREIGN LANGUAGE PROGRAMS

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

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.

REGISTRATION

At the beginning of each semester a period of time is designated for academic advising, handling of fees, and registration. Each 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 form. *Adding* a course will not be permitted beyond the first 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 midterm. Within the first week 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 week 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.

Once readmitted the student enters under the current catalog and must fulfill requirements of the new catalog. If the student had filed an official leave of absence before leaving, this would allow the student to re-enter under the old catalog requirements.

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

SEMESTER HOURS AND CREDIT LOAD

T he 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 full week 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 full week of instruction. However, a student may reduce enrollment from credit to audit status during the first three weeks of instruction.

GRADING

T he 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 approved by the Academic Dean and submitted by the faculty member to the Registrar before the close of the semester following the term in which the erroneous grade was assigned.

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.

PREREQUISITES

Agrade 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, even if the second grade is not an improvement. 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 (see *Grading* section) 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

Academic Information

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 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 any academic course 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.

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 Aon 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:

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

A cademic 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:

• Obtaining unauthorized information.

- Giving unauthorized information.
- Committing plagiarism.
- Misrepresenting facts.
- Making threats or offering bribes.
- Using library resources unethically.
- 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

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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.

ENTRANCE AND EXIT TESTING FOR ASSESSMENT

T ests covering the humanities, social sciences, philosophy, theology, the natural sciences and mathematics, are administered to all entering students in September, and to all degree candidates during the final spring semester of residence. The seminary college uses an internally-designed exam, developed by the faculty, as an assessment tool and aid to students, faculty and administration 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 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:

- He left in good standing.
- The work remaining does not entail more than 15 semester hours.
- The work can be completed within one year from the time the petition is granted.
- 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.

Permission to complete the final requirements for graduation at an institution other than Conception Seminary College and selection of the appropriate transfer work are necessarily decided on a case by case basis. Due consideration is given to the circumstances under which the student leaves the College prior to his degree completion.

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, personal records of educators (e.g., instructor's

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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, addresses, phone, place and date of birth, major, participation in activities and sports, enrollment status, 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, social security number or date of birth, and personal signature. Transcript requests can be made in person, via mail, or fax. Transcripts requested initially by telephone or email will not be sent until a signed confirmation is received. This necessary safeguard to the integrity of student records is added reason to make one's request in good time. 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:

- 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.
- *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.

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. The student is responsible for proposing a project and selecting an appropriate faculty member for the course.

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:

- Have been resident at least one full semester.
- Have a cumulative GPA of at least 2.00.
- Have all prerequisites for enrollment in the course chosen for the pass-fail grade.
- 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. After a student declares their choice of pass-fail status at registration, they may not elect to change grading status to a letter grade status after the first full week of instruction. However, a student may change from letter grade status to pass-fail status anytime within the first three weeks of instruction.

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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.



Degree Requirements

BACHELOR OF ARTS DEGREE

- **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.
- MAJOR. Under the liberal arts and science curriculum, each student must complete a major in Philosophy in the prescribed sequence. Required courses completed for the 30-hour major correspond with the areas of philosophy indicated in the 5th edition of the *Program of Priestly Formation*.
- SENIOR REQUIREMENTS. Graduating seniors are required to complete a Portfolio Assessment Project with their academic advisor during the last semester of their residence. The Institutional Assessment examination is administered during the spring semester to measure educational outcomes in all areas of the core curriculum.
- **RESIDENCE.** The candidate for the degree must have been enrolled as a full-time student for the final year of study.
- 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. Specific requirements for each department/division are listed below.

COURSE REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS

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

ANCIENT AND MODERN LANGUAGES 6 semester hours

Language requirements may be met by 6 semester-hours study in either Latin or Spanish.

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.

Degree Requirements

HISTORY
This requirement is met by completion of HS 201-202 and one additional history course.
DIVISION OF NATURAL SCIENCES
& MATHEMATICS
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
Each student fulfills this requirement by completing HPE 100 during the first semester of residency.
DIVISION OF PHILOSOPHY & THEOLOGY45 semester hours
PHILOSOPHY 30 semester hours
This requirement may be met by completing the following core sequence of courses: PH 101, PH 102, PH 201, PH 202, PH 301, PH 302 plus the following required core history sequence: PH 351, PH 353, PH 354, and PH 356.
THEOLOGY 15 semester hours
This requirement may be met by completing TH 131-132,
TH 231, TH 232, and TH 335.
TH 231, TH 232, and TH 335. DIVISION OF SOCIAL & BEHAVIORAL SCIENCES
DIVISION OF SOCIAL &
DIVISION OF SOCIAL & BEHAVIORAL SCIENCES
DIVISION OF SOCIAL & BEHAVIORAL SCIENCES

a single department will carry the prefix "NCC" (for example, NCC 327) to indicate that the course is a free elective that is not housed in any single department.

PORTFOLIO ASSESSMENT PROGRAM semester hour

PRE-THEOLOGY CERTIFICATE

Completion of Pre-Theological Studies must total at least 45 semester hours, with a cumulative Grade Point Average of no less than 2.00 on a 4-point scale.

- CREDIT HOURS AND GPA. Credit toward the Certificate
 of Completion of Pre-Theological Studies must total at least
 45 semester hours, with a cumulative Grade Point Average of
 no less than 2.00 on a 4-point scale.
- AREAS OF STUDY. A program in Philosophy and Theology, consisting of 30 semester hours in Philosophy (PH 101, PH 102, PH 201, PH202, PH 301, PH302, PH 351, PH 353, PH 354, and PH 356) and 15 semester hours in Theology (TH 131, TH 132, TH 231, TH 232, and TH 335), 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.
- **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 30 semester hours in Philosophy and 15 semester hours in Theology required for 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)

revision process.

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: Bible Scripts(2)
Analysis and practical application of calligraphic hands used in the creation of early handwritten Bibles. The focus will be upon the development of skills in writing two related historical scripts as well as the technique of illumination and decoration. Introduction to historical tools, materials and methods. May be repeated for credit provided that a different cycle is offered. Cycle A: Early Medieval — Uncial and Carolingian Minuscule; Cycle B: Medieval — English Caroline Minuscule and Gothic; Cycle C: Renaissance — Roman Capitals and Minuscules and Italic Chancery cursive.
ART 461-469: Independent Study(1-3)
ART 471-479: 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

EN 132: Writing II
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
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
Courses focusing on particular historical periods in literature such as Medieval, Renaissance, or Modern Literature.
EN 461-469: Independent Study(1-3)
EN 471-479: Special Topics(1-3)
FREE ELECTIVES (NCC)
NCC 100- 460 (1-3)
Course titles will be descriptive of course offerings. These courses are used to fulfill free elective credit requirements. Non Core Courses are courses that are multi-disciplinary or otherwise fail to fall into a single department.
NCC 461- 469: Independent Study(1-3)
GREEK (GK)
GK 231: Biblical Greek I
This course covers the alphabet, vocabulary, morphology, syntax and grammar of the Greek language of the Septuagint, New Testament and early Christian Greek literature.
GK 232: Biblical Greek II
This course is a continuation of GK 231. It gives attention to reading and interpreting exemplary texts from the Septuagint, New Testament and early Christian Greek literature. Prerequisite: GK 231 or equivalent.
GK 321, 322: Readings in Biblical Greek I,II (2,2)
Reading and interpretation of selected passages from the Septuagint, New Testament and early Christian Greek literature. This course emphasizes translation, key vocabulary, concepts and stylistic patterns. Prerequisite: GK 232 or consent of instructor.

GK 461-469: Independent Study
GK 471-479: Special Topics
HEALTH AND PHYSICAL EDUCATION (HPE)
HPE 100: Lifetime Wellness
A course designed to teach the relationship of physical activity, nutrition, stress control and emotional and mental stability to 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.
passages from the poetry of the prophets and the psalter. Prerequisite:
passages from the poetry of the prophets and the psalter. Prerequisite: HB 430 or equivalent. May count as a theology elective.
passages from the poetry of the prophets and the psalter. Prerequisite: HB 430 or equivalent. May count as a theology elective. HISTORY (HS)
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
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
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

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especially at the way American life has been influenced by religious movements in the past, and the way religious pluralism presents chal-

HS 331: Monastic History I
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 201 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 State and, in particular, the history of Conception Abbey. This course may also be counted as an elective in theology. Prerequisite: HS 202 Western Civilization II.
HS 461-469: Independent Study
HS 471-479: 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 influence and their contextual relation to the age which they anticipate, follow, o express.
HU 100: Theater Production(1-2)
A course involving preparation of some aspect of the schools theatrica production. Up to 2 credit hours may be granted, at the discretion of the faculty member directing the production, to those involved as actors production staff, or stage crew, depending on the amount of time and effort devoted to the project. The faculty member will outline the worl expected in each area corresponding to the one or two-semester hour of credit, the final determination of assignment of credit will depend or completion of all work as the date of the final production. Graded P/F.
HU 300: Theories of Human Communication
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 320–339: Art, Music, and Ideas
These integrated courses investigate selected styles in art, architecture music, and the history of ideas.

HU 350: Greek Tragedy(3)
The course looks at six tragedies by different playwrights (<i>The Oresteia</i> , two <i>Medeas</i> , 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 201.
HU 461-469: Independent Study(1-3)
HU 471-479: Special Topics(1-3)
ITALIAN (IT)
TT 461- 469: Independent Study
LANGUAGES
Please refer to the following sections for courses offered: Greek (GK), Hebrew (HB), Italian (IT), Latin (LT).
LATIN (LT)
LT 101: Introduction to Latin
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 102: Intermediate Latin
Continuation of LT 101, with new forms, vocabulary, and construction; longer readings from literature, ecclesiastical and other Latin.
LT 201: Advanced Latin I(1-3)
Continuation of LT 102 (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 202: Advanced Latin II(1-3)
Continuation of LT 201 (or its equivalent) with additional grammar and vocabulary. The class will continue to read unaltered Latin literature from classical and ecclesial Latin.

genres a persona ing autl	g and discussion of Latin works selected from a wide range of and periods. The variable content enables students to design a l program of study in consultation with the instructor, address-hors and themes of particular interest. Prerequisite: LT 102 or ion of instructor.
•	9: Independent Study(1-3)
	9: Special Topics(1-3)
MATHE	MATICS (MT)
ground as	will be placed in the course appropriate to their ability and backs judged by entrance exams and/or ACT scores. If necessary, a lay be placed in MT 100 in order to increase his basic skills.
MT 100: Γ	Developmental Math Tutorial(0)
number graphin	numbers, prime numbers, rational numbers (fractions), mixed is, decimals, arithmetic operations, ratios/proportions, percent, g, and basic algebra. Lecture three times per week. Enrollment il placement or subsequent referral. Graded S/U.
MT 131: C	College Algebra(3)
and inec tions and high sch	oduction to properties of the real number system, linear equations qualities, exponents and polynomials, factoring, quadratic equadinequalities, functions and graphs, and logarithms. Prerequisite: nool algebra and MT 100 if necessary. Students with an ACT score of 20 or above will not be allowed to enroll in this course.
MT 231: T	Copics in College Mathematics(3)
who are are chos mathem tions ma jects rela mathem art. Th	urse is a one semester terminal course for liberal arts students in not planning on taking more courses in mathematics. Topics sen from two areas: contemporary business mathematics and natics and its role in scientific and intellectual history. The selectual include: interest, banking, investments, credit and other substated to general financial literacy, as well as the interplay between natics and the physical sciences, philosophy, religion, music, and is course is more oriented towards mathematical concepts rather hnical and computational proficiency.
MT 233: F	Pre-Calculus(3)
algebrai of equa	w and extension of standard topics in algebra and trigonometry: c, exponential, logarithmic and trigonometric functions, theory tions, analytic geometry. Prerequisite: MT 131 or ACT score 9 or equivalent.

MT 331: Calculus I(3)
Review of analytic methods and tools, functions, limits, and continuity derivatives and applications, integration and applications. Prerequisite Pre-Calculus or equivalent.
MT 461-469: Independent Study(1-3)
MT 471-479: Special Topics(1-3)
MUSIC (MU)
MU 111, 112: Applied Music in Piano(1)
Instruction and exercises in technique; graded selections from the key-board 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 vocabu- lary necessary to enter courses in applied music, music theory, chora- 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; graded selections from the key-board 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 220: Voice Lessons(1)
Instruction and exercises to improve the student's ability to sing on pitch and in tune as well as improve sight-singing proficiency, so as to facilitate better participation in sung liturgy.
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

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 461-469: Independent Study(1-3)
MU 471-479: Special Topics
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 equivalent recommended.
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 equivalents.
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 461-469: Independent Study(1-4)
NS 471-479: Special Topics(1-3)
NON CORE COURSES (NCC)
NCC 100-460(1-3)
Course titles will be descriptive of course offerings. These courses are used to fulfill free elective credit requirements. Non Core Courses are courses that are multi-disciplinary or otherwise fail to fall into a single department.
NCC 461-469: Independent Study(1-3)
PASTORAL CARE INTERNSHIP (PCI)
Conception Seminary College periodically sponsors a summer immersion experience for students who travel to, and provide pastoral work in, a foreign country. The course corresponding to this experience is usually offered in the spring semester, at which time students learn about the culture and acquire a basic working knowledge of the language of the country in which they will work. The actual summer program can run from four to eight weeks, and work assignments are designed to fit the time allotted to the program in any particular year. The program is offered whenever possible and location can vary. Graded P/F.
PCI 400: Cross-Cultural Practicum (1-2)

PHILOSOPHY (PH)

PH 102: Philosophy of Human Nature

CORE SEQUENCE: REQUIRED FOR ALL SEMINARIANS

soul and how is it related to the body? Are human beings free or a determined in the choices they make? The course takes a realist petive on these issues, comparing and contrasting this perspective other approaches.	erspec-
PH 201: Ethics (2nd year level, first semester)	(3)
A study of theoretical and applied ethics, approached from a cal perspective. Includes critical examination of duty-based, util virtue-based, and natural law systems of moral reasoning. Atter given to the justification of ethical first principles and to modern sophical debates over the nature of normative judgments. Add topics may include happiness, friendship, relativism, and selected temporary moral problems.	itarian, ntion is philo- litional
PH 202: Natural Theology (2nd year level, second semester)	(3)
A study of arguments about the existence of God and of the relativese arguments to positions concerning the nature of God. These ments may be drawn from thinkers such as Aristotle, St. August Anselm, St. Thomas Aquinas, Descartes and Kant. The relation be faith and reason is also examined.	e argu- ine, St.
PH 301: Epistemology (3rd year level, first semester)	(3)
This course examines the foundations of human knowledge a nature of truth. Topics covered may include: the relation of knowle reality; how knowledge is related to perception, facts, belief, truth, and certitude; the nature and limits of our faculties for knowled	edge to

way we acquire or use knowledge.

PH 302: Metaphysics (3rd year level, second semester)(3)
A study of the general principles and concepts governing reality as devel oped in the metaphysical systems of the ancient, medieval, and modern periods. Special attention is given to the starting points of metaphysical reasoning and the methods of inquiry and argument used in advancing metaphysical conclusions. Topics covered may include realism, idealism personalism, nominalism, ontology, and contemporary arguments for abandoning the study of metaphysics.
HISTORY SEQUENCE: REQUIRED FOR ALL SEMINARIANS
PH 351: Ancient Philosophy
A study of classical Greek and Roman philosophy from the pre-Socratic up to the early Christian era. Representative figures include Plate Aristotle, the Stoics, Skeptics, Cicero, Sextus Empiricus, Plotinus, and S Augustine.
PH 353: Medieval Philosophy(3)
A study of the development of philosophy in the Christian, Islamic and Jewish traditions during the Middle Ages and the Renaissance Representative figures include Boethius, Scotus Eriugena, Avicenna Averroes, St. Anselm, Maimonides, St. Thomas Aquinas, Duns Scotus William of Ockham, Marsilius of Padua, Nicholas of Cusa, Machiavell Erasmus, and St. Thomas More.
PH 354: Modern Philosophy
A study of the major philosophers, movements, and philosophical systems from the Scientific Revolution through the nineteenth century. Representative figures include Galileo, Descartes, Spinoza, Leibniz Pascal, Locke, Berkeley, Hume, Kant, Hegel, Schopenhauer, Nietzsche James, Marx, and Kierkegaard.
PH 356: Contemporary Philosophy
A study of the major philosophers, movements, and methods during the twentieth century. Representative movements include existentialism phenomenology, process philosophy, analytic and ordinary language philosophy, continental thought, and post-modernism.
PHILOSOPHY ELECTIVES
PH 461-469: Independent Study
PH 471-479: 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 objectives 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 203: Statistics and Research Design(3)

This course will introduce students to research methodology and design, empirical logic, procedures in collecting, analyzing and interpreting data. The course will include an introduction to statistical analysis of data, both descriptive and inferential, as they are applied to research in the social and behavioral sciences. Students will also be given an overview of computer assisted statistical analysis.

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

ance, and contemporary critiques of the medical model.
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 meta-cognition 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
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)
An examination of the nature and scope of criminology as well as ar 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
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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 Social and Behavioral 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 though to modern scientific, and post-modern perspectives.
SBS 411: Philosophy of the Social and Behavioral 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 & Theories in the Social & Behavioral Sciences (3)
An examination of the major theoretical perspectives and research meth odologies 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 461-469: Independent Study
SBS 471-479: Special Topics(1-3)
SPANISH (SPN)
SPN 101: Beginning Spanish I(3)
This concentrates on the basic structures of the language so that students can understand basic conversations, communicate basic needs and activities, and begin to appreciate the Hispanic culture. This course is intended for students who have little or no previous study of Spanish.
SPN 102: Beginning Spanish II(3)
Strengthens comprehension and communications skills begun in SPN 101 so that students are able to discuss opinions and past events. Prerequisite SPN 101 or equivalent.
SPN 221: Spanish Conversation (2)
This course aims primarily at conversational fluency for typical life situations and future pastoral needs.
SPN 461-469: Independent Study (1-3)

SPN 471-479: Special Topics(1-3)
SPEECH (SP)
SP 220: Foundations of Oral Communication (3)
An introductory public speaking course designed for non-native English speakers. Featured activities target hands-on learning, communication strategies, development of fluency in English pronunciation, enunciation articulation skills, organization of speech texts, fine-tuning communication skills (verbal and non-verbal), as well as evaluation and assessment of those skills.
SP 221: Presentational Speaking
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 delive presentations based on various interactional goals: asserting individual ity, 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 ora 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 theate literature. The study of acting, both in theory and performance, is an integral component of the course. Prerequisite: SP 221 or equivalent.
SP 461-469: Independent Study(1-3)
SP 471-479: 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

111 202. New Testament Enterature
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.
TH 335: Chastity and Celibacy in Human Sexuality
A survey of the scriptural, historical, psychological, and theological backgrounds of celibacy in the context of discernment of a vocation to the priesthood. Consideration is given of the psychological and spiritual dimensions of chaste sexuality whether this relates to the celibate or marital vocation.
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
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.

(2)

and an overview of selected books. Prerequisite: TH 131.

TH 222: Now Testament Literature

Codibes of Histiaction
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 Church documents in light of contem porary political and cultural phenomena, the course fosters a Catholic approach to the critical social issues of our times. Conducted as a semi nar. Participants engage in Catholic social analysis of local programs and undertake direct philanthropy using grant money. Prerequisite: TH 131-132.
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 phenom enon 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. Fundamental principles are examined in light of significant issues in sexual and medical ethics. Special attention is given to the use of Scripture in moral decision-making, the roles of the conscience and the magisterium, and methods of theological reflection on contemporary ethical issues. Prerequisite: TH 131-132.
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.

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 <i>lectio divina</i> . 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 <i>The Rule of St. Benedict</i> 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 422: Prophetic Literature
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 424: St. Augustine's Sermons on the Liturgical Year (3)
After an introductory study touching on the patristic period, St. Augustine's life as Bishop of Hippo and a preliminary examination of principal themes in <i>De doctrina Christiana</i> (<i>res</i> and <i>sacramentum</i>), selected sermons on the liturgical year, especially those of the paschal season (lent through Pentecost) will be read and analyzed to discover Augustine's vision of God's "economy of salvation." Prerequisite: TH 132.

for the historical Jesus. Prerequisite: TH 132.

Prerequisite: TH 132.

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 <i>Lumen_Gentium</i> of the 2nd Vatican Council and the <i>Catechism of the Catholic Church</i> . 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
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 453: The Liturgical Year (3)
An introduction to the liturgical year of the Church which focuses or the New Testament testimony, the early Christian witness and the development of the tradition. Particular emphasis is given to historica 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.
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TH 461-469: Independent Study	(1-3
TH 471-479: Special Topics	(1-3

Alumni Association

The Conception Alumni Association was inaugurated September 14, 1906, the golden anniversary of the ordination of founder Abbot Frowin Conrad. Students from all the educational programs of Conception are currently 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.

Anyone who has been officially enrolled in classes conducted by Conception Seminary College for one full semester 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.conception.edu

All communications regarding alumni matters should be addressed to the Alumni Office, Conception Seminary College, P.O. Box 501, Conception, MO 64433, or e-mail the Alumni Office at alumni@conception.edu.



Administration

CHANCELLOR

Rt. Rev. Gregory Polan, O.S.B., Abbot, Conception Abbey

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Administration

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Rev. Xavier Nacke, O.S.B., Spiritual Director

Very Rev. Samuel Russell, O.S.B., President-Rector

Mrs. Amy Schieber, Director of Administration

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Rev. Benedict Neenan, O.S.B., Business Manager

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Rev. Adam Ryan, O.S.B., Development Director

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Br. Thomas Sullivan, O.S.B., Librarian

INSTITUTIONAL ADVANCEMENT

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Fr. Adam Ryan, O.S.B., Director of Development

Mrs. Amy Schieber, Director of Administration

Br. Victor Schinstock, O.S.B., Director of Admissions and Vocation Promotion

Rev. Allan Stetz, O.S.B., Alumni Director

ACADEMIC FORMATION

Dr. Christopher Anadale, Director of Student Assistance Program

Sr. Maria Armijo, S.F.C.C., Director of Language, Culture & Church Program

Dr. John Bloomingdale, Director of Testing and Assessment Specialist

Dr. Paul Johnson, Director of Portfolio Project

Dr. Elizabeth McGrath, Academic Dean

Mrs. Jeanette Schieber, Registrar

CHARACTER FORMATION

Rev. Sebastian Allgaier, O.S.B., Chaplain

Rev. Albert Bruecken, O.S.B., Chaplain

Br. Jonathan Clark, O.S.B., Chaplain

Rev. Daniel Merz, Vice-Rector and Dean of Students, Chaplain

Br. Elias Zaczkiewicz, O.S.B., Chaplain

STUDENT SERVICES

Rev. Patrick Caveglia, O.S.B., Director of Apostolic Program

Mrs. Carol Madden, Director of Student Health Services

Rev. Daniel Merz, Dean of Students

Rev. Duane Reinert, OFM Cap., Director of Counseling Services

SPIRITUAL FORMATION

Rev. Xavier Nacke, O.S.B., Director of Spiritual Formation

LIBRARY

Mr. Chris Brite, Assistant Librarian, Director of Seminary Computing

Mrs. Patricia Danner, Assistant Librarian

Br. Thomas Sullivan, O.S.B., Librarian

WELLNESS PROGRAM

 $\mbox{Mr.}$ Lawrence (Skip) Shear, Director of the Wellness Program

Faculty

CHRISTOPHER ANADALE (Assistant Professor; Philosophy)

B.A. (1994), Salisbury University; M.A. (2001), Emory University; Ph.D. (2005), Emory University

MARIA ARMIJO, S.F.C.C. (Instructor; E.S.L., Spanish)

B.A. (1971), St, Michael's College; M.A. (1976), University of New Mexico

JOHN R. BLOOMINGDALE (Professor; Social & Behavioral Sciences)

A.B. (1984), Vassar College; M.A. (1987), Ph.D. (1991), University of Virginia

CHRIS BRITE (Librarian; Director of Seminary Computing)

B.A. (1995), Conception Seminary College; M.A. (1998), University of Missouri-Columbia

ALBERT BRUECKEN, O.S.B. (Associate Professor, Mathematics, Natural Science)

B.A. (1973), Conception Seminary College; B.A. (1979), Northwest Missouri State University; M.S. (1980), Ph.D. (1987), University of Missouri-Columbia

PATRICK CAVEGLIA, O.S.B. (Assistant Professor; Theology)

B.A. (1969), Conception Seminary; M.S.A. (1984), University of Notre Dame; M.A. (1995), Aquinas Institute of Theology

LEE COATS (Instuctor; Art)

B.F.A. (1963), University of Omaha; M.F.A. (1966), University of Nebraska at Lincoln

PAT DANNER (Assistant Librarian)

B.S. Ed. (1974), M.S. Ed. (1990), Northwest Missouri State University

DONALD GRABNER, O.S.B. (Professor; Theology)

B.A. (1951), Conception Seminary; S.T.D. (1957), Collegio di Sant' Anselmo

JUSTIN HERNANDEZ, O.S.B. (Associate Professor; Philosophy)

B.A. (1975), Conception Seminary College; M.A. (1991), Ph.D. (2001), University of Kansas

PAUL R. JOHNSON (Professor; English)

B.A. (1982), M.A. (1984), Bemidji State University; Ph.D. (1990), University of Wisconsin - Madison

JACOB KUBAJAK, O.S.B. (Assistant Professor; Natural Science)

B.S. (1983), University of Wisconsin-Platteville; M.S. (1985), University of Wisconsin-Madison; M.B.A. (2000), Northwest Missouri State University

CYPRIAN LANGLOIS, O.S.B. (Assistant Professor; Speech LCC Program)

B.A. (1980), Conception Seminary College; graduate studies, St. Thomas Theological Seminary, Northwest Missouri State University; M.A. (2002), Central Missouri State University

MICHAEL MARCOTTE, O.S.B. (Assistant Professor; Music)

B.A. (1974), Conception Seminary College; M.Mus. (1987), University of Missouri-Kansas City Conservatory of Music

ELIZABETH Z. MCGRATH (Professor; Philosophy, Social & Behavioral Sciences)

B.A. (1975), Jacksonville University; Ph.D. (1982), Florida State University; J.D. (1987), Loyola University School of Law (New Orleans)

DANIEL MERZ (Assistant Professor; Theology, Classical Languages)

B.A. (1993), Conception Seminary College; S.T.B. (1996), Pontifical Gregorian University (Rome); S.L.L. (1999), Pontifical Institute of Liturgy Collegio di Sant' Anselmo

XAVIER NACKE, O.S.B. (Assistant Professor; Theology)

B.A. (1960), M.A. (1963), Conception Seminary; S.T.B. (1964), The Catholic University of America; M.Chr.Sp. (1979), Creighton University

BENEDICT NEENAN, O.S.B. (Associate Professor; Theology)

B.A. (1971), Colorado State University; S.T.B. (1988), M.A. (1990), Ph.D. (1996), The Catholic University of America

JUDE PERSON, O.S.B. (Assistant Professor; English)

B.A. (1984), Conception Seminary College; M.A. (1992), St. John's University (Collegeville); M.A. (1996), Northwest Missouri State University

GREGORY POLAN, O.S.B. (Professor; Theology)

B.A. (1974), Conception Seminary College; M.A. (1976), St. John's University (Collegeville); Ph.D. (1984), University of Ottawa; S.T.L. (1981), S.T.D. (1985), St. Paul University

FROWIN REED, O.S.B. (Instuctor; Theology)

B.A. (2000), Conception Seminary College; M.A. (2003), St. John's University (Collegeville); M.Div. (2007), St. Vincent Seminary

Faculty

DUANE REINERT, O.F.M.Cap. (Professor; Social & Behavioral Sciences)

B.A. (1972), St. Fidelis College; M.A. (1976), Washington Theological Coalition; M.S. (1984), Fort Hays State University; Ph.D. (1992), Loyola College in Maryland

ADAM RYAN, O.S.B. (Instructor; Biblical Languages)

A.B. (1978), University of Illinois; S.T.B. (1990), Collegio di Sant' Anslemo; M.A. (2004), Creighton University

TIMOTHY SCHOEN, O.S.B. (Assistant Professor; Music)

B.A. (1961), Conception Seminary; S.T.B. (1963), Pontifical Gregorian University; M.A. (1996), St. John's University (Collegeville)

LAWRENCE (SKIP) SHEAR (Instructor; Director of Wellness Program)

B.A. (1967), Tarkio Colllege; M.A. (1972), Appalachian State University

PAUL SHELLER, O.S.B (Instructor; LCC Program)

B.A. (2005), Conception Seminary College

THOMAS SULLIVAN, O.S.B. (Librarian; Professor; History)

B.A. (1971), Conception Seminary; M.A. (1974), Indiana University; Ph.D. (1982), University of Wisconsin-Madison; M.L.S. (1996), University of Missouri-Columbia

ISAAC TRUE, O.S.B. (Professor; Philosophy)

B.A. (1962), M.A. (1965), Conception Seminary; S.T.B. (1966), Catholic University of America; Ph.D. (1972), St. Louis University

ELIAS ZACZKIEWICZ, O.S.B. (Instuctor; History, Theology, LCC Program)

B.A. (1984), Pennsylvania State University; M.A. (2002), St. John's University

2008-2009 College Calendar

(For a more detailed up to date calendar refer to website http://www.conception.edu)

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August	20	New students (freshmen & transfer) and
		All LCC students arrive by 5:00 p.m.
	23	Returning students arrive by 5:00 p.m.
	25	Registration
	26	Classes begin
September	9	Last day for registration
	26-27	Alumni Reunion
October	4-5	Family Weekend
	10-11	Board of Regents
	17	Midterm
November	1	All Saints (NC)
	8-10	Encounter With God's Call
	25	Thanksgiving break begins after last a.m. class
	30	Students return by 10:00 p.m.
December	1	Classes resume
	8	Immaculate Conception (NC)
	18	Classes end Christmas break begins after last class
January	11	Students return by 10:00 p.m.
	12	Registration
	12	Classes begin
	23	Last day for registration
February	25	Ash Wednesday
	25-27	Lenten Retreat (NC)
March	6-7	Board of Regents
	9	Midterm
	21	Transitus of St. Benedict (NC)
	28-30	Encounter With God's Call
April	9-11	Triduum begins (9-11)(NC)
	12	Easter break begins after Vigil (12-19)(NC)
	19	Students return by 10:00 p.m.
	20	Classes resume
May	14	Classes end
	16	Honors Assembly
	17	Mass of Thanksgiving & Graduation

2009-2010 College Calendar

(For a more detailed up to date calendar refer to website http://www.conception.edu)

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August	20	New students (freshmen & transfer) and
		All LCC students arrive by 5:00 p.m.
	23	Returning students arrive by 5:00 p.m.
	25	Registration
	26	Classes begin
September	9	Last day for registration
	25-26	Alumni Reunion
October	10-11	Family Weekend
	16-17	Board of Regents
	19	Midterm
November	1	All Saints (NC)
	14-16	Encounter With God's Call
	24	Thanksgiving break begins after last a.m. class
	29	Students return by 10:00 p.m.
	30	Classes resume
December	8	Immaculate Conception (NC)
	18	Classes end Christmas break begins after last class
January	10	Students return by 10:00 p.m.
	11	Registration
	11	Classes begin
	25	Last day for registration
February	17	Ash Wednesday
	17-19	Lenten Retreat (NC)
March	9	Midterm
	12-13	Board of Regents
	22	Transitus of St. Benedict (NC)
April	1-3	Triduum begins (1-3)(NC)
	4	Easter break begins after Vigil (4-11)(NC)
	11	Students return by 10:00 p.m.
	12	Classes resume
	17-19	Encounter With God's Call
May	13	Classes end
	15	Honors Assembly
	16	Mass of Thanksgiving & Graduation

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