

# CONCEPTION SEMINARY COLLEGE CATALOG

*A community of faith and learning  
dedicated to the preparation of candidates  
for the ordained ministry  
in the Roman Catholic Church*

Established in 1886 by the Benedictine Monks  
of Conception Abbey  
Conception, Missouri 64433

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



MEMBER OF  
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The on-line catalog is the official catalog of the college  
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The on-line catalog can be viewed at the following link:  
**<http://www.conception.edu/seminary/academic-catalog>.**

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# DIRECTORY

AREA CODE 660

Conception Seminary College .....	944-3105
President Rector .....	944-2992
Vice Rector/Dean of Students .....	944-2850
Academic Dean .....	944-2914
Director of Spiritual Formation.....	944-2998
Director of Pastoral Formation.....	944-2870
Registrar .....	944-2839
Admissions Office .....	944-2886
Director of International Students .....	944-2864
Financial Aid Office .....	944-2851
Development Department .....	944-2958
Treasurer.....	944-2832
Seminary Fax .....	944-2829

# PURPOSE



**Through study and prayer in community,  
the Man of Conception will be prepared to  
continue on the journey to Holy Orders —  
with a heart converted by faith and friendship  
with Jesus Christ, enlightened self-knowledge,  
a love for others and an eagerness to learn and  
share the Good News of salvation!**

# PURPOSE

Conception Seminary College is dedicated to accompanying men on their journey of priestly formation within the Roman Catholic Church. In particular Conception Seminary College fosters the growth of seminarians in the areas of intellectual, human, spiritual, and pastoral formation. It welcomes men who, believing that they may have been so called, are ready to undertake the task of learning and preparing.

Essential to Conception Seminary College's philosophy is the desire to integrate for each student the various elements of his formation in such a way as to promote the religious ideals of community, generosity, and spiritual depth. 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 can perform its functions with a notable degree of integrity and success.

While not all who choose a seminary education will become priests, the type of learning that 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 to 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 according to the documents of the Second Vatican Council and implemented in the directives of the United States Conference of Catholic Bishops, namely the *Program of Priestly Formation*, 5th edition. In addition, Conception Seminary College's academic program is shaped by insights from the world of higher education.

The ideals and goals of Conception Seminary College owe much of their 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 & INSTITUTIONAL PURPOSES

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

- provide a holistic approach to education, one in which academic, spiritual, and character formation programs complement one another;
- respond to needs of the Church in preparing 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.

## **INTELLECTUAL FORMATION**

The purpose of the Intellectual Formation Program is to help each seminarian acquire a personal knowledge of the Lord Jesus Christ; to assist in developing the intellectual skills and curiosity that will sustain him on his lifelong faith journey; and to equip him with the tools to share that knowledge in the community of faith. Acquisition of the necessary skills is evident through his development as an intellectually curious, disciplined, reflective, independent, and responsible person. The objectives of intellectual formation are realized when the seminarian becomes:

- a person with a taste for learning and a desire for excellence;
- a person who respects truth, is honest in discovering it, and is reasonable in defending it;
- a person who has cultivated the habit of critical thinking;
- a person with an inquisitive mind, willing to consider and evaluate 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:

- develops personal knowledge of Jesus Christ through faithful meditation on the word of God, and through spiritual reading, private devotions, and ascetical practices;
- lives in active communion with Christ by participating in the celebration of the Eucharist, the Liturgy of the Hours, and the sacrament of Reconciliation;
- faithfully serves Christ through the exercise of pastoral charity and simplicity of life;
- develops an awareness of his vocation, particularly by growth in knowledge of, and appreciation for, his sexuality and the part it plays in living chaste, Christian love.

## **HUMAN FORMATION**

The purpose of the Human 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.

# PURPOSE

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 human 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 of his body, his material possessions, and 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 his suitability for ordination to the priesthood.

It is Conception Seminary College's philosophy and belief that the education of a man's intellect is not enough, nor is a bachelor of arts (B.A.) degree the sole measure of his worth to himself and to others.

From a religious point of view Conception Seminary College intends each graduate to be experienced in faith, persevering in prayer, committed to the practice of sound morality, aware of his own strengths and limitations, and able to give himself to others.

## PASTORAL FORMATION

The purpose of the Pastoral Formation Program is to provide the seminarian with a variety of pastoral experiences that will allow the integration of the intellectual, spiritual, and human programs and realize the communal nature of ministry. Service is at the heart of the priestly ministry and the Pastoral Formation Program seeks to awaken in the seminarian the awareness that, just as Jesus did not come to be served but to serve, so those who aspire to grow in the call to ministry will also develop the gifts and skills needed to become true servants of God's people. The objectives of the Pastoral Formation Program are realized when the seminarian becomes:

- willing to have an open mind and heart to approach all people with charity and to strive for good communications with a variety of persons;
- genuinely pastoral with a Christ-like sensitivity to others, particularly in the area of social justice;
- able to recognize his limitations and the need to refer a person to other professionals as the situation warrants.



# HISTORICAL SKETCH



**Conception Seminary College  
was established in 1886  
by the monks of Conception Abbey.**

# HISTORICAL SKETCH

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

## FOUNDATION & VISION

In 1873, Fr. Frowin Conrad and a small band of aspiring monks came from Engelberg Abbey 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 to provide pastoral care and a monastic witness on the frontier.

The monks were able to erect 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 its first building (what later came to be known as St. Damian Hall, which was demolished in the 1970s). Instruction was offered at high school and junior college levels, and a choice between classical and commercial curriculums attracted those aspiring to secular professions as well as those intending to become diocesan or Benedictine priests. During the next half-century the school grew in number of students, faculty credentials, science labs, honor societies, sports programs, and educational methods. To accommodate this growth, St. Maur Hall was built in 1902 and St. Michael Hall in 1929.

## CHANGES IN SCOPE & EMPHASIS

An important transformation took place in 1942, when the monks decided to change the school’s objectives and restrict enrollment at all levels to candidates for the priesthood. The school offered a full 12-year program of high school, college, and graduate studies in theology. The number of students continued to increase, especially after World War II, and St. Joseph Hall was added in 1952. In 1956, the high school division was transferred to a new Benedictine foundation at Elkhorn, Nebraska, near Omaha.

The college division 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, the Seminary established the Pastoral Formation Center in Kansas City, where theology students received pastoral experience in an urban setting. In 1972, the Benedictine community decided to concentrate on the seminary's undergraduate program.

## **FOCUS ON THE SEMINARY COLLEGE**

Modifying its name to reflect a more particular focus, Conception Seminary College has gained in strength and reputation each year since 1972. The school's undivided focus as a college seminary has allowed its students to enjoy a richer educational experience and more opportunities for leadership, and to benefit from a well-organized formation program. Accreditation regularly has been renewed, financial strains have been reduced, and endorsements from Church leaders have multiplied.

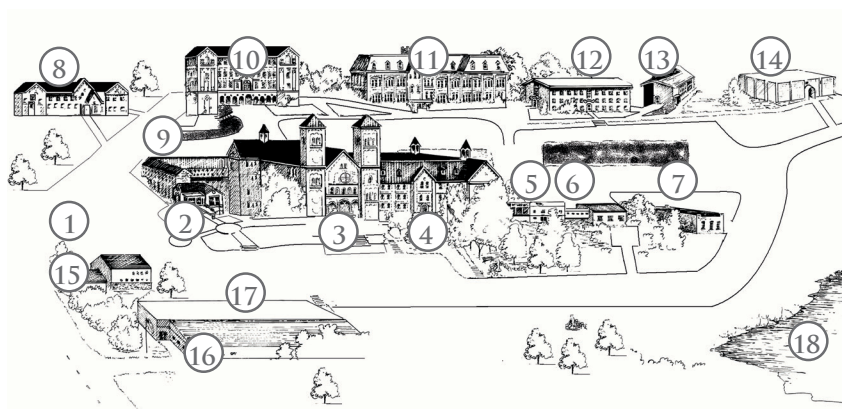
In 1982, the full-scale Pre-Theology Program was added for candidates who hold undergraduate degrees but lack the philosophical training and seminary formation necessary for admission to theology schools. In addition, in 1989 the school inaugurated a program to provide theological training to candidates for the permanent diaconate.

In 1998, the Language, Culture, and Church Program (LCC) was instituted to assist students whose first language is not English but who aspire to serve as priests in the United States. In 2008, the LCC Program was expanded to include a summer session to aid international priests serving in dioceses in the United States.

## **THE FUTURE**

Conception Seminary College provides a unique setting for men discerning the call to Holy Orders to pursue their liberal arts education. Following the model of Jesus Christ, formation and conversion of heart and nurtured in the intimacy of community and deepened by the discipline of prayer in the Benedictine tradition.

# CAMPUS MAP



- 1 Main Entrance**
- 2 St. Raphael Welcome Center**  
Conception Gift Shop, porter's desk  
Development Office, Business Office
- 3 Basilica of the Immaculate Conception**
- 4 Monastery (private)**
- 5 St. Stephen's Infirmary**
- 6 Garage and Maintenance Building**
- 7 Carpenter Shop**
- 8 St. Gabriel Guest House**  
Abbey Guest Center, guest rooms
- 9 St. Joseph Hall**  
Library, dining rooms, heritage Display Cases,  
residence hall
- 10 St. Michael Hall**  
auditorium, gymnasium, guest meeting rooms,  
classrooms, residence hall
- 11 St. Maur Hall**  
classrooms, seminary administration,  
student lounge, Holy Cross Student Oratory
- 12 St. Benedict Hall** guest rooms
- 13 Marian Hall** guest rooms
- 14 JP II Fitness Center**  
basketball, racquetball, badminton, pickleball, & volleyball  
courts, and a fully-equipped fitness center
- 15 St. Scholastica House**
- 16 U.S. Post Office**
- 17 The Printery House**
- 18 Lake Placid**

# CAMPUS & FACILITIES

## STUDENT LIFE



Conception Seminary College buildings, mostly constructed of red brick, are pleasantly situated on a 30-acre campus—part of a 960-acre tract that includes the Abbey’s farm, orchards, workshops, and The Printery House. The first of the existing seminary college buildings was built in 1901, and since then additional buildings have been added and remodeled.

# CAMPUS & FACILITIES

## CHURCH & 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 meet separately in Holy Cross Oratory in St. Maur Hall for Morning and Evening Prayer, for some weekday celebrations of the Eucharist, and for private prayer.

## CLASSROOMS & LABORATORIES

St. Maur Hall is the principal administration and classroom building for the seminary college. In addition to technology-enhanced classrooms, St. Maur Hall houses Holy Cross Oratory for student worship, an assembly room, student recreation spaces, choir and music practice rooms, and laboratories for natural science classes and for computer-assisted language instruction.

## RESIDENCE HALLS & DINING ROOMS

Seminarians are housed in St. Joseph Hall and St. Michael Hall. The first floor of St. Joseph Hall contains dining rooms for students and guests. Residence hall rooms include Internet access.

## LIBRARY

Conception Abbey and Seminary Library maintains a physical collection of approximately 130,000 items, consisting of print books, bound periodicals and audio-visual material. The physical collection contains large concentrations in the fields of theology and philosophy. The library provides online access to approximately 210,000 eBooks and 14,000 full-text periodicals through subscriptions to academic databases. The library subscribes to 125 print periodicals.

The library is a member of MOBIUS, a consortium of academic and public libraries in Missouri, Oklahoma, Iowa, Arkansas, and Texas. Along with borrowing privileges with other libraries in the consortium, MOBIUS members have a reciprocal borrowing partnership with Prospector, a consortium of Colorado libraries. The library holdings for these two consortia total over 60 million items. The library also houses a special collection of 3,000 volumes dating from the 16th through 19th centuries, given to Conception Abbey by its motherhouse in Switzerland.

The library provides reference assistance Monday through Friday with professional staff during the day and trained student employees in the evening. Librarians collaborate with the teaching faculty by offering library instruction both in the classroom and to students individually. The library also maintains a computer lab for its patrons. Students can use the lab to access the internet, email, write and print papers, as well as connect to library e-resources for research and projects.



# CAMPUS & FACILITIES

The Library oversees the campus Academic Leaders Program to provide academic assistance to students needing support in their coursework. Students employed by the Academic Leaders program are available in the library four nights a week for assistance.

## INFORMATION TECHNOLOGY DEPARTMENT

The Information Technology 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 offers faculty and students the ability to give presentations using modern educational equipment. The computer labs supplement the seminary college's academic program by providing students with on-line resources to search for information, write papers, and work on class projects. The campus computer network provides all seminarians with high-speed Internet access, e-mail, and printing capabilities.

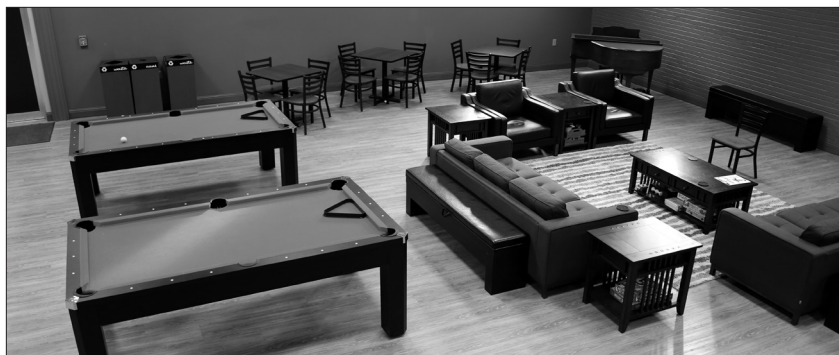
## RECREATIONAL FACILITIES

The Alumni Union, renovated in 2017, is the main student lounge for refreshments and socializing and is located in St. Maur Hall. Residence halls have smaller lounges with televisions and media players.

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

The JP II Fitness Center features basketball, racquetball, and volleyball courts and a fully-equipped fitness center.

Outdoor athletic fields are suitable for softball, football, and soccer.



## ADMINISTRATION OFFICES

In the St. Raphael Welcome Center you will find the Business Office located on the lower level and the Development and Communication Offices located on the second floor. All other seminary college offices are located in St. Maur Hall.

# STUDENT LIFE

## ST. STEPHEN'S HEALTH CARE CENTER

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

## SOCIAL & CULTURAL ACTIVITIES

Opportunities for cultural enrichment are an essential part of priestly formation, and student creativity and appreciation are encouraged. Drama and music events are staged annually. Students are given an opportunity to display their artwork, and the seminary choir enriches the liturgical life of the community. The Library fosters artistic appreciation with its extensive collection of books, periodicals, e-resources, and audio visual material. The seminary college requires students to engage in at least one off-campus cultural or fine art program a semester. Typically students will participate in an artistic or cultural event in the Kansas City metropolitan area. In addition, the Director of Cultural Affairs provides information about various cultural events in the four-state region.

## STUDENT GOVERNMENT

Conception Seminary College's form of student government, the Community Council, as defined in its Constitution "shall organize student activities, create a forum for exchange of student opinions, and shall uphold to the best of its ability the student consensus. It shall be a primary means of representation for the Student Community to the administration and the larger community."

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

## STUDENT PERSONNEL SERVICES

- **Health Care:** A complete physical examination is a standard requirement for admission. Students are encouraged to take care of routine medical checkups and dental work as much as possible when school is not in session. For sick care and the treatment of minor injuries, the seminary college provides a health care center and the services of a registered nurse. The nurse assists in obtaining emergency medical appointments and has custody of student health records. Issues or concerns regarding student health and accident insurance should be discussed with the nurse.



- **Wellness Activities:** A variety of activities including recreational sports, athletic teams, intramural sports, and a fitness program is available.
- **Counseling Services:** Licensed professional counselors are available to students, who may seek counseling by their own initiative or through referrals.

## PHI SIGMA TAU

Phi Sigma Tau is a national honor society for philosophy students. Its purpose is to acknowledge students who have distinguished themselves through high academic achievement and interest in philosophy.

Eligibility consists of completion of the required number of semesters for the student's class status; completion of two philosophy courses at Conception Seminary College, a cumulative grade-point average (GPA) of 3.0 or higher at Conception Seminary College, and a GPA of 3.0 or higher in all philosophy courses at Conception Seminary College. Induction of members occurs at least once each year. A member of the philosophy faculty serves as moderator for the group. Activities may include films, an essay contest, informal luncheon gatherings, and participation in occasional undergraduate philosophy events on other campuses.

## PATRICK CUMMINS CHAIR OF THEOLOGY

The Patrick Cummins Chair of Theology was established in 1968 by the monks of Conception Abbey to honor the memory of Fr. Patrick Cummins, OSB, 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 recognized speakers of professional standing to the seminary to participate in theological symposia or colloquia, as well as to bring in individual speakers for lectures, series, or workshops on theological topics.



# SEMINARY PROGRAMS

SEMINARIAN FORMATION PROGRAM

PRE-THEOLOGY PROGRAM

DEACON FORMATION PROGRAM

LANGUAGE, CULTURE & CHURCH PROGRAM



## SEMINARIAN FORMATION PROGRAM

### INTELLECTUAL FORMATION

Conception Seminary College's liberal arts curriculum is adapted to the central role of philosophy and to achieving a balance between range and depth. Range of subject matter is found in general-education requirements and free electives. Opportunity for in-depth study is provided by a major in philosophy, comprising 30 semester hours of course work.

### SPIRITUAL FORMATION

The Second Vatican Council's *Optatam Totius* (Decree on Priestly Training, §8) states the following:

The spiritual training . . . should be imparted in such a way that the students might learn to live in an intimate and unceasing union with the Father through His Son Jesus Christ in the Holy Spirit. Conformed to Christ the Priest through their sacred ordination they should be accustomed to adhere to Him as friends, in an intimate companionship, their whole life through. They should so live His paschal mystery themselves that they can initiate into it the flock committed to them. They should be taught to seek Christ in the faithful meditation on God's word, in the active participation in the sacred mysteries of the Church,

especially in the Eucharist and in the divine office, in the bishop who sends them, and in the people to whom they are sent, especially the poor, the children, the sick, the sinners and the unbelievers. They should love and venerate with a filial trust the most blessed Virgin Mary, who was given as mother to the disciple by Christ Jesus as He was dying on the cross.

The essential integrating factor in the religious growth of the college seminarian and pre-theologian is full, active, conscious participation in the liturgy. This participation receives primary emphasis in the Second Vatican Council's *Sacrosanctum Concilium* (Constitution on the Sacred Liturgy, §10): "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."

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

## HUMAN FORMATION

Conception Seminary College has adopted the term human formation to refer to the effort in common of the seminarians and the seminary staff to promote discovery of self, development of character, and maturing of personality that bear so importantly on the call to priesthood. The implications of this process and 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 human formation and spiritual formation primarily is a matter of methods to be used in attaining a common goal. In this sense, they are complementary. Spiritual formation facilitates the seminarian's communion with God in the Church by helping him to appreciate and internalize the values proclaimed in the Gospel and through the teaching office of the Church. Human 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. While the seminarian remains one and undivided, a good human-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 and an opportunity to participate in an individual fitness program, community living, summer vacation, and all phases of student life find a place in the total human formation picture.

The Dean of Students directs and supervises the Human Formation Program. A team of chaplains are his collaborators in the work of student life. By living in the dormitories and taking part in many aspects of student life, the chaplains have a unique vantage point from which to observe, to guide, to correct, and to reinforce the progress a student has made. The effectiveness of each chaplain is enhanced by the combined resources of the team. For example, when periodic evaluations are written, a balanced and objective approach is better assured.

## **PASTORAL FORMATION**

Ecclesial communion is expressed in a special way through the Pastoral Formation Program, which takes a student beyond the classroom and the seminary community to direct an ongoing interaction with a wide variety of people and circumstances. It is essential to pastoral development, and its emphasis on Christian service is basic to a man's preparation for priestly ministry. Experiences with people of diverse ages and economic and cultural backgrounds are valuable to formation and contribute to the student's human and spiritual development. The deepening of compassion becomes apparent through the careful study of interaction with others in a variety of settings.

These experiences are arranged so that the seminarian can appreciate first the natural development of life, through assisting with religion classes in parish schools and/or visiting residents in skilled care and assisted living facilities. Then, as he grows in maturity, he progresses in an awareness of the more complicated life issues and the challenges they present, through working with peers on the university campus, with victims of physical and sexual abuse, with public safety personnel and the incarcerated, and with those suffering with chronic illness of body and/or mind. In addition to these ongoing assignments, there are also special weekends dedicated to service to specific groups in the general population: the Hispanic communities, the homeless, and those in the low income areas of our cities. These social contacts generally include prayer and liturgical celebrations with such groups.

Still, it is not enough just to expose men to these opportunities for service. It is also necessary to provide them with support and to help them develop the skills of theologically reflecting on these encounters in the light of the Gospel. Pope Francis has said the pastor must "smell like his flock." The Pastoral Formation Program is only the beginning of this process of immersion into the body of Christ, inviting each student to go deeper in his commitment to ecclesial communion.

## **PRE-THEOLOGY PROGRAM**

The Pre-Theology Program at Conception Seminary College was established in 1982 in response to growing numbers of college graduates seeking candidacy for the priesthood. The program prepares men for successful completion of graduate theological study. It 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 by a religious order.
- **Intellectual Formation:** The Pre-Theology Program provides each student with 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 semester hours of philosophy and 15 hours of theology (*see "Degree Requirements—Pre-Theology Certificate," page 59*). Each student is assigned an academic advisor who directs his academic program. The Academic Dean determines whether previous undergraduate course work may fulfill any philosophy or theology course requirements. Pre-theology students may elect to earn a second bachelor's degree instead of a certificate (*see "Degree Requirements—Second Bachelor's Degree," page 59*).
- **Spiritual Formation:** Pre-theology students participate in all communal spiritual activities of the seminary college. 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 is assigned a spiritual director and meets with him regularly, focusing his meetings on progress in prayer, spiritual reading, and personal faith development.
- **Human Formation:** Pre-theology students by participating in the seminary's Human Formation Program help promote a sense of self-knowledge, development of 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, to realize fulfillment of these goals by the end of his residence at Conception Seminary College.
- **Pastoral Formation:** Pre-theology students participate in the seminary's Pastoral Formation Program, which takes a student beyond the classroom and the seminary community to direct and ongoing interaction with people of diverse ages and economic and cultural backgrounds. Through ability to understand the needs of those served, a student will grow as a genuinely pastoral person with a Christ-like sensitivity to others, particularly in the area of social justice. Practical experiences are valuable to formation and contribute to human and spiritual development. The deepening of compassion becomes apparent through the careful study of interaction with others in a variety of settings.
  - **Residence:** Formation through the Pre-Theology Program carries a residency requirement of two full years or four semesters at the seminary college, as stipulated in the United States Conference of Catholic Bishops' *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 for dioceses of the Midwest. Conception Seminary College's program of theological formation for deacons consists of 13 courses amounting to 24 credit hours. Candidates may earn undergraduate credit for courses by arrangement with the professor and college registrar prior to beginning the course. However, there is no degree associated with this program.

The program responds to needs of the Catholic Church in the United States by preparing men to serve in the growing ministry of the permanent diaconate. Wives of deacon candidates also are allowed to participate fully in the program. Coursework is designed to deepen students' lives of faith by strengthening their knowledge of the teachings of the Church.

The course of study includes the following subjects: introduction to the Scriptures and the critical interpretation of the Bible, fundamental and dogmatic theology, Christian morality in its personal and social dimensions, canon law, Church history, liturgical theology, homiletics and pastoral counseling. The program is administered and courses taught by members of the CSC Theology Department with the aid of outside presenters who are reputable in their respective theological fields. Classes are offered during one week in August and one weekend each month from September to June over a period of three and one-half years.

## DEACON FORMATION COURSE DESCRIPTIONS

### **DFP 1000: Introduction to Diaconal Ministry**

This team-taught course introduces the student to diaconal ministry through treatments of the theology of vocation and its context in the Church, the history of the diaconate and its relationship to other ecclesial vocations, and the sacramental aspects of the diaconate. Scripture, the *Catechism of the Catholic Church*, and ecclesial documents, especially from the Second Vatican Council, are used as background reading, combined with lectures and discussion.

### **DFP 1240: Old Testament Literature**

An overview of biblical methodology from a Catholic perspective, this course focuses on the 1993 document of the Pontifical Biblical Commission, *The Interpretation of the Bible in the Church*. An introduction to the Pentateuch as well as the history of biblical Israel, the prophetic corpus, and the Wisdom tradition are included.

### **DFP 1250: New Testament Literature**

This course provides an overview of the formation of the Christian Scriptures in the context of biblical methodology. It includes an introduction to the Pauline corpus and to each of the four Gospels.

**DFP 1620: Faith & 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 step to understanding *Dei Verbum*, the Second Vatican Council's Dogmatic Constitution on Divine Revelation. Based on these considerations, a brief survey of theological method looks at the source of revelation, its transmission, and its contemporary expression in the organs of the Magisterium (the ordinary teaching of the Bishops throughout the world in union with the Roman Pontiff, the ecumenical councils, and the Roman Pontiff when speaking *ex cathedra*) and its principal witnesses (the Fathers of the Church, theologians, and the liturgy).

**DFP 1800: Introduction to Liturgy**

This course seeks to familiarize students with the language and structure of Catholic liturgy, to introduce the Church's theology of worship, and to deepen students' lives of prayer and faith in preparation for diaconal ministry. These objectives are accomplished through the study of three texts—the *Catechism of the Catholic Church*, *Sacrosanctum Concilium* (the Second Vatican Council's Constitution on the Sacred Liturgy), and *General Instruction of the Liturgy of the Hours*—as well as through lectures and class discussion.

**DFP 2100: Christology**

A systematic study of the person and mission of Jesus Christ as found in Scripture and tradition, this course examines the development of Christology and soteriology over the centuries within the teaching of the Church, and analyzes contemporary problems such as the quest for the historical Jesus. The course is designed as an introduction to the field of Christology, especially found within the Catholic tradition. The goal is to acquaint students with the issues involved in a theology of Jesus Christ.

**DFP 2200: The Sacraments**

This course seeks to familiarize students with the sacramental life of the Roman Catholic Church and the Church's resulting world view. Consideration is given to the historical development of the seven sacraments (learning to interpret history theologically) to show the essential as well as the changing aspects of each sacrament. This treatment includes some theological, pastoral, and doctrinal aspects, and students are introduced to some sources for sacramental information. The goal of the course is to deepen the students' lives of prayer and faith within the sacramental liturgies of the Church.



# DEACON FORMATION COURSE DESCRIPTIONS

## **DFP 2700: Christian Morality**

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

## **DFP 2900: Ecclesiology**

This study of the origin, nature, and mission of the Church explores the development of the theology of the Church in Catholic tradition from the New Testament to culmination in recent magisterial documents such as *Lumen Gentium* (the Second Vatican Council's Constitution on the Church), the *Catechism of the Catholic Church*, and *Dominus Iesus* (On the Unicity and Salvific Universality of Jesus Christ and the Church). Included are units on the relation of the Blessed Virgin Mary to the Church, on the Church's Magisterium, on the theology of communion, and on ecumenism and inter-religious dialogue.

## **DFP 3000: History of the Church in the United States**

This course is designed to explore the historical development of the Roman Catholic tradition in the United States. Participants gain a clearer idea of how North American culture and values have affected Catholicism and about how Catholicism has influenced North American life. The course is taught through assigned readings, lectures, and class discussion.

## **DFP 3100: Canon Law for Deacons**

This course teaches the basics of using the *Code of Canon Law* and familiarizes students with Church laws related to diaconal ministry.

## **DFP 3300: Counseling Skills**

A basic introduction to counseling skills in a pastoral setting, this course looks at establishing the pastoral counseling relationship, making a pastoral assessment, making appropriate referrals, handling crises, and being aware of ethical issues in pastoral practice.

## **DFP 3900: Homiletics for Deacons**

This course will equip deacon candidates for the work of the New Evangelization through the Ministry of the Word. Particular emphasis will be given to the proclamation and the preaching of the Word of God in the context of deacon ministry. For those in diaconate formation the work of the New Evangelization is intimately tied with the ministry of preaching. Called to evangelize the deacon must know how to announce the Gospel with joy in both formal and informal settings.

## **DFP 4000–4010: Special Topics**



# LANGUAGE, CULTURE & CHURCH PROGRAM

Since 1998, the Language, Culture, and Church Program (LCC) has provided seminarians whose first language is not English both intensive English-language instruction and support in adapting to North American culture and to the Church in the United States.

In addition to developing the language and academic skills necessary to be successful in their studies at a seminary in the United States, LCC students develop those English skills needed to participate in the daily prayer life of the seminary and to be active on campus and in the community. To reach the appropriate language level, students are enrolled in 17 to 19 hours of classroom instruction and 3 to 4 hours of language lab training for a total of 20 to 23 hours of English language study per week, on average.

A student completes the program when he has passed the official Test of English as a Foreign Language (TOEFL®) administered by Educational Testing Service. A passing score on the TOEFL iBT® for the undergraduate program at Conception Seminary College is 70: Qualifying students planning to directly enter theology school must meet the minimal entrance requirements set forth by the chosen institution. Students may spend as many as six to eight semesters (three or four years) in intensive English studies to reach the appropriate level.

Moreover, because LCC students are fully integrated into seminary formation and college life, they are able to practice their language skills while they study, work, and pray with their seminarian brothers—who also benefit from the cross-cultural interactions and become more aware of how diversity will affect their future ministry. LCC Seminarians talk with their peers about cultural expressions, community living, and personal development with support from the human-formation staff; they participate in all communal spiritual activities of the college and work one-on-one with a spiritual director. Furthermore, once students' English is at the elementary level, they receive a pastoral assignment where they interact with groups in the community.

## LCC COURSES—NON-CREDIT

Students are assessed at the beginning of the school year during student orientation. Based on their scores (and, for returning students, on the successful completion of a preceding class), students are placed in classes at the appropriate level. To better accommodate an individual's strengths, a student may be enrolled at different levels in the skill classes.

At the end of each semester, LCC students receive satisfactory (S+, S, S-) or unsatisfactory (U) grades in each course. Although grades from non-credit courses do not affect a student's GPA, they are recorded on the student's transcript and are used in evaluations.

# LCC COURSE DESCRIPTIONS

## GRAMMAR

### **LCC 011A: Beginning Grammar I**

### **LCC 011B: Beginning Grammar II**

In these courses, students with minimal or no proficiency in English are introduced to the elements of simple statements and questions. Basic grammatical features including word order, parts of speech, parts of a sentence, and present, past, and future simple and progressive verb tenses are introduced. Students use model paragraphs for guided writing practice.

### **LCC 021A: Elementary Grammar I**

### **LCC 021B: Elementary Grammar II**

After reviewing the structures covered in LCC 011A/B, students practice using them in speaking and writing activities. Additional grammatical features covered include modals, possessives, use of comparison words, and the perfect form of verb tenses. Compound sentence structures and complex sentence structure with adverbial clauses are also introduced. Students move from guided to independent writing throughout the year.

### **LCC 031A: Intermediate Grammar I**

### **LCC 031B: Intermediate Grammar II**

Students review grammar structures, addressing possible weaknesses in verb tenses, modal verbs, and other forms covered in LCC 021A/B. Students are also introduced to more advanced concepts such as comparisons, passive voice, gerunds, infinitives, relative clauses, and phrasal verbs. Opportunities are provided for students to identify these structures in academic texts and use them in written assignments.

### **LCC 041A: High Intermediate Grammar I**

### **LCC 041B: High Intermediate Grammar II**

Students review grammar structures introduced in LCC 03A/B courses by examining them in context and using them in written or oral activities. Students also prepare for academic writing assignments by learning more about advanced features such as transitions and noun clauses. Opportunities are provided for students to identify these structures in academic texts, use them in writing assignments, and self/peer edit.

### **LCC 051A: Advanced Grammar I**

### **LCC 051B: Advanced Grammar II**

These courses support the LCC Advanced Writing courses (LCC 053A/B) and prepare students for college coursework. With the goal of improving students' academic writing, grammatical structures may be introduced or reinforced. Students will write extensively and develop an individualized plan to overcome structural weaknesses in their writing.

## **READING**

### **LCC 012A: Beginning Reading I**

### **LCC 012B: Beginning Reading II**

Students develop reading strategies that acquaint them with simple methods for understanding words, sentences, and short paragraphs about familiar topics written in English. Students also enhance their vocabulary skills to become more fluent readers of English.

### **LCC 022A: Elementary Reading I**

### **LCC 022B: Elementary Reading II**

Reading strategies to comprehend paragraphs and short passages about familiar and new topics are introduced and practiced. For example, students skim and scan to identify the main idea and key details. Practicing the skills of literal understanding prepares the way for students to learn and utilize critical-reading skills. Extensive reading is introduced and attention is given to improving reading speed and expanding vocabulary.

### **LCC 032A: Intermediate Reading I**

### **LCC 032B: Intermediate Reading II**

Students further develop reading strategies to comprehend longer passages about familiar and new topics. Students also actively build their vocabulary, increase their reading fluency, and utilize critical thinking skills including inferring and drawing conclusions. When students develop their skills as well as learn to respond to texts critically, they become more confident readers of academic texts in English.

### **LCC 042A: High Intermediate Reading I**

### **LCC 042B: High Intermediate Reading II**

Students continue to develop their reading skills with an emphasis on comprehending academic texts on topics including American history and the sciences. They will also engage in thoughtful reflection to facilitate comprehension and promote inquiry about a written text. While generating critical oral and written responses, students will also be developing the skills expected in credit college coursework.

### **LCC 052A: Advanced Reading I**

### **LCC 052B: Advanced Reading II**

Students further develop their academic reading skills to comprehend college-level textbooks and authentic reading materials. They also expand their academic vocabulary and develop strategies to understand content vocabulary. In addition, students will use critical thinking skills to respond to texts. Opportunities to work on test-taking strategies in preparation for the reading section of the TOEFL iBT® will be given.

# LCC COURSE DESCRIPTIONS

## WRITING

### **LCC 013A: Beginning Writing I**

### **LCC 013B: Beginning Writing II**

These courses are designed for students on the high-beginning proficiency level. Students concentrate on writing simple, compound, and complex sentences and short, but well-constructed paragraphs.

### **LCC 023A: Elementary Writing I**

### **LCC 023B: Elementary Writing II**

In these courses, students focus on the features of good paragraphs. Much attention is given to analyzing different types of paragraphs and understanding the writing process. Students primarily write paragraphs about familiar topics—completing multiple drafts as they practice revising and editing.

### **LCC 033A: Intermediate Writing I**

### **LCC 033B: Intermediate Writing II**

Students continue to hone their writing skills, using the writing process to write strong, fully-developed academic paragraphs about a wide range of topics. Writing for a specific audience and purpose is emphasized. Students also strive to become more skilled at brainstorming and accurate in sentence structure. Study of the essay may begin in LCC 033B if time permits.

### **LCC 043A: High Intermediate Writing I**

### **LCC 043B: High Intermediate Writing II**

In these courses, students transition from writing paragraphs to writing short essays. While developing support, students will work to use cohesive devices and grammatical structures more accurately. Opportunities to practice the writing skills necessary to complete the written section of the TOEFL iBT® are included.

### **LCC 053A: Advanced Writing I**

### **LCC 053B: Advanced Writing II**

As students develop their essay writing skills, they focus on including content that interests the reader and supports the thesis adequately. Students will also practice the academic skills needed for college-level writing assignments—such as paraphrasing—and write essays similar to those required on the written section of the TOEFL iBT®.

## READING/WRITING

### **LCC 014A: Beginning Reading/Writing I**

### **LCC 014B: Beginning Reading/Writing II**

These courses are designed for non-native speakers of English at the beginning proficiency level. Students learn to read and write in English by reading short passages and responding in writing, using such rhetorical modes as description and narration.

**LCC 024A: Elementary Reading/Writing I**  
**LCC 024B: Elementary Reading/Writing II**  
**LCC 034A: Intermediate Reading/Writing I**  
**LCC 034B: Intermediate Reading/Writing II**  
**LCC 044A: High Intermediate Reading/Writing I**  
**LCC 044B: High Intermediate Reading/Writing II**  
**LCC 054A: Advanced Reading/Writing I**  
**LCC 054B: Advanced Reading/Writing II**

The integrated courses above follow the language objectives of the reading and writing courses at the corresponding levels. In sum, these courses help students build reading skills and develop their writing beginning with simple sentences and moving towards sophisticated essays. The courses include opportunities to develop critical-thinking skills and to express opinions about stimulating topics, including culture in the United States.

## **SPEAKING**

### **LCC 015A: Beginning Vocabulary & Conversation I**

Designed for non-native speakers of English at the low-beginning proficiency level, this course provides a foundation of English for conversational fluency. Students learn the meaning of words in context and are exposed to elements of North American culture as they complete guided listening and speaking activities.

### **LCC 015B: Beginning Vocabulary & Conversation II**

In this course, students build on the everyday and academic vocabulary learned in LCC 015A. Students listen to dialogues and short talks and complete structured communicative activities, interacting with their LCC classmates, native-English-speaking peers and the campus community.

### **LCC 025A: Elementary Listening/Speaking I**

### **LCC 025B: Elementary Listening/Speaking II**

These courses integrate listening and speaking skills, making the activities more authentic. Students practice strategies such as listening for main ideas and key details and utilize learned phrases for class discussion. To make students' speech more natural and comprehensible, pronunciation at the sentence level is emphasized.

### **LCC 035A: Intermediate Listening/Speaking I**

### **LCC 035B: Intermediate Listening/Speaking II**

Building upon the communicative skills developed previously, these courses introduce students to academic listening and speaking. Students discuss familiar and unfamiliar topics presented in academic conversations and short talks. They also refine their pronunciation, practice notetaking, and utilize learned vocabulary.

**LCC 045A: High Intermediate Listening/Speaking I****LCC 045B: High Intermediate Listening/Speaking II**

These courses provide further instruction in academic listening and speaking. Students utilize strategies such as notetaking, agreeing and disagreeing, and presenting one's opinion. Students also work on pronunciation weaknesses and practice speaking under time constraints.

**LCC 055A: Advanced (Academic Skills) Listening/Speaking I****LCC 055B: Advanced (Academic Skills) Listening/Speaking II**

These courses prepare English language learners to be successful in college classes and on the TOEFL iBT®. Tasks are modeled after those expected from college seminarians and include academic notetaking, class discussions of lectures, reflections, and short presentations. Students continue to improve pronunciation skills and develop compensation skills when needed.

## **PRONUNCIATION**

**LCC 016A: Beginning Pronunciation I****LCC 016B: Beginning Pronunciation II**

In the beginning pronunciation courses, students learn the basics of North American pronunciation such as alphabetical names, pronunciation of common vowel and key consonant sounds, basic spelling patterns, and recognition of strong and weak syllables. They also become aware of intonation patterns used to express meaning, linkage used in everyday spoken English, and stress-timed rhythm.

**LCC 026A: Pronunciation III****LCC 026B: Pronunciation IV**

Students in Pronunciation III and IV record prescribed texts and spontaneous talks. The recordings guide the curriculum with the goal of helping students produce more comprehensible speech for the TOEFL iBT® and for their future academic coursework and ministerial professions. Sentence-level stress and rhythm are emphasized.

## **TOEFL®**

**LCC 027A: TOEFL® Preparation I****LCC 027B: TOEFL® Preparation II**

These courses familiarize students with the structure of the TOEFL iBT® and test-taking strategies. In each class, students answer questions similar to those found in all sections of the exam. LCC 027A emphasizes reading and listening skills and strategies such as notetaking; and LCC 027B emphasizes the skills needed to complete the Independent speaking and writing tasks.

**LCC 037A: iBT TOEFL® I****LCC 037B: iBT TOEFL® II**

These courses focus on the skills tested on the TOEFL iBT®. Initially, students will review test-taking strategies and build their skills in each area. Then, following the test design, integrated skills such as listening and writing will be emphasized. Students enrolled in LCC037B will focus on their areas of weakness as shown through a pre-test.

**LCC 047A: iBT TOEFL® Review I****LCC 047B: iBT TOEFL® Review II**

LCC 047A is an overall review of all the reading, listening, speaking, and writing skills needed to prepare for the TOEFL iBT®. Students use the strategies they have learned to complete practice exercises and develop a self-study plan. Students may enroll a second semester based on their individual needs and goals (LCC 047B).

**LABS AND SPECIAL TOPICS****LCC 018A: Rosetta Stone 1****LCC 018B: Rosetta Stone 2****LCC 028A: Rosetta Stone 3****LCC 028B: Rosetta Stone 4****LCC 038A: Rosetta Stone 5A****LCC 038B: Rosetta Stone 5B**

The Rosetta Stone courses help students learn communicative English quickly, easily, and accurately. Although taught in a classroom setting, these courses employ independent-learning methods; students advance on an individual basis. The extensive practice and personalized review of each unit enhance students' understanding and confidence in using English.

**LCC 048A: Lab 1****LCC 048B: Lab 2**

LCC 048A & 048B can be scheduled once a student has completed the Rosetta Stone program. Designed for those who continue to struggle in one or more areas such as idiomatic language, sentence stress, or plurals, these labs allow for individualized instruction with an online component.

**LCC 019A: Special Topic****LCC 019B: Special Topic****LCC 029A: Special Topic****LCC 029B: Special Topic****LCC 039A: Special Topic****LCC 039B: Special Topic****LCC 049A: Special Topic****LCC 049B: Special Topic****LCC 059A: Special Topic****LCC 059B: Special Topic**

Special Topics (LCC 0\_9A & B) address students' greatest practical needs or areas of weakness, and may include such topics as the use of American idioms, editing written work, or reading comprehension of specific genres.

# ADMISSION

## EXPENSES & FINANCIAL AID

### ACADEMIC INFORMATION





# ADMISSION

## APPLYING FOR ADMISSION

All students must have sponsorship by a diocese or religious order.  
All correspondence concerning admission should be addressed to:

Office of Admissions, Conception Seminary College  
P.O. Box 502  
Conception, MO 64433-0502  
email: [admissions@conception.edu](mailto:admissions@conception.edu)

## ENTERING FRESHMEN

Men applying for admission without previous college study may be admitted upon graduation from an approved secondary school, state-approved General Educational Development (GED)/High School Equivalent (HSE) 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 for students coming from approved secondary schools. Evidence from other standardized tests will be taken into consideration in evaluating the student's academic record. Applicants must arrange to have an official ACT Assessment 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 or home-school program must provide official transcripts indicating completion of all requirements for graduation.
- Graduates from a state-approved General Educational Development (GED)/High School Equivalent (HSE) program must provide an official GED/HSE certificate, indicating satisfactory completion of the program.

## TRANSFER STUDENTS

Transfer students from accredited colleges may be admitted upon submission of all 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 the courses fit the program of studies leading to Conception Seminary College's bachelor of arts degree. Quality points are not transferable, since the Conception Seminary College grade-point average (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.

## **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.

## **INTERNATIONAL STUDENTS**

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

- full religious and financial sponsorship by a U.S. diocese or by a religious community.
- formal application through diocesan or religious community channels, preferably before May 1 for fall admission.
- prompt submission of admission forms, transcripts, recommendations, and evaluations.
- ability to demonstrate proficiency in English (ordinarily by a TOEFL® score of 70 or better) or willingness to enter our preparatory language training (LCC Program).
- willingness to apply for a student visa, and full compliance with the application process.

## **DIRECTOR OF INTERNATIONAL STUDENTS**

- The Director of International Students serves as Principal Designated School Official (PDSO), an official required by the Student & Exchange Visitor Program (SEVP) that is mandated by federal law and under authority of the Department of Homeland Security (DHS)—Bureau of Immigration and Customs Enforcement (ICE).
- Each college, university, or trade school campus must have one PDSO if they accept international students. The PDSO must be a regularly employed member of the school administration whose office is located at the school and who is not responsible for recruitment of international students.
- The PDSO is responsible for updating the institution’s files on SEVIS (Student and Exchange Visitor Information System) to reflect the status, addition, or deletion of all international/non-immigrant  
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# ADMISSION

## DIRECTOR OF INTERNATIONAL STUDENTS *(continued)*

students on the campus. DHS will also use the PDSO as the point of contact on any issues that relate to the school's compliance with the regulations as well as any system alerts generated by SEVIS.

- In addition, at Conception Seminary College, the Director of International Students (the aforementioned PDSO) collaborates with the Director of Language, Culture, and Church Program, the Director of Admissions, and the Registrar to maintain proper paperwork for each international student.

## REQUIRED DOCUMENTS

To complete an application the student must provide the following documents. Ordinarily it is only when all of these have been received by the Admissions Office that the applications will be ready to process. In exceptional cases an admission decision may be made before all documents have arrived; however, admitted students will be classified according to class rank (Freshman, Sophomore, etc.) only on the basis of documents received before the last admissions meeting, which regularly takes place at the beginning of August.

- **Application Form** provided by Conception Seminary College. This may be requested by contacting the Admissions Office.
- **Autobiography** (900-1,000 words) covering the applicant's faith history, family history, work history, and educational history.
- **Photographic image** of applicant by means of a recent photograph or electronic image.
- **Two Letters of Recommendation** from persons who know the candidate. One must be from the candidate's pastor.
- **Official Transcripts** issued directly to Conception Seminary College, reflecting the work completed in any of the following programs. Please note that these documents must be received before an applicant can be considered for admission. All documents—transcripts, General Educational Development (GED)/High School Equivalent (HSE) certificates, ACT Assessment Reports, other standardized test reports, World Educational Services (WES) evaluations, etc.—must be issued directly to Conception Seminary College to be considered official. **Official documents submitted to the diocese and later forwarded to Conception Seminary College do not replace the official documents that must be forwarded directly to CSC.**

—**Freshman applicants** must arrange to have official transcripts sent from the last high school attended. A partial transcript should

be submitted if the applicant still is in school. Graduates from state-approved home school programs must provide either a diploma from a regionally accredited high school or an official GED/HSE certificate as proof of equivalent academic achievement. If the applicant who has completed the home school program does not have either of these but has taken the ACT test and earned a composite score of around 20, an official ACT report will be accepted in lieu of the high school diploma or GED/HSE certificate. Graduates from a state-approved GED/HSE program must provide an official GED/HSE certificate indicating satisfactory completion of program.

—**Transfer students** must provide official transcripts from all colleges or universities attended, even if no credit was earned. If the transfer student has completed less than one full year of college, he also must provide high school transcripts and an ACT / SAT Assessment Report. A partial transcript should be submitted if the applicant is still enrolled in the College/University.

—**International students** who have completed course work at an institution outside of the United States will be required to arrange for special evaluation by an international evaluation agency. Conception Seminary College recommends that the applicant submit his credentials to World Educational Services (WES) for a course-by-course evaluation before applying to the seminary college, so that the transfer work can be considered during the admissions process. Students who already have had international credits evaluated by a different agency should contact the Registrar's Office to ensure that the evaluation is acceptable. Information concerning the evaluation process can be found at [www.wes.org](http://www.wes.org).

- **ACT / SAT Assessment Report** issued directly to the college. The student should designate Conception Seminary College (ACT code 2280; SAT code 6112) as an intended score recipient when the test is taken. If provision for this service was not made when the ACT / SAT examination was taken, a special request form must be made to ACT / SAT to authorize an official score transcript.
- **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, drug screening, and HIV test) to be completed by the applicant's Health Care Provider. All reports should be done on Conception Seminary College forms.<sup>2</sup>  
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<sup>2</sup> HIV test results often are granted only to the individual. If this is the case the candidate must provide a photocopy of the results to the Admissions Office, where they will be kept as confidential information.

# ADMISSION

## REQUIRED DOCUMENTS *(continued)*

- **Interpretive Psychological Report** by a licensed clinical psychologist for whom 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. The report and test scores should be sent to:

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

- **Certificates of Baptism and Confirmation** issued by the parish where these sacraments were received.
- **Criminal Background Check** conducted through the applicant's sponsoring Archdiocese, Diocese, or religious community and sent to Conception Seminary College prior to admittance.
- **Letter of Sponsorship** issued by the applicant's sponsoring Archdiocese, Diocese, or religious community.
- In addition, no **canonical impediments** to ordination must be present for admittance to the seminary unless duly dispensed by appropriate authority in accord with the norms of ecclesiastical law. *Codex Iuris Canonici* (Code of Canon Law, n. 10411) lists the following as impediments to receiving Holy Orders:
  - 1 Candidate exhibits some form of psychological insanity that expert consultation deems makes him unqualified to fulfill priestly ministry.
  - 2 Candidate committed apostasy, heresy, or schism.
  - 3 Candidate attempted illicit marriage.
  - 4
    - a Candidate committed voluntary homicide.
    - b Candidate participated in an abortion or cooperated with the procuring of an abortion.
  - 5
    - a Candidate mutilated himself or another.
    - b Candidate attempted suicide.
  - 6 Candidate simulated the office of priest or bishop.

After all of the necessary documents have been received, the Admissions Committee will review the application. The members of the committee may request on-campus interviews with the applicant before making a final decision. Upon completion of the review, the committee will inform the applicant of its decision.

## **REQUISITOS PARA LA SOLICITUD DE INGRESO Y ADMISIÓN REQUIRED DOCUMENTS FOR STUDENTS IN THE LANGUAGE, CULTURE & CHURCH PROGRAM**

*(English on next page)*

- 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 páginas donde hable de la historia de su fe, familia, trabajo y educación.
- 8 Incluya una fotografía reciente o un imagen electrónico suyo.
- 9 Los Resultados y la Interpretación de los exámenes y entrevista psicológico. Su Director de Vocaciones en los Estados Unidos se encargará de esto.
- 10 Una Carta de la Diócesis auspiciadora o del Director de Vocaciones.
- 11 Después de ser aceptado por Conception Seminary College mande una copia valida del pasa porte y la visa de estudiante (si es posible).

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 correspondencia se envía a:

**Office of Admissions  
Conception Seminary College  
P.O. Box 502  
Conception, MO 64433-0502  
email: [admissions@conception.edu](mailto:admissions@conception.edu)**

# ADMISSION

## **REQUIRED DOCUMENTS FOR STUDENTS IN THE LANGUAGE, CULTURE & CHURCH PROGRAM**

*(Spanish on preceding page)*

- 1 A completed Application Form.
- 2 Official Transcript issued directly to Conception Seminary College from the high school last attended (freshman applications) and from all universities previously attended 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. (The applicant's vocation director in the United States will arrange for the Meningococcal vaccination, drug screening, and HIV test.)
- 6 Original Certificates of Baptism and Confirmation issued by the parish where these sacraments were received.
- 7 Autobiography (preferably three to five but no more than 10 pages) covering the applicant's faith history, family history, work history, and educational history.
- 8 Photographic image of applicant by means of a recent photograph or electronic image.
- 9 Interpretive Psychological Report by a licensed clinical psychologist. (The applicant's vocation director in the United States will arrange for this.)
- 10 A Letter of Sponsorship issued by the applicant's sponsoring Archdiocese, Diocese, or religious community.
- 11 After acceptance by Conception Seminary College, the student should send a copy of a valid passport and student visa.

Send all the requirements (1–10) as soon as possible. Everything should be received by the Admissions Office no later than August 1 for fall semester or by December 1 for spring semester. Any documents, e.g. letters of recommendation, completed in a second language should be accompanied by an English translation.

Send all required documents to:

**Office of Admissions  
Conception Seminary College  
P.O. Box 502  
Conception, MO 64433-0502  
email: [admissions@conception.edu](mailto:admissions@conception.edu)**

# EXPENSES & FINANCIAL AID

## STANDARD FEES

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

## 2020-2021 CHARGES

	<b>semester</b>	<b>year</b>
Tuition	\$11,312	\$22,623
<i>Room</i>	\$2,842	\$5,683
<i>Board</i>	\$3,952	\$7,904
Room & Board Total	\$6,794	\$13,587
Activity fee	\$90	\$180
Health service fee	\$35	\$70
<b>Total</b>	<b>\$18,230</b>	<b>\$36,460</b>

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

## 2021-2022 CHARGES

To be determined.

## TEXTBOOKS AND COURSE SUPPLIES

A list of textbooks and supplemental materials required and/or recommended for courses offered is published during Preregistration and is made available through the Conception Seminary College website.

## FEES ASSESSED FOR SPECIAL PURPOSES

Part-time tuition for special students per semester hour	\$300
Graduation fee	\$ 30
Natural science laboratory fee, per semester	\$ 40
Music fees	
Pipe organ rental, per semester	\$ 30
Piano rental, per semester	\$ 20
Late registration	\$ 25
Vehicle registration	\$ 50
Room deposit (refundable)	\$ 80
Access key card (refundable)	\$ 20
Transcript of credit, each copy after the first	\$ 5



# EXPENSES & FINANCIAL AID

## **POLICY ON PAYMENT OF TUITION & FEES**

Tuition and fees for each semester are due at the time of registration. The student is encouraged to make whatever payment is possible. For the balance, the student must subscribe to a deferred payment agreement in order for his registration to proceed. The Financial Aid Director will assist in these matters and see that any financial aid 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 college. No student will receive a transcript of credit until all charges have been paid in full in the Business Office.

## **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 10 days. The amount of refund is determined by the following scale:

for 2 weeks or less in residence	70 percent refund
between 2 and 4 weeks in residence	50 percent refund
between 4 and 6 weeks in residence	30 percent refund
more than 6 weeks in residence	no refund

Fees and charges other than those for room, board, and tuition 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 of the United States Code should apply to the Veterans Administration (V.A.) at least 30 days before school begins in order to allow sufficient time for processing his application. Veterans will be subject to the current requirements of the V.A. as to progress, attendance, changes, interruptions, and terminations. Veterans will not be imposed any penalty or requirement due to the delay of payment by the U.S. Department of Veterans Affairs.

## **FINANCIAL AID**

Since most students cannot pay the cost of education from personal and family income alone, they need financial aid from other sources: federal aid, a sponsoring diocese, or from Conception Seminary College itself. Financial aid comes in a variety of forms: government grants, student loans, work-study employment, scholarships, and institutional grants. Conception Seminary College's financial aid office looks at the needs of each applicant in order to help 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 (nonsubsidized). The nonsubsidized 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 \$5,500 for the first year, \$6,500 for the second year, and \$7,500 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. Supplemental student loans are also available.

**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 \$657 to \$6,195. A student applies for a Pell Grant by completing the Free Application for Federal Student Aid (FAFSA).

**Federal 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 percent of FSEOG funds and the seminary college provides 25 percent of the funds. FSEOG awards typically range from \$200 to \$1,000. The Financial Aid Director determines the amount of the grant. Application for FSEOG is automatic when a student completes the Free Application for Federal Student Aid (FAFSA).

**Grants-in-Aid.** At its own discretion, Conception Seminary College may provide an outright grant from its general scholarship funds. These grants usually range from \$500 to \$2,000 per semester.

**Federal Work-Study Program.** Under this program, the federal government pays 75 percent of the wages earned in on-campus jobs and the seminary college pays 25 percent. 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 Program.** For students wanting to work but who are not eligible for federal work-study programs, Conception Seminary College will completely fund wages earned in this program.

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

# EXPENSES & FINANCIAL AID

**Eligibility.** To be eligible for federal financial aid, the student must be a U.S. citizen or a permanent resident of the United States. The student must be attending Conception Seminary College to obtain a degree or certificate, and he 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).

Conception Seminary College is not eligible for Missouri state grants.

**Free Application for Federal Student Aid.** The Free Application for Federal Student Aid (FAFSA) is the standard application in use throughout the United States for all college students who wish to apply for federal student aid. The FAFSA takes a few days to process once the student has submitted it. The student and his family can complete the application once they have their 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. If this is not possible, however, then he may complete the FAFSA during the academic year. When either a paper or electronic form has been properly filled out and sent in for processing, the FAFSA will generate a Student Aid Report to the student.

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

Once the Financial Aid Director has all the necessary information, a financial aid package is offered to the student and communicated via e-mail or in writing. The student is free to accept or decline any awards that are offered.

Applicants may request additional information or financial-aid application forms when they contact the Admissions Office, or they may contact:

**Office of Financial Aid**  
**Conception Seminary College**  
**P.O. Box 502**  
**Conception, MO 64433-0502**  
**Phone: 660-944-2851**  
**email: [financialaid@conception.edu](mailto:financialaid@conception.edu)**

# ACADEMIC INFORMATION

## ACADEMIC INTEGRITY

Personal integrity should govern and inform seminarians' academic life. Integrity entails, but is not limited to, fairness and honesty in submitting academic work in fulfillment of course and degree requirements. Academic dishonesty occurs when a student uses unauthorized information while taking a test, submits someone else's work as his own or misrepresents work done, gains access to materials to achieve a private advantage in preparing for a test or course activity, or knowingly assists in such practices. Some common examples of academic dishonesty include:

- obtaining unauthorized information;
- giving unauthorized information;
- committing plagiarism;
- misrepresenting facts;
- making threats or offering bribes;
- using library resources in an unethical manner;
- using computer resources in an unethical manner;
- turning in work that was previously submitted at Conception

Seminary College or any other educational institution.

Instructors or staff members 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 to discuss the charge. If the act is course-related and proven, the student will receive an automatic 'F' in the course and be prohibited from participating further in the course. The second instance will result in the student's immediate dismissal from the seminary college.

A student may appeal 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 committee's decision will be recorded in the student's academic file.

## 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 Portfolio Assessment Project, a personal reflection on learning and an important assessment tool. Students who do not participate in scheduled assessment projects may not pre-register, register, or receive a final transcript until the obligation is completed.

# ACADEMIC INFORMATION

## ACCOMMODATION OF LEARNING DISABILITIES

Students entering the college who have been previously diagnosed with a learning disability must present a report from a licensed mental health professional (e.g., psychologist, psychiatrist, professional counselor) that includes diagnosis of a disorder and a statement describing accommodations required to address the disability. Conception Seminary College does not perform on-site testing 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 seminary college. The diocese and/or the student will be responsible for the cost of the testing. The student's diocese will be notified immediately if the extent of the disability prohibits enrollment at Conception Seminary College.

## ACADEMIC LEADER PROGRAM

The Academic Leaders Program at Conception Seminary College provides academic assistance to students in many areas, including coursework, research, and writing through individual and group peer tutoring. Academic Leaders, who are trained student employees, provide these services. They are vetted by the Academic Dean for academic ability and report to the Reference-Outreach Librarian.

## TRANSFER OF CREDIT

The Academic Dean must approve any and all transfers of credit from other institutions to Conception Seminary College. The minimum requirements for all transfer credits are that they be granted by a regionally accredited institution, carry a grade of 'C' or better, and, in the case of course work completed in Philosophy or Theology, that the credits be earned at a Catholic college, university, or seminary. If the credits meet those three criteria, the Academic Dean then decides whether or not to accept credits in transfer based on their suitability for a liberal arts program of study and their applicability to Conception Seminary College's degree requirements.

Current students interested in completing course work during the summer at another institution must obtain permission from the Academic Dean and approval for the particular courses selected for transfer.

## ADVANCED PLACEMENT, CREDIT BY EXAMINATION & NON-COLLEGIATE PROGRAMS

Degree credit by examination is granted to students through the Advanced Placement Program (AP) and the College-Level Examination Program (CLEP), both offered by the College Board, as well as 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 grade-point average (see "Grade-Point Average & Dean's List," page 51). 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 Seminary College 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.

## LANGUAGE PLACEMENT/CREDIT

Students who desire to transfer prior language training that is not transcribed by an accredited institution to complete foreign-language credits are required to take an exam through the College-Level Examination Program (CLEP). Based on the CLEP scores submitted a student may obtain 0-6 credit hours of foreign language credit.

## CLASSIFICATION OF STUDENTS

In the undergraduate program, 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 on the basis of the projected date of their graduation. Undergraduates are ordinarily classified according to the total number of semester hours earned toward a bachelor's degree from Conception Seminary College:

Freshman.....	up to 31 semester hours
Sophomore.....	32-63 semester hours
Junior .....	64-95 semester hours
Senior .....	at least 96 semester hours

Pre-Theology students have a bachelor's degree or its equivalent and are fully enrolled in the Conception Seminary College program to complete additional undergraduate study and priestly formation before entering a school of theology. Students in the Pre-Theology Program are classified Pre-Theology I or Pre-Theology II according to their years of residence.

# ACADEMIC INFORMATION

## 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.
- He has signed and submitted the Petition Form, and it has been approved and signed by all parties listed on the petition.
- The work remaining does not entail more than 15 semester hours.
- The work is completed within one year from the time the petition is granted.
- The degree will have been earned no later than seven years from curtailment of any organized program of study.

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 seminary college prior to completing his degree.

## ACADEMIC CALENDAR

A copy of the current academic calendar may be found in the student handbook and online at [www.conception.edu](http://www.conception.edu).

## 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 late-registration fee.

## CHANGE OF REGISTRATION

Any change affecting a student's current registration must receive the written approval of the Academic Dean or student's Advisor and be reported to the Registrar. Adding a course will not be permitted beyond the first week of instruction.

## WITHDRAWAL FROM A COURSE

Withdrawing from a course is permitted until two weeks after midterm. Within the first week of instruction, a withdrawal is treated as a change of registration. A student desiring to withdraw from a course first must 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 that end at mid-semester, the last day to withdraw is the end of the fourth week.

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

## **SEMESTER HOURS & CREDIT LOAD**

The unit of credit is the semester hour, representing 15 class meetings of 50 minutes each (or 15 lab periods averaging 100 minutes each). As a rule, the student is expected to devote twice this amount of time to class preparation and related reading. The normal credit load is 15 or 16 semester hours. The upper limit is 18 semester hours.

## **COURSE NUMBERS**

Courses numbered 1000–1990 and 2000–2990 are designed primarily as introductions to the methodology and content of various academic disciplines encountered in a liberal arts curriculum. Courses numbered 3000–3990 and 4000–4990 introduce students to specialized skills and knowledge within disciplines previously studied. In most cases, the numbering series indicates the general sequence in which the courses should be taken.

## **PREREQUISITES**

A grade of at least 'C-minus' 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.

## **DIRECTED INDEPENDENT STUDY**

Students whose grade-point average (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 a student's request to the Academic Dean, guided independent study projects may be arranged with the cooperation of a faculty member. The student bears the responsibility to prepare a proposed topic to present to the Academic Dean.

## **CHRISTIAN CLASSICS**

Christian Classics courses approach the study of Christian literature which has stood the test of time, has served the Christian church broadly, and has shaped Christian leaders and laypeople throughout the centuries. These courses, conducted in seminar-style, focus on individual works. They are numbered in the Special Topic range (4710–4890) and the title includes the Christian Classic identifier (CC). Christian Classics are offered for one credit hour and are considered free electives for students choosing to enroll.



# ACADEMIC INFORMATION

## GRADING

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

A+	(4.00)	
A	(4.00)	excellent performance
A-	(3.67)	
B+	(3.33)	
B	(3.00)	superior performance
B-	(2.67)	
C+	(2.33)	
C	(2.00)	average performance
C-	(1.67)	
D+	(1.33)	
D	(1.00)	passing
D-	(1.00)	
F	(0.0)	failure
I	(0.0)	incomplete
P		pass on Pass/Fail grading system
S+		
S		satisfactory participation in the work of a course designated for Satisfactory/Unsatisfactory grading
S-		
U		unsatisfactory participation in the work of a course designated for Satisfactory/Unsatisfactory 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 (by permission) 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 student's 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.

## **ATTENDANCE IN CLASS**

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

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

## **AUDITING COURSES**

A student may audit a course by obtaining permission from the Academic Dean and the faculty member teaching the course, either at registration or during the first week of instruction. Auditors commit to regular class attendance, but they are not obligated to participate in examinations.

If, having registered as an auditor, the student later decides to pursue the course for credit, he must change his registration within the first week of instruction. A student may reduce enrollment from credit to audit status, however, during the first three weeks of instruction.

## **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 grade-point average (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') does not affect the student's grade-point average (GPA). A grade of 'F' (representing a 'D' or an 'F'), however, is treated as a regular 'F' grade when calculating the student's grade-point average (GPA). Pass/Fail courses may not be repeated for a letter grade but may be taken only on a Pass/Fail basis.

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

# ACADEMIC INFORMATION

## INCOMPLETES

A temporary grade of 'I' (incomplete) 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, with the incomplete elements calculated as zero in the grading formula.

## REPEATED COURSES

Students who have received a grade below an '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.

## GRADE-POINT AVERAGE & DEAN'S LIST

To each letter grade ('A' through 'F', also 'I' and 'XF') a numerical point value is assigned in order to compute a student's overall average. Grade-point averages (GPAs) are determined on the basis of courses attempted at Conception Seminary College, except for honors and scholarships, which are determined on the basis of a student's 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 adjustments 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 earning a GPA of 3.70 or higher on at least 12 semester credit hours are eligible. 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.

## GRADUATION WITH HONORS

Degrees with honor citations are awarded for outstanding achievement determined on the basis of a student's career grade-point average (GPA). In order to qualify, a senior must have attained an appropriate GPA level, as shown below.

<i>cum laude</i>	3.50 overall
<i>magna cum laude</i>	3.70 overall
<i>summa cum laude</i>	3.90 overall

## **ACADEMIC PROBATION**

Any student whose Conception Seminary College 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 Conception Seminary 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 (see "Appeal of Dismissal," page 53).

## **WITHDRAWAL FROM THE COLLEGE**

A student who intends to withdraw from the college before the end of a semester should follow the procedure described on the Intent to Withdraw Form available from the Registrar's Office. This is to ensure that the student's academic record accurately reflects the date of withdrawal. A student who does not formally withdraw 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'.

## **LEAVE OF ABSENCE**

A student who informs Conception Seminary 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 normally may 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. If more than 24 months have elapsed since the time of the returning students initial psychological screening, it will be necessary for the student to schedule a new psychological assessment for review by the Admissions Committee. The last day to apply for readmission for the fall semester is July 15. For spring semester, the last day to apply for readmission is December 15. (*continued*)

# ACADEMIC INFORMATION

## **READMISSION OF FORMER STUDENTS** *(continued)*

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

## **DISMISSAL**

Seminarians may be dismissed from Conception Seminary College for academic, disciplinary, or formational reasons as set forth in the College Catalog and in the Seminarian Handbook. The President-Rector generally shall be the official to determine the appropriateness of dismissal.

## **APPEAL OF DISMISSAL**

Any student shall be entitled to appeal a dismissal to the Committee on Academic Probations and Dismissals. The appeal must be made in writing, but the student also may 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 no longer are likely to affect the student's academic performance.
- That there is a likelihood of satisfactory performance.

The Committee on Academic Probations and Dismissals 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.

## **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 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.

There is no violation of FERPA regulations when information is released to seminary college officials, to student workers employed to assist those officials, to officials of other schools where the student is

seeking admission, to federal or state educational authorities, to financial assistance officials in connection with receipt of financial assistance, to state law officials or subpoenaed requests, accrediting organizations, and to parents of dependent students. 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 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 record.

Certain items of information pertaining to a student are considered Directory Information and may be released as public information. However, students may request that this information not be released. For further details, contact the Registrar.

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 which the student will have full opportunity to present his 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 further information about student and former student educational records and record privacy, contact 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 the student's 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 initially requested by telephone or e-mail will not be sent until a signed confirmation is received. This necessary safeguard to the integrity of student records is added reason for transcript requests to be made in a timely manner.

Exact mailing instructions should be included if the transcript is to be sent to a third party. At least one week should be allowed for processing requests and delivery of transcripts.

No transcript will be issued for any student or alumnus whose financial obligations to Conception Seminary College have not been paid in full. (*continued*)

# ACADEMIC INFORMATION

## **TRANSCRIPTS** (*continued*)

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.

## **ARTICULATION AGREEMENT**

By special agreement between Northwest Missouri State University (NWMSU) in Maryville, Missouri, and Conception Seminary College, students from one institution may enroll for classes at the other through a simplified procedure of admission. Enrollment forms are available in the Registrar's Office.

Students wishing to include NWMSU courses in their registration must be full time, degree-seeking students, must have completed their freshman year, must be earning satisfactory grades, and must have the Academic Dean's approval.

Conception Seminary College students are responsible for payment of tuition fees at Northwest Missouri State University. The fee for courses at Northwest Missouri State University will be determined by their current in-state undergraduate tuition rate per credit-hour plus any applicable fees.

Students from Northwest Missouri State University may enroll in classes at Conception Seminary College and pay the tuition at either the Conception Seminary College rate or the Northwest Missouri State University rate, whichever is lower.

## **FACULTY QUALIFICATIONS**

Qualified faculty teach every course at Conception Seminary College. Ordinarily, faculty meet minimum qualifications by their possession of master's degrees and 18 graduate hours in the disciplines or subfields in which they teach. In the cases of beginning- and intermediate-level languages and applied arts only, faculty may be qualified by equivalent experience.

## **ACADEMIC FREEDOM**

In view of the nature of Conception Seminary College as an institution which prepares men for the Roman Catholic priesthood, it is expected that nothing will be advocated which is contrary to the doctrinal beliefs or moral standards of the Roman Catholic Church. However, education, at its best, considers a wide variety of views and relies upon a spirit of critical reflection to lead each person to knowledge. Therefore, faculty have the right and the responsibility to study, investigate, present, interpret, discuss and debate all facts, issues and ideas they find relevant to the material in their fields of study, in accordance with the best practices and standards of their discipline. (See John Paul II, *Ex corde Ecclesiae*, footnote 15)

# DEGREE REQUIREMENTS



**Generations of young men have earned degrees  
from Conception Seminary College  
since it was established in 1886.  
The majority of graduates go on  
to advanced studies in theology.**



# DEGREE REQUIREMENTS

## BACHELOR OF ARTS DEGREE

- **CREDIT HOURS & GPA.** Credit toward the degree must total at least 126 semester hours, with a cumulative and component grade-point average (GPA) of no less than 2.00 on a 4-point scale. Each of the following GPAs must meet or exceed 2.00: cumulative Conception Seminary College GPA, cumulative GPA for all college work attempted, and component GPA for philosophy courses taken at Conception.
- **MAJOR AREA OF STUDY.** 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-semester-hour major correspond with the areas of philosophy indicated in United States Conference of Catholic Bishops' *Program of Priestly Formation, Fifth Edition*.
- **SENIOR REQUIREMENTS.** Graduating seniors are required to complete the Portfolio Assessment Project and the Institutional Assessment examination.
- **RESIDENCE.** The candidate for the degree must have been enrolled as a full-time student for the final year of study. A minimum of 32 credits must be earned at Conception Seminary College itself and not taken as transfer credit.
- **COURSE REQUIREMENTS.** The overall requirement of 126 semester hours must include those particular courses and determined amounts of credit that the faculty judges essential to the student's general knowledge and educational development. Specific requirements for each department or division follow.

## COURSE REQUIREMENTS

### GENERAL EDUCATION REQUIREMENTS

#### DIVISION OF HUMANITIES

**39 semester hours**

##### FINE ARTS & HUMANITIES

**6 semester hours**

This requirement is met by completing any combination of six credit hours of Art, Music, and Humanities courses.

##### ANCIENT & MODERN LANGUAGES

**6 semester hours**

Language requirements are met by completing six credit hours in either Latin or Spanish.

##### ENGLISH

**12 semester hours**

The English requirement is met by completing ENG 1310, ENG 1320, and six credit hours of literature electives.

##### HISTORY

**9 semester hours**

The History requirement is met by completing HIS 2010, HIS 2020, and three credit hours of additional History electives.

**SPEECH** **6 semester hours**  
The Speech requirement is met by completing SPC 2210 and three credit hours of additional Speech electives.

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

**NATURAL SCIENCES & MATHEMATICS** **11 semester hours**  
This requirement is met by completing three credit hours of college-level Mathematics, and four credit hours each in the Biological and Physical Sciences, each of which should include a lab component.

**WELLNESS** **2 semester hours**  
Each student fulfills this requirement by completing HPE 1000 during the first year of residency.

**DEPARTMENT OF PHILOSOPHY** **30 semester hours**  
This requirement is met by completing the following core sequence of courses: PHL 1010 or PHL 1011, PHL 1020, PHL 2010, PHL 2020, PHL 3010, PHL 3020, plus the following required core history sequence: PHL 3510, PHL 3530, PHL 3540, and PHL 3560.

**DEPARTMENT OF THEOLOGY** **15 semester hours**  
This requirement is met by completing THL 1310, THL 1320, THL 2310, THL 2320, and THL 3350.

**DEPARTMENT OF SOCIAL  
& BEHAVIORAL SCIENCES** **12 semester hours**  
This requirement is met by completing SBS 1150, SBS 1160, and six credit hours of additional SBS electives.

**OTHER DEGREE REQUIREMENTS**

**FREE ELECTIVE HOURS** **16 semester hours**  
This requirement is met by completing any courses offered for credit by Conception Seminary College. Some courses in the curriculum are offered exclusively for free elective credit and cannot fulfill any other requirement in the curriculum.

**PORTFOLIO ASSESSMENT** **1 semester hour**

# DEGREE REQUIREMENTS

## PRE-THEOLOGY CERTIFICATE

Completion of Pre-Theological Studies must total at least 45 semester hours, with a cumulative grade point average (GPA) of no less than 2.00 on a 4-point scale.

- **CREDIT HOURS & GPA.** Credit toward the Certificate of Completion of Pre-Theological Studies must total at least 45 semester hours, with a cumulative and component grade-point average (GPA) of no less than 2.00 on a 4-point scale. Each of the following GPAs must meet or exceed 2.00: cumulative Conception Seminary College GPA, cumulative GPA for all college work attempted, and component GPA for philosophy courses taken at Conception.
- **AREAS OF STUDY.** A program in Philosophy and Theology, consisting of 30 semester hours in Philosophy (PHL 1010 or PHL 1011, PHL 1020, PHL 2010, PHL 2020, PHL 3010, PHL 3020, PHL 3510, PHL 3530, PHL 3540, and PHL 3560) and 15 semester hours in Theology (THL 1310, THL 1320, THL 2310, THL 2320, and THL 3350), must be successfully completed with a cumulative grade-point average (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 second bachelor's 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 Fine Arts & Humanities, Social & Behavioral Sciences, Speech & Foreign Languages. Credit toward the Bachelor's in Philosophical and Theological Studies must total at least 63 semester hours, with cumulative and component grade point averages (GPA) no less than 2.00 on a 4-point scale. Each of the following grade point averages (GPA) must meet or exceed 2.00: cumulative Conception Seminary College GPA, cumulative GPA for all college work attempted, and component GPA for philosophy courses taken at Conception. Course work completed for the student's previous degree can be applied toward completion of this second degree, but at least 30 semester hours must be completed in residence.

# DIVISIONAL AND DEPARTMENTAL GOALS

## DIVISION OF HUMANITIES

The Division of Humanities is comprised of several units, the goals of which are listed here separately.

### English

Students in English courses will:

1. Write clearly and concisely, with elegance, purpose, and responsibility;
2. Research according to a process that includes the evaluation and proper integration of source material;
3. Grow in appreciation for representative texts from the literary canon, while critically analyzing and explicating them.

### History

Students in History will:

1. Develop basic organizational, reading, and writing skills;
2. Recognize the differences between primary and secondary historical sources;
3. Construct essay arguments that rely on historical evidence;
4. Differentiate between fact and interpretation and comprehend their interrelationship;
5. Understand the work historians do and the kinds of questions they ask;
6. Discern the varieties of historical perspectives;
7. Employ basic historical and social concepts.

### Art

Students in Art courses will:

1. Evaluate compositions and the various techniques needed to construct a work of art and develop an aesthetic sense for beauty in different media;
2. Express themselves creatively within the limits of a medium and assignment and apply, by their own hands, styles learned.

### Music

Students in Music courses will:

1. Grow in their level of culture in the appreciation of good and great music as one foundation stone in a solid general education that prizes humanities;
2. Develop skills related to Roman Catholic liturgical and other sacred music (in performance courses) with a view toward formation for priesthood.

### Ancient Language

Students in the year-long Latin sequence will:

1. Understand the basic morphology and syntax of Latin;
2. Demonstrate reading ability with texts from the Vulgate and liturgical texts.

# DIVISIONAL & DEPARTMENTAL GOALS

Students in Greek courses will:

1. Understand the alphabet, vocabulary, morphology, syntax, and grammar of the Greek language;
2. Demonstrate reading ability with texts from the Septuagint, New Testament, and early Christian Greek literature.

## **Spanish**

Students in the year-long Spanish sequence, which is the only modern language offered at CSC, will:

1. Gain a working knowledge of popular expressions; present/ present progressive, past, and future verbs (regulars and irregulars); nouns (feminine, masculine, singular and plural); and some objects, expressions, and adverbs;
2. Develop the ability to have a simple conversation with a native Spanish speaker for at least five minutes;
3. Comprehend simple written selections (non-literary/ non-technical) as demonstrated by answers to assigned questions;
4. Create simple sentences, compound sentences, and complex sentences, without major errors, at a level that can be understood by a native Spanish speaker;
5. Comprehend words, ideas, and grammatical structures, as demonstrated by written and verbal responses;
6. Develop an understanding of some of the customs, geographical features, climates, and life-styles of the Spanish-speaking world.

## **Speech**

Students in Speech courses will:

1. Achieve an enhanced and expanded understanding of their present competence in oral and written communications and advance beyond functional adequacy in interpretation, eloquence, and critical thinking;
2. Broaden their viewpoints and tolerances for difference through oral-communication performance and the study of communication theory and practice;
3. Be better able to think abstractly and to distinguish and discuss abstract concepts used in communication studies.

## **DIVISION OF NATURAL SCIENCES AND MATHEMATICS**

Students in the Division of Natural Sciences and Mathematics will:

1. Use effectively the terminology of the discipline, e.g., "genus," "species," "genes" in biology; "force," "energy," "momentum" in physics; "calories," "metabolism" in wellness; "logarithms," "exponents," and "real numbers" in mathematics;
2. Think in science courses according to the canons of the scientific method, i.e., hypothesis, prediction, testing the prediction, and modifying the hypothesis according to what the data dictate;
3. Employ the deductive method and improve computational ability and problem solving in courses in mathematics;

4. Understand the key concepts that come from the natural sciences, such as evolution, mechanics, the chemical basis for interconnectedness of life, principles of metabolism, quantum mechanics, relativity, etc.;
5. Be conversant with the major contributors to a discipline, e.g., Darwin and Mendel in biology, Newton and Einstein in physics, and Euclid and Pythagoreans in mathematics;
6. Understand the practical application of ideas from mathematics and sciences, e.g., how certain mathematical functions describe the behavior of physical phenomena ( $F = ma$ ,  $E = mc^2$ , and fission or fusion reactions in the stars) and how statistical analysis influences how we make decisions in our culture.

## **DEPARTMENT OF PHILOSOPHY**

Students in Philosophy courses will:

1. Be conversant with the major problems, key ideas, and important philosophical methods and thinkers in Western philosophy, with special emphasis on Christian and Catholic thought;
2. Think independently and responsibly, with an inclusive attitude of mind that seeks points of contact with, and learns from, conflicting views;
3. Demonstrate expertise at an undergraduate level in reading and interpreting philosophical texts and in writing a quality paper.

## **DEPARTMENT OF THEOLOGY**

Students in Theology courses will:

1. Think theologically, where catechetical instruction, creedal affirmations, and doctrinal statements are catalysts for further thought;
2. Demonstrate familiarity with the Catholic and Western traditions, which orient and guide thought;
3. Express truths and reflections in an articulate, coherent, and pastorally relevant way;
4. Understand the different methodologies that govern the development of theological thinking, including basic concepts and the vocabulary essential to theological disciplines;
5. Understand that the enterprise of theology is carried out in a believing community and that the theologian has an ecclesial vocation.

## **DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES**

Students in Social and Behavioral Sciences (SBS) courses will:

1. Acquire a knowledge base in the social and behavioral sciences;
2. Develop thinking skills;
3. Employ technical-language skills;
4. Utilize information-gathering and synthesis skills;
5. Demonstrate a solid knowledge base of the history and systems of psychology and its related disciplines;
6. Understand the ethics and values that will help students achieve a base for lifelong learning;
7. Cultivate interpersonal awareness, sensitivity, and self-knowledge.

# COURSES OF INSTRUCTION

## ART (ART)

### **ART 2210: Basic Design (2)**

Students explore the basic concepts of design through conceptual hands-on creation of liturgical art in worship. Artwork will be created in two and three dimensions inspired by the seasons of the church year, holy days, and the Bible. This liturgical approach to basic design integrates a student's faith and worship with a sensitivity to recognize, celebrate and appreciate good design.

### **ART 2220: Basic Design II (2)**

This course offers an opportunity for students to focus and explore in greater depth a specific area of interest in the creation of liturgical art. It builds on knowledge and skills developed in Basic Design I. Students will develop concepts and designs, and create integrated works of art built upon a central theme of interest. Prerequisite: Basic Design I or equivalent determined through a pre-test by the instructor.

### **ART 2250: Iconography (2)**

Students complete one icon per semester in this applied art class focusing on Byzantine-Slav iconographic painting technique. Prayer, history, and theology of icons are covered throughout. Traditional images as well as new Roman Catholic subjects are depicted. No previous artistic training is necessary. Class size is limited by the instructor. This course may be repeated once for credit. Lab fee.

### **ART 3000: Bible Scripts (2)**

This course focuses on the analysis and practical application of calligraphic hands used in the creation of early handwritten Bibles. Students develop skills in writing two related historical scripts as well as the technique of illumination and decoration. Historical tools, materials, and methods are introduced. This course may be repeated for credit provided that a different cycle is offered. Cycle A: Early Medieval—Uncial and Half Uncial; Cycle B: Carolingian—Minuscule; Cycle C: Medieval—English Caroline Minuscule and Gothic; Cycle D: Renaissance—Roman Capitals and Minuscules and Italic Chancery cursive.

### **ART 4610–4690: Independent Study (1-3)**

### **ART 4710–4890: Special Topics (1-3)**

## **ENGLISH (ENG)**

### **ENG 1010: Grammar Options in Context I (3)**

Students examine authentic or semi-authentic texts to become aware of how context, audience, and purpose affect one's writing and to determine the usage of select English grammatical structures. Opportunities to practice expressing ideas clearly, correctly, and effectively in academic writing are given. [Grammar structures reviewed in this course will be determined through a pre-test at the beginning of the semester. Possible areas of review include clauses, sentence combining, and punctuation.] This course is recommended as a transition from LCC instruction, as a prelude to ENG1030 or ENG 1310-1320, or as a free elective.

### **ENG 1020: Grammar Options in Context II (3)**

A continuation of English 1010, this course focuses on the development of some of the less commonplace structural alternatives needed for good academic writing. Attention will be given to areas of student weakness.

### **ENG 1030: Academic English I (3)**

This transitional course is designed to raise writing proficiency so students can be placed in ENG 1310. With a primary focus on the development of ideas, students follow the writing process to write academic paragraphs and essays. Attention will also be given to grammar, mechanics, and methods of revision. This course may be required for students whose ACT score in English is below 18.

### **ENG 1040: Academic English II (3)**

A continuation of English 1030, this course will delve into writing summaries, paraphrases, and reflections. An introduction to library use and online research will also help prepare students to complete college assignments in their degree programs.

### **ENG 1310: Writing I (3)**

Students develop expository writing skills, with an emphasis on the revision process.

### **ENG 1320: Writing II (3)**

Research-writing skills are the focus of this course.

### **ENG 2310–2520: Literary Traditions (3)**

Courses in American, British, and World Literature survey a broad historical range of writers or particular genres such as fiction, drama, and poetry. Prerequisite: ENG 1310 or equivalent.

### **ENG 3310–3620: Writers & Themes (3)**

Students read the works of authors such as Shakespeare and Milton, and examine the way such themes as existentialism and faith are treated in literature. Prerequisite: ENG 1310 or equivalent.



### **ENG 3710–3920: Literary Histories (3)**

Courses focus on particular historical periods in literature, including Medieval, Renaissance, and Modern Literature. Prerequisite: ENG 1310 or equivalent.

### **ENG 4610–4690: Independent Study (1-3)**

### **ENG 4710–4890: Special Topics (1-3)**

## **GREEK (GRK)**

### **GRK 2310: Biblical Greek I (3)**

This course covers the alphabet, vocabulary, morphology, syntax, and grammar of the Greek language of the Septuagint, New Testament, and early Christian Greek literature.

### **GRK 2320: Biblical Greek II (3)**

A continuation of GRK 2310, this course gives attention to reading and interpreting exemplary texts from the Septuagint, New Testament, and early Christian Greek literature. Prerequisite: GRK 2310 or equivalent.

### **GRK 3210, 3220: Readings in Biblical Greek I, II (2, 2)**

Students read and interpret selected passages from the Septuagint, New Testament, and early Christian Greek literature. This course emphasizes translation, key vocabulary, concepts, and stylistic patterns. Prerequisite: GRK 2320 or consent of instructor.

### **GRK 4610–4690: Independent Study (1-3)**

### **GRK 4710–4890: Special Topics (1-3)**

## **HEALTH & PHYSICAL EDUCATION (HPE)**

### **HPE 1000: Lifetime Wellness (2)**

This course examines the relationship of physical activity, nutrition, stress control, and emotional and mental stability to personal health. A study of critical issues allows each student to evaluate his level of personal health and fitness, and to develop attitudes and values that will meet his individual needs for a lifetime of health and wellness.

## **HEBREW (HEB)**

### **HEB 3310: Biblical Hebrew (3)**

Mastery of the alphabet, vowel points, and elements of grammar are the focus of this course. Emphasis is given to a serviceable Hebrew vocabulary. The course imparts a sense of Old Testament ideas and usage of key words in context.

### **HEB 3320: Readings in Biblical Hebrew (1-3)**

This course offers a continuation of the study of Hebrew grammar with special reference to the irregular verbs. Students read from Hebrew narratives and selected passages from the poetry of the prophets and from the Psalter. Prerequisite: HEB 3310 or equivalent.

## HISTORY (HIS)

### **HIS 2010, 2020: Western Civilization I, II (3, 3)**

These two courses examine selected political, intellectual, cultural, religious, and economic themes in the history of Western civilization. HIS 2010 covers the period from pre-history to the Renaissance; HIS 2020 covers the Renaissance to the present.

### **HIS 2100: Periclean Athens (3)**

This course uses the career of the leading Athenian politician and general from c. 450–429 B.C., Pericles, as a prism through which to view this era so important for Western civilization. It examines the daily workings of Athenian democracy and the whole of Athenian culture, including: how Athenians were trained for citizenship; what Athenian democracy actually meant in practice; the profound role of religion in Athenian life.

### **HIS 2400–2500: Topics in American History (3)**

These courses may be organized around a particular figure, event, or time period in American history.

### **HIS 3310: Monastic History I (3)**

The origins, development, and spread of Christian monasticism through the Middle Ages are the focus of this course.

### **HIS 3320: Monastic History II (3)**

This course examines the history of Christian monasticism in the West from the Reformation to the present. It includes the history of monasticism in the United States and, in particular, the history of Conception Abbey. (This course may be limited to Benedictine monks, sisters, novices, and oblates.)

### **HIS 4610–4690: Independent Study (1-3)**

### **HIS 4710–4890: Special Topics (1-3)**

## HUMANITIES (HUM)

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

### **HUM 1000: Theater Production (2)**

Through rehearsal and performance of a major theatrical production, both in acting and technical theater, the course seeks to form students in a greater awareness of the communicative process on three levels (eloquence): **awareness of self** as communicator, **awareness of audience** as engaged participants, and **awareness of language** (verbal and non-verbal skills) as communicative tools. All three kinds of awareness have obvious relevance for potential ministers of Word and Sacrament. Awareness of **self** involves discovery of your powers of expression through voice and body. Awareness of **audience** leads to identification—a basis for effective communication. (*cont'd*)

(cont'd) Awareness of **language** leads to a sharpening of the critical faculties (script analysis/critical thinking).

### **HUM 3200: Ritual Communication & Performance (3)**

A course to introduce students to and to foster critical appreciation and awareness of the field of ritual communication and performance studies. The course examines the fields of ritual communication theory and performance studies and seeks to create an interdisciplinary dialogue between these fields and the richness of Christian/Catholic liturgical, ritual communication and performance in the context of Christian/Catholic ritual worship and performance. Sacred liturgical rituals will be explored as collective, formal, performative--as formative ways of being and knowing and, ultimately, as transformative.

### **HUM 3250–3390: Art, Music & Ideas (3)**

These integrated courses investigate selected styles in art, architecture, music, and the history of ideas.

### **HUM 3500: Greek Tragedy (3)**

The course looks at six tragedies by different playwrights, after an introduction that sets the stage. After a play is introduced by the instructor, students present an analysis of the episodes and choruses and discuss how the plot is advanced.

### **HUM 3720: The Gothic Cathedral (3)**

This course investigates Gothic cathedrals as centers of ecclesiastical authority, examples of architectural genius and innovation, and sites of important liturgical activities, as places of instruction concerning Christian theology and spirituality and as sites of political, cultural, intellectual, and economic importance.

### **HUM 4610–4690: Independent Study (1-3)**

### **HUM 4710–4890: Special Topics (1-3)**

## **LANGUAGES**

Please refer to the following sections for courses offered: Greek (GRK), Hebrew (HEB), Latin (LAT), and Spanish (SPN).

## **LATIN (LAT)**

### **LAT 1010: Elementary Latin I (3)**

This course introduces some of the fundamental grammatical categories of Latin. It covers the four verb conjugations, the indicative and imperative moods, and the first three noun declensions.

### **LAT 1020: Elementary Latin II (3)**

This course is a continuation of LAT 1010 (or its equivalent). It introduces participles and the subjunctive mood.

**LAT 2010: Intermediate Latin (3)**

Additional grammar and vocabulary are the focus of this continuation of LAT 1020 (or its equivalent). Students begin reading unaltered Latin literature from classical and ecclesial sources.

**LAT 4610–4690: Independent Study (1-3)****LAT 4710–4890: Special Topics (1-3)****MATHEMATICS (MAT)**

Students are placed in the course appropriate to their ability and background as judged by entrance exams and/or ACT scores.

**MAT 1310: College Algebra (3)**

This course introduces properties of the real number system, linear equations and inequalities, exponents and polynomials, factoring, quadratic equations and inequalities, functions and graphs, and logarithms. Recommended for students with an ACT score in Math below 20.

**MAT 2310: Topics in College Mathematics (3)**

A terminal course for liberal arts students not planning to take any additional mathematic courses. This course examines the wider world of mathematical thinking, how that world is influenced by society, and how that world influences society. Topics are chosen from the natural sciences, philosophy, religion, music, art, and the public or private business world and are used to illustrate the relationship between mathematics and that area at some point in history. This course emphasizes concepts more than computational proficiency.

**MAT 4610–4690: Independent Study (1-3)****MAT 4710–4890: Special Topics (1-3)****MUSIC (MUS)****MUS 1110, 1120: Applied Music in Piano (1, 1)**

Instruction and exercises in technique are offered, with graded selections from the keyboard literature. A proficiency rating of 'C' or higher must be earned as a condition of continued enrollment for credit. Prerequisite: MUS 1200 or equivalent.

**MUS 1150: Seminary Choir (1)**

This course prepares liturgical music, classical polyphony and plainchant for performance in seminary liturgies. A student may re-enroll for four semesters, with credit, if his participation is judged satisfactory.

**MUS 1200: Fundamentals of Music (2)**

Students are provided with fundamental skills and vocabulary necessary to enter courses in applied music, theory of music, choral work, and music history. Elementary acoustics, notation, modes, scales, key signatures, intervals, triads, rhythm, and meter signatures are discussed. The course is offered in alternate years.

**MUS 2000: Music Appreciation (2)**

An overview of music of the Western world, this course emphasizes the elements of music, terminology, composers, and forms within the principal style periods. The course is offered in alternate years.

**MUS 2110, 2120: Applied Music in Organ (1, 1)**

Instruction and exercises in technique are offered, with graded selections from the keyboard literature. A 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.

**MUS 2200: Voice Lessons (1)**

Instruction and exercises are offered to improve ability to sing on pitch and in tune as well as to improve sight-singing proficiency to facilitate better participation in sung liturgy.

**MUS 3240: Liturgical Music (2)**

This course looks at the origins, development, and use of music in the community of believers. Students examine the historical use of music in worship, pertinent Church teaching and legislation, current topics in liturgical music, and the diversity of liturgical music styles currently in use in American hymnals, leading toward the formation of a pastoral position on the use of music in the liturgy.

**MUS 3310: Music Theory (1-3)**

This course focuses on the vocabulary and harmonic practice of the common period (18th and 19th centuries) including the elements of four-part writing, elementary composition, and ear-training. Prerequisite: MUS 1200 or equivalent.

**MUS 4610–4690: Independent Study (1-3)****MUS 4710–4890: Special Topics (1-3)****NATURAL SCIENCES (NTS)****NTS 2410: Physical Science (3)**

An introduction to the basic concepts of physics, chemistry, and astronomy. Paradigm shifts are noted in the Copernican Revolution and in the concepts of gravity throughout history. Prerequisite: MAT 1310 or equivalent recommended.

**NTS 241L: Physical Science Lab (1)**

Basic experiments in physical sciences illustrate concepts covered in NTS 2410 with an emphasis on experiencing the scientific method. One two-hour laboratory per week. To be taken concurrently with NTS 2410.

**NTS 2420: Biological Science (3)**

This course covers these unifying core biological concepts: 1) evolution; 2) interaction and interdependence; 3) genetic continuity and reproduction; 4) growth, development, and differentiation; 5) energy, matter, and organization; and 6) maintenance of a dynamic equilibrium. The goals are to obtain a fundamental understanding of biology and to become conversant about biological issues.

**NTS 242L: Biological Science Lab (1)**

Experiments illustrate core biological concepts by using basic laboratory techniques. One two-hour laboratory per week. To be taken concurrently with NTS 2420.

**NTS 4610–4690: Independent Study (1-4)****NTS 4710–4890: Special Topics (1-3)**

**PHILOSOPHY (PHL) THEMATIC CORE SEQUENCE  
REQUIRED FOR ALL SEMINARIANS**

**PHL 1010: Logic (3)**

This course examines the study of philosophy by way of an introduction to logic. Students learn to read philosophical texts analytically and to identify forms of argument. These argument patterns are also evaluated for their validity and soundness.

**PHL 1011: Intermediate Logic (3)**

This course is designed for students who have either taken logic at a non-Catholic school or who demonstrate advanced ability in analytical or mathematical areas. In addition to learning the basics of formal logic and recognizing argument patterns in philosophical texts, this course goes deeper into the philosophical issues raised in logic, using some modern techniques. This course satisfies the core logic requirement.

**PHL 1020: Philosophy of Human Nature (3)**

This course examines the relationship of the self to nature, society and God. The question of whether humans share a human nature and what that nature would include is traced from antiquity to the present. The Catholic perspective on the nature of the human person is examined in detail and compared with other traditions. Topics will include humans' moral obligations, their ability to reason, and other key characteristics of the beings we designate as *human*.

**PHL 2010: Ethics (3)**

This course examines the history and theory of ethics with an emphasis on virtue ethics, divine command theory, natural law theory, utilitarianism, and deontology. Selections are read from figures such as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, John Paul II, Mill, Kant, Anscombe, and MacIntyre. Within the context of studying various ethical theories, questions regarding applied ethics are considered as well as the problems of relativism, emotivism, and egoism.

**PHL 2020: Natural Theology (3)**

This course examines arguments about the existence of God and of the relation of these arguments to positions concerning the nature of God. These arguments may be drawn from thinkers such as Aristotle, St. Augustine, St. Anselm, St. Thomas Aquinas, Descartes, and Kant. The relation between faith and reason also is examined.

**PHL 3010: Epistemology (3)**

This course examines the foundations of human knowledge and the nature of truth. Topics covered may include: the relation of knowledge to reality; how knowledge is related to perception, facts, belief, truth, doubt, and certitude; the nature and limits of our faculties for knowledge; the justification of knowledge; whether there are moral responsibilities in the way we acquire or use knowledge.

**PHL 3020: Metaphysics (3)**

This course examines the general principles and concepts governing reality as developed in 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.

**PHILOSOPHY HISTORICAL CORE SEQUENCE  
REQUIRED FOR ALL SEMINARIANS****PHL 3510: Ancient Philosophy (3)**

This course surveys Greek and Roman philosophy from the 6th century BC to the 4th century AD. Representative figures and schools include the pre-Socratics, the Sophists, Plato, Aristotle, the Epicureans, the Stoics, the Skeptics, Plotinus, and St. Augustine.

**PHL 3530: Medieval Philosophy (3)**

This course surveys philosophy from the 4th to 14th century. Representative figures include St. Augustine, St. Anselm, Avicenna, Averroes, St. Thomas, Duns Scotus, William of Ockham, and John Buridan.

**PHL 3540: Modern Philosophy (3)**

This course surveys philosophy from the 16th through the 18th century. Representative figures include Bacon, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant.

**PHL 3560: Contemporary Philosophy (3)**

This course surveys philosophy from the 19th century to the present. Representative figures include Peirce, James, Dewey, Bergson, Whitehead, Russell, Wittgenstein, Kierkegaard, Husserl, Heidegger and Sartre.

## **PHILOSOPHY ELECTIVES**

**PHL 4610–4690: Independent Study (1-3)**

**PHL 4710–4890: Special Topics (1-3)**

## **PORTFOLIO ASSESSMENT PROJECT (POR)**

### **POR 4000: Portfolio Assessment Project (1)**

This one-credit, Pass/Fail course is taken during final year of studies. Each 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 & BEHAVIORAL SCIENCES (SBS)**

### **SBS 1150: General Psychology (3)**

An introduction to the science of psychology, its various content areas, and its use of the scientific method. Topics covered include: research design; abnormal behavior; personality; learning; memory; consciousness; and social psychology. Prerequisite for all advanced courses with a psychological emphasis in the social and behavioral sciences.

### **SBS 1160: General Sociology (3)**

An introduction to the field of sociology, its content areas, and its methodological techniques. Stratification, gender and racial differences, urbanization, social movements, and social changes will be examined in detail. Prerequisite for all advanced courses with a sociological emphasis in the social and behavioral sciences.

### **SBS 2030: Research Design & Statistical Analysis (3)**

An introduction to both experimental and non-experimental methodological techniques used in the social and behavioral sciences, along with an introduction to the statistical description and analysis of social and behavioral data. This course provides an overview of the major statistical techniques, along with an emphasis on the evaluation of research. Prerequisite: SBS 1150 or equivalent.

### **SBS 2210: Psychology of Personality (3)**

An examination of the theories and empirical findings regarding the formation and functioning of human personality. Perspectives examined include: trait; psychoanalytic; humanistic; cognitive; and trans-personal orientations. Primary and secondary sources are used. Prerequisite: SBS 1150 or equivalent.

### **SBS 2220: Abnormal Psychology (3)**

The maladaptive attempts of the human person to preserve his or her psychological integrity; the symptoms and etiologies of various mental disorders and methods of treatment. Prerequisite: SBS 1150 or equivalent. Recommended prerequisite: SBS 1150 or equivalent.



**SBS 2400: Cognition & 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. Prerequisite: SBS 1150 or equivalent.

**SBS 2420: Social Psychology (3)**

A survey of the substantive topics that comprise the field of social psychology, i.e., attitudes, aggression, altruism, prejudice, and social cognition. The course also examines the applied sub-areas of social psychology, environmental psychology, health psychology, and organizational psychology. The course covers both the perspectives of experimental psychology and micro-sociology. Prerequisite: SBS 1150 or equivalent.

**SBS 2700: Spirituality & Personhood (3)**

An examination of the person as a spiritual being and the existential implications of accepting this position for the person. The course will delineate various types of spirituality in the world's religions, secular psychologies, and philosophies. The process of Self-Realization in Hinduism, Enlightenment in Buddhism, Essential Realization in Islam, and Deification within Christianity will be examined in detail. A critical examination of the ideas of Hierotheos, Maritain, Arraj, Keating, Almaas, Tugwell, Washburn, Wilbur, and Moore. Prerequisite: SBS 1150 or equivalent.

**SBS 3200: Sociology of Religion (3)**

An examination of religion in the context of its relation to culture, wealth and income, and power in society. Special emphasis will be given to the sociology of world religions from a Weberian perspective. The second half of the course will examine the sociology of new religious movements. Prerequisite: SBS 1160 or equivalent.

**SBS 3500: Pastoral Counseling (3)**

An introduction to the theory and technique of pastoral counseling. Development of skills for counseling, consultation, and referral. Prerequisite: SBS 1150 and SBS 1160 or equivalent.

**SBS 3650: History and Philosophy of the Social and Behavioral Sciences (3)**

An examination of the history of ideas related to social and behavioral phenomena. The course will begin with a survey of the philosophy of science as it relates to the social and behavioral sciences. The course will then survey attempts to describe and explain the psychology and social relations of persons, from ancient Greek thought to modern scientific and post-modern perspectives. Prerequisite: SBS 1150 and SBS 1160 or equivalent.

**SBS 3800: Systems & Theories in the Social & Behavioral Sciences (3)**

An examination of the major theoretical perspectives and research methodologies that have had a lasting impact on the fields of psychology, sociology, anthropology, political science, and economics. Perspectives covered will include: evolution, structuralism, psychoanalysis, Marxism, post-modernism, and Keynesian economics. Prerequisite: SBS 1150 and SBS 1160 or equivalent.

**SBS 4610–4690: Independent Study (1-3)****SBS 4710–4890: Special Topics (1-3)****SPANISH (SPN)****SPN 1010: Beginning Spanish I (3)**

Concentrating on the basic structures of the language, this course helps students to understand basic conversations, communicate basic needs and activities, and begin to appreciate the Latino culture. The course is intended for students who have little or no previous study of Spanish.

**SPN 1020: Beginning Spanish II (3)**

Comprehension and communication skills begun in SPN 1010 are strengthened so that students are able to discuss opinions and past events. Prerequisite: SPN 1010 or equivalent.

**SPN 2210: Spanish Conversation (2)**

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

**SPN 4610–4690: Independent Study (1-3)****SPN 4710–4890: Special Topics (1-3)****SPEECH (SPC)****SPC 2210: Presentational Speaking (3)**

Through this foundational public speaking/presentation course, students gain a self-image of their communicative personalities by enhancing and expanding their existing communicative competence. Students develop skills that invite transformation of speaker and audience through the creation of safety, value, freedom, and openness in the speaking environment. Students base presentations on such interactional goals as asserting individuality, building community, articulating a perspective, securing adherence, and discovering knowledge and belief.

**SPC 2220: Literature in Performance (3)**

Basic voice and body performance/presentation/interpretative skills are enhanced and expanded through the analysis and oral presentation/performance of prose, dramatic, and biblical literary texts.

### **SPC 2230: Acting: Theory & Performance (3)**

Communicative/performance skills are enhanced and expanded through the analysis, interpretation, and performance of theater literature. The study of acting, both in theory and performance, is an integral component of the course.

### **SPC 4610–4690: Independent Study (1-3)**

### **SPC 4710–4890: Special Topics (1-3)**

## **THEOLOGY (THL)**

CORE COURSES: REQUIRED FOR ALL SEMINARIANS

### **THL 1310, 1320: Christian Living & Theology I, II (3, 3)**

This full-year, team-taught course provides Conception Seminary College students with their initial academic step toward integration of lived Christian experience and academic theological reflection. Four content areas are addressed: Systematic Theology, Sacraments and Liturgy, Morality, and Christian Spirituality. A different member of the department teaches each area; the content is introductory in nature, based on the format of the *Catechism of the Catholic Church*, and covers basics of the Catholic faith, methodology, and spirituality. Four content areas are addressed: Systematic Theology, Sacraments and Liturgy, Christian Morality, and Prayer.

### **THL 2310: Old Testament Literature (3)**

Contemporary approaches to biblical interpretation are considered and tools of contemporary and patristic criticism examined. The course includes an investigation of the traditions of the Pentateuch and an overview of the history of biblical Israel. The phenomenon of prophecy in ancient Israel, the theological themes of its literature, and its evolution toward apocalyptic form also are covered, along with the wisdom tradition of Israel and its background against other Near Eastern cultures. Prerequisite: THL 1310.

### **THL 2320: New Testament Literature (3)**

The focus of this course is the culture and religious context of the New Testament era. The formation of the Christian Scriptures and methods of interpreting biblical texts are examined. Students study the four Gospel traditions, are introduced to the Pauline corpus, and reflect on the development of the early Church from the other biblical writings. Prerequisite: THL 2310 recommended.

### **THL 3350: Chastity & Celibacy in Human Sexuality (3)**

This course surveys the scriptural, historical, psychological, and theological backgrounds of celibacy in the context of discernment of a vocation to the priesthood. Consideration is given to the psychological and spiritual dimensions of chaste sexuality, whether related to the celibate or marital vocation.

## THEOLOGY ELECTIVES & SEMINARS

### **THL 3270: Catholic Social Teaching (3)**

Social justice as an essential element of the Church's mission is the focus of this course. By examining recent Church documents in light of contemporary political and cultural phenomena, the course fosters a Catholic approach to critical social issues of our times. The course is conducted as a seminar. Participants engage in Catholic social analysis of local programs and undertake direct philanthropy using grant money. Prerequisite: THL 1310 and THL 1320.

### **THL 3330: Christian Ethics Seminar (2-3)**

This seminar focuses on aspects of moral theology using two or more conversation partners in the spirit of the Second Vatican Council, which encouraged the critical use of Scripture in moral theology and attention to "the signs of the times." Topics include sexual ethics in the New Testament, family life in the contemporary American Church, using Scripture in moral decision-making, and the great vices and corresponding greater virtues. Full participation in discussions of reading, research, and writing is expected. Prerequisite: THL 1310 and THL 1320.

### **THL 3500: Christology (3)**

This course offers a systematic study of the Person and mission of Jesus Christ as found in Scripture and Christian tradition; an examination of the development of Christology and soteriology over the centuries within the teaching of the Church; and an analysis of contemporary problems such as the quest for the historical Jesus. Prerequisite: THL 1320 recommended.

### **THL 3610: Monastic Spirituality I (1-2)**

The practice of *lectio divina* is the primary focus of this course. Consideration is given to 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. (This course may be limited to Benedictine monks and sisters, novices, and oblates.)

### **THL 3700: Catholicism in the United States (2)**

This course surveys the history of how Catholics have lived their faith in what is now the United States from 1492 to the present. It studies the major moments in the establishment & development of the Catholic Church in the country, using selected readings of source documents describing both institutional & personal aspects of Catholicism. The history of selected dioceses and current issues in church/state relations are included.

**THL 3710: Ecclesiology (3)**

This study of the origin, nature, and mission of the Church explores the development of the theology of the Church in Catholic tradition from the New Testament to culmination in recent magisterial documents such as *Lumen Gentium* (the Second Vatican Council's Constitution on the Church), the *Catechism of the Catholic Church*, and *Dominus Iesus* (On the Unicity and Salvific Universality of Jesus Christ and the Church). Included are units on the relation of the Blessed Virgin Mary to the Church, on the Church's Magisterium, on the theology of communion, and on ecumenism and inter-religious dialogue.

**THL 3750: Exemplars of Priestly Ministry (2)**

A study of exemplary priests throughout the history of Western Christianity. A significant amount of time will be devoted to the analysis of the biblical roots of the ministerial priesthood. Individual figures will be studied from the Middle Ages, the time of the Reformation and the Council of Trent, and the 19th century. Several priestly figures from the United States, especially the Midwest in the 20th century, will be studied.

**THL 3810: Christian Spirituality (3)**

This course surveys the development of Christian spirituality from its origins to the 21st century, with special emphasis on the Latin Catholic tradition. It discusses significant spiritual writers, schools, devotions, and themes.

**THL 4610–4690: Independent Study (1-3)****THL 4710–4890: 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 Conception Seminary College. 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 purpose of the Alumni Association, according to its Constitution, are "to preserve and strengthen the bonds of fellowship, friendship, and fraternal charity that unite those who have been educated by and/or formed at Conception Seminary College; to facilitate an active relationship with CSC students and faculty to promote and further the interests of the College; and to plan, coordinate, and manage the annual Alumni Reunion for the general membership."

The Alumni Office, as part of the Abbey's Development Office, provides a connection between Conception Seminary 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](http://www.conception.edu).

All communications regarding alumni matters should be addressed to:

**Alumni Office**  
**Conception Seminary College**  
**P.O. Box 501**  
**Conception, MO 64433**  
email: [alumni@conception.edu](mailto:alumni@conception.edu)



# ADMINISTRATION AND FACULTY INDEX

## ADMINISTRATION

### CHANCELLOR

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Mrs. Jeanette Schieber, Registrar

Br. Thomas Sullivan, OSB, Academic Dean

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Rev. Paul Sheller, OSB, Director of Spiritual Formation

Br. Thomas Sullivan, OSB, Academic Dean

Rev. Peter Ullrich, OSB, Vice Rector and Dean of Students

Faculty Representative (elected biannually)

# ADMINISTRATION

## HUMAN FORMATION

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Rev. Enrique Garcia, Chaplain  
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Rev. Peter Ullrich, OSB, Vice Rector and Dean of Students, Chaplain

## INSTITUTIONAL ADVANCEMENT

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Mrs. Jennifer Huard, Development Director  
Mrs. Amy Schieber, Director of Administration  
Mrs. Jeanette Schieber, Director of Admissions  
Br. Thomas Sullivan, OSB, Alumni Director

## LIBRARY

Mr. Christopher Brite, Librarian  
Ms. Barbara Cowan, Access Services Librarian  
Ms. Fiona Holly, Reference & Outreach Librarian  
Br. Bernard Montgomery, OSB, Archivist  
Br. Thomas Sullivan, OSB, Special Collections Librarian

## PASTORAL FORMATION

Rev. Daniel Petsche, OSB, Director of Pastoral Formation

## PRESIDENT RECTOR'S CABINET

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Mrs. Jennifer Huard, Development Director  
Br. Jacob Kubajak, OSB, Business Manager & Treasurer  
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Rev. Daniel Petsche, OSB, Director of Pastoral Formation  
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Mrs. Jeanette Schieber, Director of Admissions  
Very Rev. Victor Schinstock, OSB, President-Rector  
Rev. Paul Sheller, OSB, Director of Spiritual Formation  
Br. Thomas Sullivan, OSB, Academic Dean  
Rev. Peter Ullrich, OSB, Vice Rector and Dean of Students  
Faculty Representative (elected biannually)

## SPIRITUAL FORMATION

Rev. Paul Sheller, OSB, Director of Spiritual Formation

## STUDENT SERVICES

Br. Jonathan Clark, OSB, RN-C, CRT, Director of Student Health Services  
Rev. Daniel Petsche, OSB, Director of Pastoral Formation  
Rev. Duane Reinert, OFM Cap., Director of Counseling Services  
Rev. Peter Ullrich, OSB, Dean of Students  
Br. Elias Zaczkiewicz, OSB, Director of International Students

## WELLNESS PROGRAM

Mr. Lawrence (Skip) Shear, Director of the Wellness Program



# FACULTY

**JOHN R. BLOOMINGDALE (Professor: Social & Behavioral Sciences)**

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

**CHRISTOPHER BRITE (Librarian)**

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

**ANSELM BROOM, OSB (Instructor: Philosophy)**

B.A. Conception Seminary College (2002); Ph.L. The Catholic University of America (2010); M.A. Northwest Missouri State University (2017)

**JONATHAN FUQUA (Assistant Professor: Philosophy)**

B.A. Culver-Stockton College (2003); B.A. Baylor University (2006);  
M.A. University of Missouri-St. Louis (2009); Ph.D. Purdue University (2018)

**ENRIQUE GARCIA-ELIZALDE (Instructor: Spanish)**

S.T.B. Seminario Conciliar de Texcoco (1997); S.T.B. Seminario Conciliar del Espiritu Santo (2000); S.T.L. Universidad La Salle (2006)

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B.A. Conception Seminary College (1963); S.T.L. Collegio di San't Anselmo (1967); Th.M. Princeton Theological Seminary (1970); M.A. Princeton University (1973)

**JUSTIN HERNANDEZ, OSB (Associate Professor: Philosophy)**

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

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B.S. University of Nebraska-Lincoln (1987); M.A. University of Nebraska-Lincoln (1996)

# FACULTY

**CYPRIAN LANGLOIS, OSB (Assistant Professor: Speech, Language, Culture, Church Program)**

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

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B.S. University of Nebraska-Lincoln (1987); M.A. University of Nebraska-Lincoln (1996)

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

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

**BENEDICT NEENAN, OSB (Associate Professor: Theology)**

B.A. Colorado State University (1971); S.T.B. The Catholic University of America (1988); M.A. The Catholic University of America (1990); Ph.D. The Catholic University of America (1996); E.M.B.A. Rockhurst University (2012)

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

**DANIEL PETSCHKE, OSB (Director of Pastoral Formation)**

B.A. Conception Seminary (1964); M.A. Conception Seminary (1967); S.T.B. The Catholic University of America (1968)

**DUANE REINERT, OFM Cap. (Professor: Social & Behavioral Sciences)**

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

**VICTOR SCHINSTOCK, OSB (President-Rector; Instructor: Theology)**

B.A. Conception Seminary College (2004); M. A. Catholic University of America (2012); M.Div. St Meinrad School of Theology (2013); M.Phil Catholic University of America (2017)

**LAWRENCE (SKIP) SHEAR (Director of Wellness Program; Instructor: Health & Physical Education)**

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

**PAUL SELLER, OSB (Director of Spiritual Formation)**

B.A. Conception Seminary College (2005); M.A. St. Vincent Seminary (2013); M.Div. St. Vincent Seminary (2013)

**THOMAS SULLIVAN, OSB (Academic Dean; Professor: History)**

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

**PETER ULLRICH, OSB (Vice Rector)**

B.A. Conception Seminary College (1972); M.Div. St. Meinrad School of Theology (1987)

**DAVID WILDING, OSB (Instructor: Music)**

B.A. Missouri State University (1997)

**ELIAS ZACZKIEWICZ, OSB (Director of International Students; Instructor: Theology, Language, Culture, Church Program)**

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

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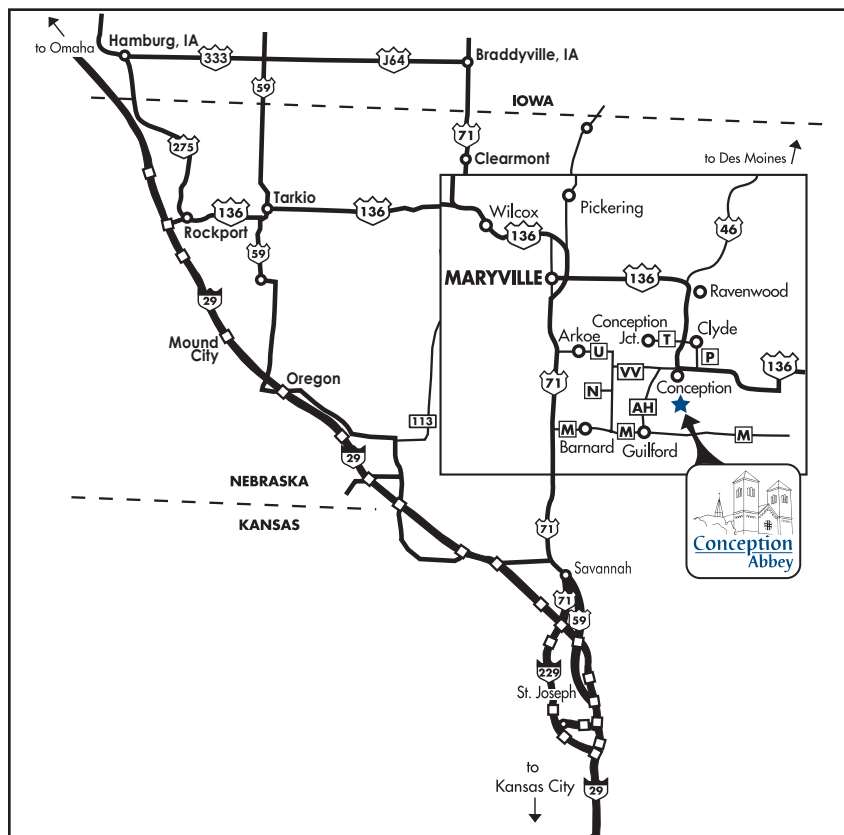
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# LOCATION

Conception Abbey and Conception Seminary College are located in northwest Missouri, not far from the borders with Nebraska and Iowa, at approximately the center of a triangle formed by Kansas City (100 miles), Des Moines (135 miles), and Omaha (145 miles).



## DRIVING DIRECTIONS

**From Kansas City:** Take I-29 north to U.S. 71, then take 71 north toward Maryville. Turn east on Route M, continuing about seven miles to Route AH. Turn north on Route AH, continuing about five miles to Route VV. Turn east on Route VV. Go one mile to the Abbey entrance.

**From Omaha:** Take I-29 south to U.S. 136, then take 136 east through Maryville. Go past Conception Junction to Route VV at Conception. Turn south on Route VV to the Abbey entrance.

**From Des Moines:** Take I-35 south to U.S. 136, then take 136 west at Bethany. Continue on 136 to Route VV at Conception. Turn south to the Abbey entrance.