Divine Word College

2019-2020 Academic Catalog

Divine Word College

2019 – 2020
CATALOG

Educating Tomorrow's Missionaries

A Roman Catholic College Seminary
owned and operated
by the
Society of the Divine Word

102 Jacoby Drive, SW
EPWORTH, IOWA 52045-0380
563-876-3353
www.dwci.edu

Divine Word College is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.

Divine Word College reserves the right to make changes to this catalog without prior notice.

Accreditation, Affiliation, and Authorization

The College is accredited or affiliated with the following organizations:

- The Higher Learning Commission of the North Central Association of Colleges and Schools, 30 South LaSalle Street, Suite 7-500, Chicago, IL 60604; Phone (800) 621-7440; Email: inquiry@hlcommission.org
- American Association of Collegiate Registrars andAdmissions Officers (AACRAO)
- American Council on Education (ACE)
- Association of American Colleges and Universities (AACU)
- Association for the Assessment of Learning in Higher Education (AALHE)
- Association of American Colleges and Universities (AACU)
- Association of Governing Boards of Universities and Colleges (AGB)
- The Council of Independent Colleges (CIC)
- National Association of College Admission Counseling (NACAC)
- National Association of College Seminaries (NACS)
- National Association of College and University Business Officers (NACUBO)
- National Association of Independent Colleges & Universities (NAICU)
- Iowa Association for College Admission Counseling (Iowa ACAC)

The College is:

- Incorporated by the State of Iowa as an institution of higher education empowered to grant degrees and academic honors.
- Approved under the Bureau of Citizenship and Immigration Service as a school for attendance by non-immigrant students.

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Our Mission

Divine Word College, a Roman Catholic seminary in the tradition of the Society of the Divine Word, educates men and women for missionary service as priests, brothers, sisters, and laypersons. For this purpose, we offer an education that combines spiritual formation, a liberal arts curriculum, language learning, and mission preparation within an environment that teaches and honors the rich cultural diversity of the world. This spiritual, academic, and experiential preparation serves the particular learning needs of our students, promotes their development as whole and responsible persons, and fosters a lifelong commitment to serving God's people.

Đại Học Ngôi Lời, một Đai Chủng Viện Công Giáo theo truyền thống Dòng Truyền Giáo Ngôi Lời đào tạo các bạn nam và nữ cho sứ vụ truyền giáo trong cương vị Linh Mục, Sư Huynh, Nữ Tu, và Giáo Dân. Với mục đích này, chúng tôi cung cấp một chương trình giáo dục bao gồm Khoa Tu Đức, Khoa Nhân Văn, Ngôn Ngữ và Truyền Giáo Học trong một môi trường nhằm truyền đạt và đề cao nét đa dạng phong phú của các sắc tộc trên thế giới. Chương trình đào tạo tu đức, học vấn và kinh nghiệm này nhằm đáp ứng những nhu cầu học hỏi đặc thù của các sinh viên và để cổ võ việc phát triển thành một con người toàn diện và có tinh thần trách nhiệm, đồng thời nuôi dưỡng lòng quyết tâm dấn thân suốt đời phục vụ Dân Chúa.

Divine Word College, un seminario Católico Romano en la tradición de la Sociedad del Verbo Divino, educa hombres y mujeres para servir como sacerdotes, hermanos religiosos, hermanas religiosas y laicos. Con este propósito, ofrecemos una educación que combina la formación espiritual, el currículo en artes liberales, la enseñanza de idiomas y la preparación para el servicio misionero dentro de unambiente que enseña y honra la variada riqueza cultural del mundo. Esta preparación espiritual, académica y experimental sirve las necesidades educativas particulares de nuestros alumnos, ayuda a su desarrollo como individuos completos y responsables, y promueve la entrega total al servicio del pueblo de Dios.

圣言学院是一所因着圣言会传统精神的天主教修道院，旨在培育有志献身于福传事业的青年, 其主要对象为司铎、修士、修女及平信徒。为此目标，本学院基于尊崇世界多元性的特色，为提供一个丰富多元文化的学习环境，设有神修陶成，文学教育，语言学习，及宗徒使命的培训。基于此，为帮助不同对象在神修、学术和实践方面做准备，以满足学生特定的需要。并促进他们完整和负责任的人格成，与塑造他们终身服务天主子民的献身精神。

L'Institut du Verbe Divin, un séminaire catholique dans la tradition de la Société du Verbe Divin, prépare des hommes et des femmes pour le service missionnaire en tant que prêtres, religieux, et laïcs. À cette fin, nous offrons un programme d'éducation où s'intègrent formation spirituelle, études des arts libéraux, apprentissage de langues, aussi bien qu'une préparation missionnaire dans une ambiance où l'on enseigne et cultive le respect des diverses cultures du monde. Telle formation spirituelle, académique et expérientielle répond aux besoins particuliers de nos étudiant(e)s, favorise leur maturation intégrale en tant que personnes responsables, et encourage un engagement persévérant au service du peuple de Dieu.

Core Beliefs of the Society of the Divine Word

- The Church is missionary by its very nature.
- God calls some to give special witness to the Church's missionary mandate.
- The missionary charism of the Society of the Divine Word, its history, heritage and hopes, is a significant contribution to the Church's missionary outreach.
- Service to the local churches through apostolic ministry demands the proper education and spiritual formation of future missionaries.

Core Values of Divine Word College

Diversity - Student recruitment efforts, the intercultural studies major, the Religious Formation Program, intercultural activities, and the international teaching experience of the faculty foster and support cultural diversity at Divine Word College. Students, faculty, staff, and friends of the College grow in intercultural community, reflecting the strong international mission of the Society of the Divine Word.

Opportunity - A program of generous scholarship assistance, the Intensive English Language Institute, a low teacher-student ratio, and other academic resources meet the learning needs of Divine Word College students, especially those from immigrant and refugee communities. This commitment of College resources demonstrates an historic interest of the Society of the Divine Word in the United States in enabling the marginalized to assume their rightful place within the Church.

Community - Active involvement by members of the Society of the Divine Word in the life of the College, the organization of students into small faith communities, the Friends Across Nations (FAN) program, and the interdependence among departments and personnel foster a close-knit community at Divine Word College. College personnel in community portray the determination of the priests and brothers of the Society of the Divine Word to build community among themselves, their collaborators, and those whom they serve.

Spiritual Growth - An integrated program of spiritual direction, group retreats, daily, and special liturgies, and regular prayer opportunities support Divine Word College students, faculty, staff, and friends in the discernment of their call to follow Jesus Christ. While pursued within community, spiritual growth is highly and intensely personal.

Service - Outreach to the elderly at area nursing homes, to the poor in homeless shelters and at soup kitchens, to youth in religious education programs, and to disabled children in local care facilities is an important aspect of Divine Word College's effort to follow the example of Jesus Christ who came "not to be served, but to serve." Students and faculty members regularly put themselves at the service of the local and regional community.

Integrity - Honesty in academic policies and practices, respect for each student's freedom in vocational discernment, the provision of just compensation, fair treatment for employees, and an adherence to high ethical standards in fundraising efforts and financial reporting help ensure that Divine Word College lives its mission and delivers on its promise.

Lifelong Learning - A liberal arts education program opens students to new worlds of knowledge, broadens intellectual horizons, and provides the critical skills increasingly necessary for informed leadership and service. Carefully designed curricula lead students to an appreciation of the complex and changing social environments of our time. Educational programs open to the wider community demonstrate Divine Word College's commitment to lifelong learning as a key to effective religious and missionary service.

Our Vision

Divine Word College aspires to excel in the spiritual and academic formation of missionaries who are grounded in faith, broadly educated in the liberal arts, interculturally competent to appreciate and honor the rich diversity of the world, and committed to serving God's people. Toward these ends, the College seeks to advance the following goals and priorities:

- Provide a continuously updated, high quality undergraduate education that is interculturally informed and rooted in the liberal arts.
- Offer an outstanding Religious Formation Program that embodies SVD charism, values, and objectives and, for seminary students, meets the expectations of the United States Conference of Catholic Bishops' Program of Priestly Formation.
- Recruit, develop, and retain a cadre of well-qualified and competent faculty and staff who are committed to advancing the College's mission.
- Maintain an optimum level of student enrollment that is consistent with the requirements of excellence in teaching and learning.
- Take full advantage of technology to enhance teaching and learning as well as to maximize operational efficiencies.
- Marshal adequate resources and strive toward financial independence through development efforts and endowment opportunities.
- Assure adequate physical facilities through a program of scheduled maintenance and careful projection of future housing requirements.
- Promote the international mission of the Society of the Divine Word and the College to external constituencies though a series of special cultural and educational events, school visits, support groups, and short-term visits to the College by external groups.

Liberal Arts Education

Divine Word College promotes an integrated development of the spiritual, physical, psychosocial, and intellectual abilities of the students as maturing persons. The liberal arts program is designed to help students acquire knowledge, attitudes, and skills in both traditional and contemporary studies which can foster the student's growth in personal maturity, committed faith, and provide an orientation to future ministerial service among God's people. It strives also to provide for the development of habits of creative and critical thinking as well as a facility in communication.

Missionary Formation

Students attending Divine Word College live in an environment that enables them to make a firm, personal decision to commit themselves to a life formed after Jesus Christ. More specifically, this would be in the form of becoming a priest or brother in the Society of the Divine Word or ongoing formation as a male or female religious, diocesan seminarian/priest, or lay person preparing to pursue missionary ministry.

While attending the College, students are in a period of ongoing, mature self-examination that leads to a sound and free decision to commit their lives and career to the mission of the global Church and the mission of the Society of the Divine Word in particular.

The College is open to accepting candidates for other religious orders and dioceses as well as lay persons. The College provides discernment opportunities to assist the student in the decision-making process. Members of the religious community at the College serve as role models of religious priests and brothers.

Throughout the curriculum, a strong emphasis is placed on mission and cultural awareness. An intercultural studies major and minor point to this emphasis. The Ministry Formation Program directs the student toward community service outside the College. There the student serves God's people in a number of ways and begins to acquire basic attitudes and skills required for future ministry.

Intercultural Environment

Students attending Divine Word College come from a variety of ethnic and national backgrounds; therefore, the community in which they live is intercultural. The environment of the College speaks to the missionary life for which its students are preparing. There is a permanent mission art display. Missionaries on home leave periodically visit and speak to the students. The celebration of feasts rooted in various cultural traditions both recognizes the rich cultural diversity of the students at the College and helps develop a knowledge and appreciation of the global Church community. The constant interaction among students, faculty and staff with different cultural backgrounds is a distinct advantage in preparing for a religious and lay missionary vocation. A student has an opportunity on a daily basis to gain an appreciation of other cultures.

Divine Word College and the Society of the Divine Word (SVD)

Saint Arnold Janssen founded the Society of the Divine Word (*Societas Verbi Divini* in Latin) in Steyl, Holland, in 1875. Today, there are approximately 6,000 Divine Word Missionaries working in over 75 countries throughout the world. Divine Word priests and brothers may find themselves teaching school in a remote area of Papua New Guinea, celebrating the sacraments to residents of a small village in the mountains of Mexico, helping communities in Ghana obtain a fresh supply of water, or working with the elderly in a parish in the hills of West Virginia.

The Society of the Divine Word established Divine Word Seminary, a four-year liberal arts college, in 1912 at Techny, Illinois. Over the years the Society had reason to locate the senior and junior college divisions at various locations throughout the United States.

In 1931, the Society purchased property in Epworth, Iowa, and, on a campus that once housed a Methodist seminary and a private military academy, established St. Paul's Mission House, an SVD high school seminary. In the early 1960s, the Society undertook a major reorganization of its seminary education programs and replaced St. Paul's Mission House with a new Divine Word College. Since its dedication in 1964, Divine Word College has served as the principal site of SVD undergraduate seminary education in the United States.

During their final semester of undergraduate studies at Divine Word College, young men who choose to continue their vocational journey with the SVD may apply for the Society's one-year novitiate program at Techny, Illinois, near Chicago. Near the end of their novitiate experience, the young men may apply to profess first vows as members of the Society. Those who are candidates for the priesthood continue their studies at Catholic Theological Union, in Chicago, a graduate school of theology serving over 40 religious orders. Those who are candidates for the brotherhood continue their studies at various institutes, colleges, or universities in the Chicago area.

Campus, Buildings, and Facilities

The main buildings, completed in 1964, contain classrooms, dormitories, a chapel, gym, weight room, indoor swimming pool, library, dining areas, offices, and living quarters for the SVD members. The chapel is the center of spiritual life within the College. Megan Hall, at the north end of the property, is the only building that remains from the original campus. Megan Hall currently houses religious sisters.

The Matthew Jacoby Library, with large windows overlooking the rolling Iowa countryside, provides a pleasant atmosphere for studying. Open stacks contain over 70,000 volumes on all subjects, and an adjacent reading room holds the current issues of the 277 periodicals to which the library subscribes. In addition to its broad collection of DVDs and CDs, the library also provides access to important online resources. The library staff is glad to provide individual instruction and reference assistance with any aspect of library research. Divine Word College students and faculty have access to and borrowing privileges from the libraries of Dubuque-area colleges.

A learning center for students in the Intensive English Language Institute (IELI) contains computers and other equipment for use in acquiring language skills.

Fully equipped computer labs are available to the students for use in their personal academic work. The entire campus has wireless capabilities for access to the Internet.

A large combination gymnasium and auditorium can accommodate a variety of sports, plays, and concerts. A full-size swimming pool is an inviting place to exercise after studying. Students can also relax in a recreation area where there is a TV room, pool and game tables, snack bar, and lounge.

The Fr. Peter Weyland, SVD, Gallery is an inviting exhibit area near the College's main entrance. The Weyland Gallery sponsors annual art exhibits, including an exhibit of student artwork.

The Russell J. Hannon and George Dods Gallery is located on the ground floor corridor. The Hannon Dods Gallery surrounds the Divine Word College community with art from around the world.

The 30-acre College campus provides many opportunities for outdoor recreation, including soccer, baseball, and tennis. Nearby is the Heritage Trail for hiking, biking, or cross-country skiing.

Student Services

Counseling Service - Through the services of the college Counselor, the student is provided with the opportunity for professional guidance. The Counselor may administer tests to facilitate greater self-understanding and clarify vocational choices. The Counselor is an integral part of the formation program and is a resource person for the formation directors. Outside counseling services are also available.

Student Health Service - The College has a resident Student Health Services Coordinator. Physicians and medical facilities are available in Dubuque, Dyersville, and Peosta. Red Cross First Aid and life-saving courses are periodically made available. A physical examination is required before entry. Immunization records are kept on file at the College. The College requires the mumps, measles, and rubella vaccination for all students and a tuberculosis test for international students who come from countries that the Centers for Disease Control and Prevention (CDC) recommends testing.

Student Activities - Extra-curricular activities are fostered to aid the total development of the student. Among these activities are: the Student Senate, student publications, ministry service with the handicapped, aged, infirmed, and ethnic minorities.

- Fan Club - The Divine Word College FAN Club is an acronym for "Friends Across Nations." The organization matches students with area families as a means of establishing off-campus social connections. Some on-campus events are scheduled, but most activities are left to the desires and interests of the individual student(s) and host family. Participation is voluntary.

- Athletics - Alertness, self-confidence, discipline, and teamwork are characteristic of the missionary ideal. Students may acquire these traits by participating in the various intramural sports activities available at the College such as basketball, volleyball, soccer, tennis, swimming, and weightlifting.

- Tutoring Services - A range of tutoring services is available to help students with time management, study skills and test taking in all subjects with specific help available in math, writing, and philosophy. Faculty advisors are available to inform students of the exact nature of these existing services.

Student Orientation

At the beginning of each semester, students attend several days of orientation introducing them to life at Divine Word College. Students learn about the College curriculum, the requirements of the degree programs, College administration, the counseling service, student government, and the Religious Formation Program.

Students tour the library and learn about the technical equipment. New students will also take placement tests during orientation. Each new, undergraduate College student is also required to schedule an interview with the college Counselor within the first six weeks of the semester.

On-Campus Community Service

Members of the Society of the Divine Word who work at Divine Word College contribute their services as administrators, faculty, and staff. Correspondingly, the College expects all students, as candidates for or beneficiaries of the Society, to contribute some of their time and energy supporting community activities or events and maintaining the College buildings and grounds. Students do not receive financial compensation for community service activities.

Ministry Formation Program

The purpose of the Ministry Formation Program is to facilitate growth in maturity in each of the areas of education, commitment, and service in a manner that helps to prepare the student for various missionary apostolates (especially those of the Society of the Divine Word). This is achieved through active involvement in several different kinds of service, including working with the mentally and physically challenged, offering hospitality to those in need, feeding the hungry and homeless, working with the youth, visiting the elderly, and serving Latino and Vietnamese communities in the area. Once per semester, the student participates in group reflections on their experiences with the Ministries Coordinator or his/her assistants.

Religious Formation Program

Students follow the Religious Formation Program of Divine Word College, an integrated program of personal and spiritual formation. This co-curricular program enables students to become healthy, integrated persons, committed to a life formed after Jesus Christ, so that they can then make a free and mature decision regarding their vocation.

In the Religious Formation Program, students are organized into formation groups and guided by a formation director. Students strive to develop in five areas:

Human Formation – Develops mature, integrated, and committed persons who are capable of discerning their readiness and desire to live in a religious and faith community.

Spiritual Formation - Develops faith-filled, discerning students, rooted in Jesus Christ and committed to personal and communal prayer as the foundation for missionary service.

Intellectual Formation - Instills in students a commitment to acquire the skills and knowledge necessary for effectively communicating the Gospel.

Intercultural Community Living Formation - Enables students to be rooted in their own culture and to cross over to other cultures with respect and sensitivity, while developing skills for life in a religious community or service to a parish.

Missionary Ministry Formation – Allows students to develop ministry skills and to apply their gifts and education to missionary service.

Spiritual Direction and Faith Formation

Each student has a spiritual director. During regular meetings with their director, students are encouraged to develop personal prayer as a means of growing in relationship with God.

All students participate in faith formation sessions in small formation communities to grow in faith, prayer, and Church teachings.

Liturgical Formation

Students regularly participate in liturgies. Music ministry and other special liturgical ministries, such as reader, altar server, sacristan, cantor, and minister of hospitality are performed by students according to their talents and level of growth.

Training is provided for all these ministries. Students are required to attend a weekly liturgy preparation period which consists of instruction and discussion of liturgy, as well as rehearsal of liturgical music.

Drug-Free School/Workplace

College regulations comply with the Drug-Free Schools and Communities Act of 1989 requiring documentation of services and awareness for drug-free schools and communities. The College complies as defined in schedules "I" through "V" of Section 202 of the "Controlled Substances Act" (21 U.S.C. 812) and as further defined by regulations 21 CFR 1300.11 through 1300.15.

All students, faculty, and employees of the College receive copies of these policies and disciplinary action is taken if violated.

Student Right-To-Know and Campus Security Act of 1990

The College adheres to the Student Right-To-Know and Campus Security Act, Public Law No. 101-542. Statistical information on the completion of graduation rates of both A.A. and B.A. degree-seeking students is maintained and compiled by the College Registrar. This information is available upon request from the Financial Aid Coordinator.

The College Financial Aid Coordinator prepares, publishes, and distributes information annually, before October 1, on campus crime statistics to all students, faculty and employees, and upon request, to any applicant for enrollment or employment.

The College is committed to providing a safe and secure environment to all members of the College community. All criminal actions or emergencies are reported to the College President and Dean of Students. These individuals shall refer the matter to the local law enforcement agencies, if warranted, and to the statistical coordinator of campus crime.

Non-Discrimination Policy

Divine Word College is committed to a policy of non-discrimination in admissions, education programs or activities, and employment, as required by applicable laws and regulations. Inquiries may be addressed to the Vice President for Academic Affairs, Divine Word College, or to: Director, Civil Rights Commission, Washington, D.C.

Divine Word College makes an effort to attract students from diverse economic, racial, and ethnic backgrounds. The College does not discriminate on the basis of race, color, national, or ethnic origin in the administration of educational and admission policies or in scholarship, loan, athletic, and other college-administered programs.

Federal/State Compliance Policies

Divine Word College strives to provide all required information to its students and employees. Information on required compliance with federal and state laws found in the college's handbooks and manuals which are located on the college website (www.dwci.edu). These handbooks and manuals include policies on:

- Americans with Disabilities Act (ADA)
- Bullying
- Child Abuse-Mandatory Reporter
- Drug-Free School/Workplace
- Family Educational Rights and Privacy Act (FERPA)
- Higher Education Opportunity Act 2008
- HIV Policy
- Smoke Free School and Workplace
- Student Complaints
- Sexual Abuse
- Sexual Harassment
- Sexual Misconduct
- Whistleblower

Location and Contact Information

Divine Word College is located 15 miles west of Dubuque, Iowa on four-lane U.S. Hwy. 20. Dubuque is a modern city with many cultural and recreational events available. Airline service is available to Dubuque (Dubuque Regional Airport – DBQ).

Telephone: (563) 876-3353 Fax: (563) 876-3407 www.dwci.edu

Correspondence should be directed to:

College President	General Correspondence
Vice President for Academic Affairs	Academic Programs
Vice President for Formation/Dean of Students	Student Services
Vice President for Admissions	Admissions
Vice President for Operations	College Management/ HR
Business Office Director	Budget and Finances
Development Director	Development & Fundraising
Public Relations Director	Public Relations
Registrar	Academic Records
Financial Aid Coordinator	Scholarships and Financial Aid
International Student Advisor	International Student Inquiries

Student Admissions Policy

Divine Word College (DWC) admits students to the academic programs best-suited to their interests and learning objectives. Students are admitted to undergraduate programs with majors in the fields of philosophy, theology and religious studies, and intercultural studies. For those needing to achieve English language proficiency, students are also admitted to the English as a Second Language (ESL) program in the Intensive English Language Institute (IELI).

As a mission seminary college, Divine Word welcomes men entering the Religious Formation Program (RFP) as Divine Word Missionary (SVD) candidates for religious priesthood and brotherhood, together with other men and women interested in pursuing academic and religious formation for ministry in the Catholic Church.

This Admissions Policy outlines the criteria and application procedures for all students' entering Divine Word College's undergraduate and ESL programs.

Part 1 – Admissions Criteria

Divine Word College—as a mission seminary—has an admissions policy that includes both academic and religious formation criteria. Normally, each student living on-campus will participate in both the academic and religious formation programs, and so applicants must meet all of the following academic and religious formation criteria for acceptance to Divine Word College. Off-campus students participating in DWC's academic programs are required to meet the academic criteria for admissions. Some off-campus students may also participate in the religious formation program as appropriate.

Academic Criteria

Applicants to Divine Word College must generally meet the following academic admissions criteria:

- High school diploma (or equivalent)
- A minimum Grade Point Average (GPA) of 2.00 in previous academic work, including high school and any college/university studies (particularly in strictly academic courses)
- English language proficiency for those applying for the undergraduate program (the College has open enrollment for students applying for the ESL program)
- SAT/ACT scores are not required, but any applicant who has taken either or both of these exams should submit the test results with their application

In some circumstances, documentation to show academic ability may be impossible to gather especially if an applicant's education documents are not available from his/her home country or were permanently lost. The Admissions Director or designee will make every attempt to gather information about an applicant's academic ability through interviews, recommendations from persons who know the applicant, unofficial grade reports, recommendations from teachers, or letters attesting to the applicant's academic history.

On a case by case basis, applicants who completed some of their education outside of the United States, but who did not earn a secondary education diploma, may be admitted to the Intensive English Language Institute for ESL studies.

Students from area high schools may enroll in lower division college courses. Applicants must have completed the junior year (11th grade) and are categorized as unclassified part-time students who are not pursuing a degree.

An applicant whose primary language is not English is required to either submit a TOEFL (Test of English as a Foreign Language) or equivalent test score or take an English language proficiency test at Divine Word College prior to placement into the undergraduate program. An applicant who has a TOEFL score of 550 (213 CBT or 80 iBT) or higher and an English Writing Test (EWT) score of nine will be placed in the undergraduate program. Applicants with lower EWT scores will be placed in an undergraduate developmental writing course. All others will be placed in the IELI's English as a Second Language program.

English Language Assessment: The Intensive English Language Institute (IELI) assesses students' English language proficiency and readiness for eventual undergraduate studies. IELI faculty administers English language proficiency testing to new and current students at the end of each ESL term to determine initial placement levels within ESL, promotions to higher levels within ESL, and eventual readiness for transition to full-time studies in the undergraduate program. The following tables indicate IELI requirements for new student placement testing (Table 1) and current student promotion testing (Table 2).

Table 1: Placement Testing Criteria for New Students

Program	**Placement**	**1. English Writing Test**	**2. English Speaking Test**	**3. CaMLA**
IELI	Level 1	1	5-8	0-24
	Level 2	2	9-10	25-29
	Level 3	3	11-12	30-34
	Level 4	4	13-14	35-39
	Level 5	5	15-16	40-45
	Level 6	6	17-18	46-52
	Level 7	7	19-20	53-58
	Level 8	8	21-22	59-63
College		9	23-25	64-80

Table 2: Promotion Testing Criteria for Existing Students

At the end of:	Writing grade	EWT (taken at the end of levels 2, 4, 6, 8)	Communication grade	EST (taken at the end of levels 2, 4, 6, 8)	Reading grade	CaMLA (taken at the end of each level)
Level 1	80%↑ ESL 012		80%↑ ESL 016			25
Level 2	90%↑ ESL 022 *or* 80-89.9% ESL 022 + EWT 3	3	90%↑ ESL 026 *or* 80-89.9%↓ ESL 026 + EST 11	11		30
Level 3	80%↑ ESL 032		80%↑ ESL 036		80%↑ ESL 035	35
Level 4	90%↑ ESL 042 *or* 80-89.9% ESL 042 + EWT 5	5	90%↑ ESL 046 *or* 80-89.9% ESL 046 + EST 15	15	80%↑ ESL 045	40
Level 5	80%↑ ESL 052		80%↑ ESL 056		80%↑ ESL 055	46
Level 6	90%↑ ESL 062 *or* 80-89.9% ESL 062 + EWT 7	7	90%↑ ESL 066 *or* 80-89.9% ESL 066 + EST 19	19	80%↑ ESL 065	53
Level 7	80%↑ ESL 072		80%↑ ESL 076		80%↑ ESL 075	59
Level 8	80%↑ ESL 082	8 or higher	90%↑ ESL 086 *or* 80-89.9% ESL 086 + EST 23	23	80%↑ ESL 085	64

Formal Process for Transition: Following the English language assessment as outlined above, and having demonstrated the required English language proficiency, students wishing to transition from the IELI to the college's undergraduate program must complete a formal request—Application Form to Transition from IELI to Undergraduate Program. After a student obtains the signatures of the Director of the IELI and the Dean of Students, the student submits the form to the Vice President for Academic Affairs for final approval. The Vice President for Academic Affairs writes a letter to the student approving or denying the request and sends a copy to the Registrar for the student's permanent file.

Religious Formation Criteria

All candidates for the Divine Word Missionaries (SVD), for dioceses/ congregations, and religious in temporary vows will participate in the complete Religious Formation Program (RFP) and must, therefore, meet the religious formation criteria for admissions as identified below. Other fulltime students living on-campus, including ordained priests and religious in perpetual vows will need to understand and respect the spiritual and formational aspects of the entire Divine Word College program and adhere to appropriate Student Handbook policies. Full participation in DWC's intercultural community life is a requirement for all on-campus students.

The criteria for participation in the College's Religious Formation Program (RFP) include:

- a religious spirit appropriate to the candidate's age indicating a missionary calling
- active participation in the life of the Church as evidenced by involvement in a local parish or other volunteer service projects
- willingness to live in an intercultural environment
- sound physical and mental health
- ability to accept responsibility
- a sense of purpose in life
- social skills appropriate to the candidate's age
- the capacity for and a demonstrated pattern of lived celibacy for an appropriate period

Pre-Screening of SVD Candidates: A candidate for the Divine Word Missionaries (SVD) who contacts the College concerning admission does not immediately receive application papers, but is assigned a Vocation Director. The Vocation Director maintains contact with the candidate from this initial stage through the

discernment and admissions processes. In most cases the Vocation Director visits the candidate at his home, invites the candidate to visit the College, and interviews the candidate. The Vocation Director is guided by the Constitutions of the Society of the Divine Word (Const. 511.4) and looks for positive indicators for each of the characteristics listed above. A serious deficiency in one category can jeopardize admission. The candidate's age and experience may affect the degree to which he demonstrates these characteristics. If the Vocation Director is convinced that the candidate is serious and is likely to meet the criteria as previously outlined, the Vocation Director offers the candidate application materials. The ensuing application procedures are designed to gather sufficient information about the candidate so the Admissions Committee can make an informed decision of the candidate's suitability for admission to the appropriate academic and religious formation programs at Divine Word College.

Other Applicants: In addition to candidates applying for religious formation with the Divine Word Missionaries (SVD), Divine Word College welcomes many other students to its academic and religious formation programs. Applicants from other religious congregations or diocesan seminarians and priests must submit a letter of recommendation from their religious superior or local bishop. These recommendation letters serve to demonstrate that religious and diocesan applicants have already been assessed as meeting the above criteria. While lay students applying to Divine Word College exclusively for academic programs—and who will not participate in the Religious Formation Program—are thereby exempt from meeting the religious formation admission criteria. However, any such lay student must understand and respect the spiritual and formational aspects of the entire Divine Word College program and adhere to appropriate Student Handbook policies.

Part 2 – Admissions Procedures

SVD Candidates

SVD candidate applicants normally follow these procedures:

- Applicants are interviewed by a Vocation Director at the applicant's home, school, Divine Word College, or at another appropriate location.
- Applicants are generally required to visit Divine Word College prior to application.
- Applicants submit the following documents:
    - Signed application form
    - Autobiography

- Official academic transcripts from each secondary and post-secondary school attended
- Course descriptions and/or syllabi for college classes when the applicant is requesting transfer credit
- High school diploma or equivalency exam scores
- SAT or ACT scores and/or TOEFL or alternative English language test, if available
- Health report and up-to-date immunization record and appropriate psychological testing if requested
- Pastoral recommendation
- Two professional recommendations (including one from any youth service employer if applicable)
- Official copies of baptismal and confirmation certificates
- Consent form for background check of national sex abuse registry and criminal background check of each state and county of residence for the last ten years
- International students: A copy of the applicant's passport, visa, and all immigration documents
- Non-United States citizens and Naturalized United States Citizens: A copy of the applicant's immigration documents, including a copy of the Alien Registration Card (green card) or naturalization certificate or U.S. Passport
- $25 application fee
- Photo
- Where applicable, a letter of recommendation is required from the diocese or religious community (rector, superior or his delegate) with whom the applicant was previously affiliated
- Where applicable, a copy of separation/discharge forms after service in the U.S. military
- Application for Federal Student Aid is recommended, but not required (eligible students)

The College's Admissions Committee reviews the information and gives final approval for acceptance into the College. The Admissions Director will generally respond to the applicant within 14 days with the committee's decision. The Admissions Director will notify the Registrar of acceptance so the student can register for classes.

Non-SVD Candidates

In addition to men considering religious vocations as missionary priests and brothers, Divine Word College welcomes other individuals wishing to utilize the College's educational programs. Non-SVD candidates will fall into the following categories:

Degree-Seeking Students (full or part-time): Applicants submit the following documents:

- Application form
- Letter(s) of recommendation and/or referral (must be from the congregational superior if the applicant is a member of a religious community and from the local bishop if the applicant is a diocesan priest or priesthood candidate)
- Official academic transcripts from each school attended
- Course descriptions and/or syllabi for college classes when the applicant is requesting transfer credit
- SAT or ACT scores, if available
- TOEFL or alternative English Language test score (such as TOEIC or IELTS), if appropriate
- Health report and current immunization record for international students living outside the USA (SVD, SSpS, and domestic applicants are exempt from the health report)
- International students: A copy of the applicant's passport, visa, and all immigration documents
- Non-United States citizens and Naturalized United States Citizens: A copy of the applicant's immigration documents, including a copy of the Alien Registration Card (green card) or naturalization certificate or U.S. Passport
- Background check consent form when appropriate
- $25 application fee

The College's Admissions Committee reviews the information and gives final approval for acceptance into the College. The Admissions Director will generally respond to the applicant within 14 days with the committee's decision. The Admissions Director will notify the Registrar of acceptance so the student can register for classes.

Non-Degree Seeking Temporary Students (full-time): Applicants submit the following documents:

- Application form
- Letter(s) of recommendation and/or referral (must be from the congregational superior if applicant is a member of a religious community and from the local bishop if the applicant is a diocesan priest or priesthood candidate)
- If available, official academic transcripts from each school attended
- SAT/ACT scores, if available
- TOEFL or alternative English Language test score (such as TOEIC or IELTS), if available
- Health report and current immunization record for international students living outside of the USA (SVD, SSpS, and domestic applicants are exempt from the health report)
- International students: A copy of the applicant's passport, visa, and all immigration documents
- Non-United States citizens and Naturalized United States Citizens: A copy of the applicant's immigration documents, including a copy of the Alien Registration Card (green card) or naturalization certificate or U.S. Passport
- $25 application fee

The College's Admissions Committee reviews the information and gives final approval for acceptance into the College. The Admissions Director will generally respond to the applicant within 14 days with the committee's decision. The Admissions Director will notify the Registrar of acceptance so the student can register for classes.

Non-Degree Seeking Temporary Students (part-time): Individuals interested in taking an occasional class complete a short application form. Applicants should return the application to the Admissions Office for processing. Generally, the Admissions Director will forward the applications to the Registrar immediately so the student can register for classes. Students who previously completed a registration form do not need to complete a new form for each subsequent semester.

Unclassified Part-Time Students: Students from area high schools may enroll in lower division college courses. Applicants must have completed the junior year and are categorized as unclassified part-time students who are not pursuing a degree.

Part 3 – Other Important Admissions Information

Assessment and Placement of New Students

All new, full-time degree-seeking students will be required to complete assessment testing during orientation week or early in the semester in order to determine placement into appropriate courses. Assessment tests will include reading, writing and math skills, and understanding of the Catholic faith. Students who have successfully completed a previous college-level math course will be exempt from the math placement test. Students may be admitted to either the undergraduate program or the Intensive English Language Institute (IELI) if they require further ESL language support.

Students required to take an English language proficiency test may do so during the application process or at any time prior to admission. If a student performs well on such pre-admission language testing and results indicate that he/she is not in need of ESL, the student may be exempt from further testing during orientation week. However, English language proficiency testing will be required of students during orientation week when pre-admission English language testing indicates a need for ESL.

New full-time students who are not seeking a degree will be exempt from the math placement test. These would include Pre-Theology students completing stipulated philosophy and theology requirements for future theology studies.

Immunization Records

Applicants who are not required to submit a health report for the admission process must nonetheless complete the College's immunization form and meet the immunization requirements prior to enrolling for classes. Divine Word College's student health policy requires all students to have two verified MMR vaccinations after their first birthday. Usually these are noted as MMR or separate vaccinations to Rubeola (red measles), Mumps and German Measles on the vaccination record. Laboratory evidence of immunity (Rubeola and Rubella titers and Mumps IgG immune status) is acceptable in lieu of vaccination records. The signature and office stamp of physician or immunizing official must be affixed to all records. Individuals born before 1957 are not required to have these immunizations unless there is laboratory evidence of no immunity.

If a new student fails to provide documentation of the MMR vaccines, the student can enroll in classes for one semester. During that semester, the student must obtain the required immunizations. The College's Health Services Coordinator will assist the student in completing the required immunizations. The student's immunization record must be up-to-date by the start of the following semester; otherwise, the student will normally not be allowed to enroll for a second semester.

In addition, all international students are required to have a Tuberculosis (TB) test completed in the United States within the past year if they are from a country noted as high risk by the Centers for Disease Control and Prevention (CDC). If they are known to be positive or have current positive results, a chest X-ray with a copy of the report is required.

Proficiency Tests

Advanced Placement Program (AP): Divine Word College participates in the Advanced Placement Program of the College Entrance Examination Board. High school students who have performed satisfactorily in advanced college level courses before college entrance and who have demonstrated their achievement in the Advanced Placement Test of the College Entrance Examination Board may have the results submitted directly to Divine Word College for credit.

A student who receives a four (4) or five (5) rating in the Advanced Placement Test will automatically receive college credit in the subject.

Applicants for advanced placement should request their high school counselor to obtain the test from the College Entrance Examination Board, Princeton, NJ 08540.

College Level Examination Program (CLEP): Divine Word College participates in The College Level Examination Program (CLEP) and accepts CLEP's current recommended standards for transfer of credit. Students who, by virtue of study or travel abroad, work experience, independent study, advanced work in high school or study in non-accredited institutions, believe that they might already possess knowledge comparable to that expected in a certain lower division course, may receive credit and placement based on scores of the Subject examinations administered by CLEP.

Application Deadlines / Start of Semester

The Admissions Committee ordinarily processes applications within two weeks of receipt of all the required documentation. Applicants are encouraged to complete the application process as early as possible. Ideally, the Admissions Office will process international student applications until June 15 for the Fall Semester and until October 15 for the Spring Semester. The Admissions Office will process domestic student applications until July 15 for the Fall Semester and until December 1 for the Spring Semester.

The college expects new and returning students to begin each semester on the designated starting date. Students are required to participate in the new semester orientation. In exceptional circumstances, students may request permission to

arrive late, specifically when circumstances beyond their control prevent their prompt arrival, e.g., application papers submitted on time but U.S. consulate delayed issuance of visa, physical illness, extraordinary family emergency, etc.

Transfer Students

A student wishing to transfer from another accredited college or seminary should follow the normal application procedure. The student must submit official transcripts to the Admissions Director during the admissions process. If the applicant is requesting transfer credit, the applicant must submit course descriptions or course syllabi for all college classes in question in order to more accurately determine their equivalency to Divine Word College courses. Refer to the section on Transfer Credits in the Academic Regulations section of the College Catalog for the process of accepting transfer courses. In order to process transfer credits in a timely manner, applicants should submit their information as early as possible.

A letter of recommendation from the rector, superior or his/her delegate is also required if the applicant is transferring from a seminary or was ever in formation/ vows with another religious congregation or diocese.

International Students

International students are subject to the admission policies of Divine Word College and the regulations of the Citizenship and Immigration Services of the United States Department of Homeland Security. If the student is accepted, the college will issue a Form I-20 and other necessary documents within two weeks in order for the student to apply for a student visa from the United States government.

Students with questions about the Test of English as a Foreign Language (TOEFL) can contact Educational Testing Services (ETS), P.O. Box 6151, Princeton, NJ 08541-6151 or visit www.ets.org/toefl.

For students who are transferring from a foreign university, the regulations on the acceptance of transfer credits are located under the Transfer Students section of the College Catalog. Federal Financial Aid is not available to international students. An applicant may apply for a Divine Word College scholarship.

Leave of Absence

A student with good reason may request—and with approval by both the Vice President for Formation and the Vice President for Academic Affairs—be granted a leave of absence for any period up to one year (two semesters) without

withdrawing from the College. The student may re-enroll after communicating directly with the Vice President for Formation and the Vice President for Academic Affairs. The student must remain in regular communication with the Dean of Students during the leave of absence period. If the student does not return within two semesters, the student must re-apply to Divine Word College under the "Readmission" section below.

Readmission

A student who withdraws from Divine Word College in good standing may reapply after two semesters. A student who withdrew from Divine Word College because of academic probation may be readmitted to the College after two years in the Fresh Start Program (see Academic Regulations Section of the College Catalog). The same admission procedures noted below are followed as for those who left in good standing. If the student is readmitted, the credits earned previously at Divine Word College are treated as transfer credits. To graduate, the student must complete the last 30 hours in residence at Divine Word College.

A student reapplying is required to submit the following documentation:

- Signed application form
- A letter to the Admissions Director outlining why the student left, his/her principal activities during the absence from Divine Word College (including involvement in parish and Church related activities), and why the student wishes to return
- Official academic transcripts of all courses taken in the interim, along with course descriptions or syllabi
- One professional recommendation
- Updated medical form with recent physician exam if applicable.

Undergraduate Student Finances

TUITION	AY 2019-2020	AY 2020-2021
Full-time, per semester (16 weeks)	$ 6,630	$ 6,800
Part-time, per credit hour	$ 300	$ 320
Audit, per course	$ 200	$ 210

ROOM & BOARD	AY 2019-2020	AY 2020-2021
On-campus, per semester (16 weeks)	$ 1,900	$ 1,950

MISCELLANEOUS EXPENSES

Transportation	$ 500 - $ 1,000 estimate per year
Personal Items	$ 750 - $ 1,000 estimate per year
Medical Insurance *	$ 1,500 - $1,600 estimate per year

* Medical insurance is mandatory for full-time students not otherwise covered by an individual or parental health plan.

FEES

Administrative Fees (SEVIS/I-20, etc.)	$ 450	Late Registration Fee	$ 10
Application Fee (non-refundable)	$ 25	Lost Library/ ID card replacement	$ 5
Book Rental (per semester)	$ 150	Room Deposit	$ 25
Cap and Gown rental	$ 75	Student Activity Fee (per semester)	$ 50
Change of Registration	$ 10	Technology Fee (per semester)	$ 40
Graduation Fee	$ 50	Transcript Fee (first copy free)	$ 10
Key Deposit	$ 10	Lunch Fee (per meal)	$ 7
Late Exam/Testing Fee	$ 10		

Payment of Expenses

All charges for tuition, room, board, book rental, as well as activity and course fees, are billed by the semester and are payable in advance.

If a student is indebted to the College for tuition, room, board, and other fees, or is in default of any student loans, the student's diploma, recommendations and academic transcripts will ordinarily be withheld until the debts and loan defaults are resolved.

Section 103 Compliance Policy (for Veterans): All students that have completed their GI Bill Benefits worksheet and have been certified by the College, will not be restricted in any way for the first 90 days of a semester if the reason for the delay in making payments for the certified semester is due to a delay in receipt of benefits from Veteran Affairs (VA). This will include assessing late fees, charging restrictions or registration holds. After the 90 days, the College will treat each Veteran on a case by case basis.

Refunds

Upon withdrawal from the College, tuition, room, and board are refunded on a day-by-day prorated basis, minus a $100 administrative recovery charge. When 60% of a semester has expired, there will be no refund.

Attendance at Other Colleges

Transportation and other expenses incurred while attending other colleges are the responsibility of the student concerned.

Insurance

Divine Word College requires that all resident students have medical insurance coverage. Those not covered by an individual or parental health plan must purchase medical coverage. The insurance premium can be covered by student financial assistance. The College does not assume liability in case of medical care or loss or damage of personal property. For more information, contact the Financial Aid Coordinator.

Student Financial Resources

Any duly qualified applicant sincerely interested in studying for the priesthood or brotherhood as a Divine Word Missionary will never be turned away for lack of money. While expecting students and their parents to pay what they can

reasonably afford, Divine Word Missionaries will assist them in obtaining the necessary financial resources.

Scholarships and Benefits

Divine Word College Scholarship - After admission and upon application at the beginning of every academic year, assistance from Divine Word College of up to $7,000 in an academic year may be granted. Students enrolling for part-time and/or auditing courses may qualify for proportionately reduced assistance.

Presidential Scholarship - Divine Word College first awarded the Presidential Scholarship in 1979. This scholarship is an award to students who show promise of superior academic achievement. The Presidential Scholarship is an annual award of $3,000 renewable each year the recipient continues to meet the established guidelines. A maximum of two new students may receive this scholarship in a single year.

Bishop Curtis Guillory SVD Scholarship - The College established this scholarship in honor of Bishop Guillory, SVD, a 1968 graduate of Divine Word College who currently serves as the Bishop of Beaumont, Texas. The Bishop Guillory Scholarship is an annual award of $2,300 which is renewable each year that the recipient continues to meet the established guidelines.

Father Robert J. Flinn SVD Scholarship - The College established this scholarship in honor of Father Robert J. Flinn, SVD, an accomplished educator, author, canon lawyer, medical ethicist, and former Divine Word College trustee who died in June of 1995. The Flinn Scholarship is an annual award of $2,300 which is renewable each year that the recipient continues to meet the established guidelines.

Alfred E. Hughes Scholarship - The College established this scholarship in memory of Mr. Al Hughes, a longtime member of the Board of Trustees and the College attorney. The Hughes Scholarship is an annual award of $2,300 which is renewable each year that the recipient continues to meet the established guidelines.

Father Francis Kamp SVD Scholarship - The College established this scholarship in honor of Father Francis Kamp, SVD, a Divine Word Missionary for over 60 years. Fr. Kamp headed the SVD Mission Center at Techny, Illinois, for many years, generating great support for the missionaries and their ministries abroad. The Father Kamp, SVD, Scholarship is an annual award of $2,300 which is renewable each year that the recipient continues to meet the established guidelines.

Father Chester Nowicki SVD Scholarship - The College established this scholarship in memory of Father Chester Nowicki, SVD, who for over 50 years

served the Society of the Divine Word as a teacher and later as the Provincial Treasurer. The Father Chester Nowicki, SVD, Scholarship is an annual award of $2,300 which is renewable each year that the recipient continues to meet the established guidelines.

Vocational Rehabilitation Assistance - In case of permanent disabilities or health problems, State Vocational Rehabilitation Agencies may grant aid for rehabilitation through education. Contact the state agency of your respective home state for more information.

State, Federal, and Private Financial Aid Programs

Student Financial Aid Eligibility

State and federal aid (www.studentaid.ed.gov) is for the most part granted to students with financial need. For all programs, this need is established by the student and/or parents filing the Free Application for Federal Student Aid (FAFSA). The FAFSA can be filed electronically, by paper, or with the school Financial Aid Coordinator's help. To file the FAFSA electronically, access the FAFSA website at www.fafsa.ed.gov. To file the paper FAFSA, contact the Federal Student Aid Information Center at 1-800-4-FED-AID (1-800-433-3253) or the Divine Word College Financial Aid Coordinator to order a paper FAFSA. To file the FAFSA with the school Financial Aid Coordinator's help, contact the Divine Word College Financial Aid Coordinator.

Standards of Satisfactory Progress for Federal Student Financial Aid Recipients

Eligibility - The typical program length for a student admitted to a regular undergraduate college program is four years. Non-native permanent resident students who need to develop greater English proficiency to successfully complete the program generally require from one to two years of ESL prior to starting the regular four-year degree program. No full-time or part-time students are eligible for Title IV federal assistance programs for more than 150% of the following published lengths:

Undergraduate Program: 12 semesters or six years maximum
ESL Program: 9 semesters or four ½ years maximum

For the Undergraduate Program, the minimum intervals of progress are as follows:

	Quantitative Standard Minimum Credits Earned	Qualitative Standard Minimum GPA
After first year	24	1.80
After third semester	36	1.90
After second year	48	2.00
After third year	72	2.00
After fourth year	98	2.00
After fifth year	120	2.00

For the ESL Program, the minimum intervals of progress are as follows:

	Quantitative Standard Minimum Hours Earned	Qualitative Standard Minimum GPA
After first year	36	1.80
After third semester	54	1.90
After second year	72	2.00
After third year	108	2.00
After fourth year	144	2.00

Ineligibility - A student is considered making unsatisfactory progress and is declared ineligible for Title IV student aid programs if he/she fails to meet either the quantitative or qualitative standards. The student then:

- Is subject to the regulations for Academic Probation as outlined in the Student Handbook and College Catalog.
- Has the right to appeal to the Academic Appeals Committee and then to the College President.

Specific Information:

- Under normal circumstances, courses with Incomplete (I) grades are resolved within three weeks after the first day of the following semester and therefore have no impact on eligibility.
- Course withdrawals are not counted toward minimum credit hours completed.
- Repeated courses are counted only once in credit hours completed.
- Non-credit class hours of developmental courses are counted as credits completed for the first year only. In subsequent years, they are not counted toward the minimum requirement of credits successfully completed.

Exceptions to the Standards of Satisfactory Academic Progress may be made by the Academic Appeals Committee (or the College President in case of an appeal) in cases of documented, extenuating circumstances.

Reinstatement of Federal Student Financial Aid - Reinstatement of Federal Student Financial Aid is determined by petitioning the Academic Appeals Committee. In the petition, the student must document attainment of necessary credit hours and GPA. The student must also provide a signed, dated plan for keeping the GPA at the required level.

Return of Title IV Funds - The College follows the Department of Education regulations and procedures to determine Refunds and Returns of Title IV funds. Volume 5 of the regulations states that Refunds and Returns shall be made on a day-by-day prorated basis. When 60% of a semester has expired, there is no refund or return of Title IV funds. The U.S. Department of Education regulations and procedures are available from the Financial Aid Coordinator.

Available Federal and State Financial Aid Programs

Federal Pell Grant provides for grants to students of up to $6,195 for the 2019-2020 award year. Future Pell Grant awards will depend on federal funding.

Federal Supplemental Educational Opportunity Grant (FSEOG) is a federal aid program that provides assistance for students with need. The grants may range from $100 to $4,000 a year.

Federal Work-Study Program (FWSP) is a program with proportionate shares of funds provided by the federal or state government and by Divine Word College. This enables students with demonstrated financial need to work on campus while in attendance at the College normally at the rate of $10.00 per hour or the minimum wage, whichever is higher, for maximum award of $2,260 per academic year to pay for part of their educational expenses.

Federal Direct Subsidized Loan Program enables students with financial need to borrow up to $3,500 for the first year, $4,500 for the sophomore year and $5,500 for each of the junior and senior years to an undergraduate cumulative maximum amount of $23,000. These yearly maximum amounts may be less if other financial aid is received to cover a portion of the cost of attendance. An origination fee of up to 1.069 percent will be charged and deducted proportionately from each disbursement of the loan to offset the federal interest subsidies. Repayment of these loans begins six months after the student graduates or withdraws. The interest rate could change each year on July 1 depending on the changes to the Federal Treasury bill interest rate, but will never exceed 8.25 percent.

Iowa Tuition Grants (from the Iowa College Student Aid Commission) are awarded to Iowa residents enrolled at one of Iowa's eligible private colleges and universities. Priority is given to applicants with the greatest financial need. Recipients can receive grants for up to four years of full-time, undergraduate study. Part-time students may be eligible for adjusted amounts. Applications should be filed by July 1 before the academic year in which the student wishes to receive a grant.

Additional Information

Additional information about student finances is available from:

Financial Aid Coordinator
Divine Word College
P.O. Box 380
Epworth, IA 52045-0380

Phone: 563-876-3057 ext. 220
Fax: 563-876-3407
Email: finaid@dwci.edu

Semester Plan

The academic calendar is divided into two semesters, each ordinarily having a minimum of 16 weeks of instruction. The Fall semester begins in August and ends in December. The Spring semester begins in January and ends in May.

Credit Hours

A semester hour generally represents one class hour a week (or two class hours of laboratory or studio art a week) for one semester. As a rule, the student is expected to devote at least twice this amount of time to class preparation and reading.

Student Classification and Academic Standings

Students are classified according to their program of study. Divine Word College offers two programs: English as Second Language and Undergraduate.

An **ESL Student** is enrolled in the Intensive English Language Institute for English as a Second Language (ESL) studies.

An **Undergraduate Student** is enrolled in a degree program with the expectation that the student will obtain a degree from Divine Word College.

Undergraduate Students are further classified by their academic standing which is determined according to the number of credit hours they have earned toward graduation. The academic standings are as follows:

Freshman	0 to 31 credits earned
Sophomore	32 to 63 credits earned
Junior	64 to 95 credits earned
Senior	96 or more credits earned

Student Academic Load

A student taking 12 credit hours or more per semester is considered full-time; a student taking less than 12 credit hours is considered part-time. In order to meet the 125 credit hour requirement for graduation in eight semesters, a student should average 16 credit hours each semester. A student is expected to carry a minimum of 15 credit hours each semester. For good reason a student may petition the Vice President for Academic Affairs for a reduced load. However, this may extend the academic program beyond the normal four-year program. A credit hour load of 19 or more hours is considered an overload, which needs the approval of the student's academic advisor, the Dean of Students, and the Vice President for Academic Affairs.

Approval for a semester overload is usually given only if the student's Cumulative Grade Point Average is 3.00 or higher. A registered audit does not count toward the student load.

Policy on Double-Counting of Courses

Double-counting is the practice of using the same course for meeting two different sets of academic requirements: core curriculum and a major, two majors, a major and a minor, or two minors. The following rules will apply to the practice of double-counting:

- limited to six (6) credits for all students. Under extenuating circumstances, a Department Chair may permit one additional double-counted course to meet degree requirements;
- should be avoided between Core Curriculum and majors;
- should be limited to one course between a major and minor;
- should be avoided between two minors to assure sufficient number of unique credits in each area;
- any credits released by double-counting to meet degree requirements would be applied to electives so that no program would require additional courses to make up for the double-counted course, and;
- triple-counting is never permitted.

College Language Policy

Students are required to speak English in all public and private areas of the College campus. Consistent use of English is essential for acquiring the professional competency needed for academic success, for facilitating effective interpersonal communication, and for building intercultural community. Students, faculty, staff, and formators are responsible for creating a mutually supportive academic and formation environment wherein students may continually improve English fluency and wherein all may feel included and welcomed. Special exceptions apply from 7:00 p.m. Friday through Saturday, during cultural celebrations, emergencies, and other common sense occasions (spiritual direction, counseling, entertaining guests). Students who fail to adhere to the English Language Policy are subject to disciplinary action.

The Vice President for Academic Affairs and the Vice President for Formation will periodically explain and review the implementation of this policy.

Transfer Credits

Courses taken at another institution prior to matriculation

Requests for transferring credits earned at other institutions are evaluated on a case-by-case basis. Whenever possible, requests for credit transfer are evaluated at the time of admission. When this is not possible, applicants will be advised about their transfer credit requests after they matriculate.

Credit for courses completed with a grade of "C-" or above at accredited (tertiary) institutions is generally transferred. AP and CLEP credits are also transferable. However, Divine Word College reserves the right to judge both the quality of those courses and their equivalence to specific courses in its own program.

The Registrar, in consultation with the Vice President for Academic Affairs, makes a preliminary assessment of the transfer credit request and recommends to the Department Chair which courses might transfer and how they might transfer to a student's degree plan. Responsibility for rendering a judgment about credit transfer requests rests primarily with the Department Chairs in consultation with the program faculty who are experts in the content of the courses.

The applicant may appeal the decision of the Department Chair to the Vice President for Academic Affairs who will make a final decision in consultation with concerned faculty.

Transferred credits are applied towards specific Divine Word College courses if the content and the scope of the two courses are equivalent or substantially similar. If not, they may be applied as elective credits to the Core Curriculum, or one of the degree programs, as their content may be appropriate. Credits accepted for transfer but not applied to Core Curriculum or to a degree program are applied toward general elective credits. If the previous course is partly equivalent to a Divine Word College course, partial credit may be awarded toward the Core Curriculum or toward a degree program with the remainder going to general elective credits.

Decisions on credit transfer requests are made on a basis of official course descriptions, e.g. those in another institution's catalog. Course titles alone are insufficient to establish equivalency or similarity of content. In some cases additional information may be required, such as course syllabi and other course materials as evidence. Where good reason exists to doubt the quality of a course or the level of the student's knowledge, the student may request testing to support a credit transfer request, and the Vice President for Academic Affairs may authorize the program faculty to administer an appropriate test. In such instances, students should be given sufficient information about the content area that will be covered by the test and a reasonable amount of time to prepare for the test.

Regardless of the grade a student has earned in a previous course taken at another institution, a judgment of language and mathematical skills would be made on the basis of placement tests (please refer to Placement Tests elsewhere in the Catalog). Students who fail the placement tests will be required to retake the prescribed language and mathematical skills courses. Students who transfer in a previous college-level math course will be exempted from taking a math placement test.

In transferring courses, quarter hours are converted to semester hours.

Since the Grade Point Average is computed solely on courses taken in residence, quality points taken prior to matriculation are not transferable for the purpose of computing Grade Point Average.

Courses taken at another institution after matriculation

Students already matriculated in degree programs at Divine Word College may take a limited number of courses at other accredited institutions of higher education and transfer credits to Divine Word College for any of the following reasons or goals:

- to gain added skills, proficiencies, knowledge, or perspectives;
- to avoid overloads (more than 18 credit hours) in later semesters;
- to permit an underload for purposes of discernment, as approved by the student's academic advisor and formation director;
- to graduate on time, avoiding an extra semester in which only one or two courses would be needed, or;
- necessary because the student is behind in a sequence of required courses.

Courses taken at another college or in summer sessions after matriculation at Divine Word College, if accepted, are computed and added to credits for courses taken at Divine Word College, and are computed in the Grade Point Average. (Refer to the "Non-standard Courses" section.) Students who wish to transfer credits from these courses to Divine Word College should have them pre-approved by their academic advisor and the Vice President for Academic Affairs.

Students enrolled in the Intensive English Language Institute at Divine Word College may enroll in summer courses at other institutions designed to help them improve their English proficiencies. Matriculated students may also take courses to improve specific English skills. These non-credit courses do not require pre-approval, but students should check their content with members of the IELI teaching staff beforehand to ensure that the courses meet the student's needs.

Proficiency Examination

Students wishing to obtain credit and advanced standing based on work done outside of a course of instruction at the College may do so by passing an examination in the subject as may be prescribed by the department concerned.

College credit will be granted only for a grade of "C-" or above.

Class Attendance

Students are expected to attend every session of the courses in which they are registered. When circumstances arise that are beyond a student's control, the student may be excused by the instructor from attending a class. Whenever possible, a student should obtain written permission in advance to be absent from a class from the course instructor and the Dean of Students. In situations where obtaining prior permission is not possible, the student must submit, as soon as possible, the class absence form signed by the Dean of Students. Absence forms submitted later than two weeks after the class absence may not be accepted.

All absences are considered unexcused until a class absence form is signed by the Dean of Students and the instructor of the course. A student who is late for class may be marked absent.

Unexcused absences totaling more than the number of semester hours in the course may lead to failure in the course. When a student misses as many classes as the course has semester hours, the instructor gives a written notice of possible course failure to the student, with copies to the Vice President for Academic Affairs and the Dean of Students.

Regardless of whether the absence was excused or unexcused, the student is responsible for completing all class work and missed assignments or equivalent work as determined by the instructor. Students who miss examinations or other assignments because of an excused absence, normally because of a medical or legal reason, will be permitted to make up the work.

Excused absences totaling a third of total course sessions may lead to a failing grade unless the instructor and the Vice President for Academic Affairs approve other accommodations. Two basic rules apply to all excused absences:

1. students must still meet all course requirements, and;
2. instructors must offer reasonable assistance in making up missed coursework.

A student's failure to return to the College from a vacation period on dates specified in the Divine Word College Activities Calendar ordinarily results in that student being placed on disciplinary probation. Whenever possible a student needing to return later than the calendar-specified dates should discuss the situation with the Dean of Students well in advance of the departure for the vacation period. The Dean of Students evaluates any extenuating circumstances, such as unpredictable weather delays or unavoidable public travel delays that may have contributed to a student's unexcused absence. Unexcused late arrival for a student already under the sanction of disciplinary probation may result in the student's dismissal from the College.

Schedule of Classes

A schedule of classes is published by the Registrar's Office prior to the beginning of each semester indicating the instructor, class time, and classroom for the courses being offered. Courses with insufficient enrollment may be cancelled.

Academic Advising

The purpose of academic advising is to foster the intellectual development of students by offering assistance and guidance in all aspects of their academic life as they progress through the Intensive English Language Institute (IELI) or undergraduate programs. English language students are placed with advisors in the IELI program upon arrival at the College. Students enrolling directly into the College and students matriculating from the IELI are assigned to the Academic Advisement Coordinator. Once students declare a major they receive a major area advisor.

Academic advisors provide the following services:

- meet with advisees during registration period or orientation (new students) to help them with registration;
- provide advisees with accurate information about educational programs, requirements, policies and procedures;
- initiate meetings with new students after registration within two weeks of the new term and again at mid-semester to ascertain how the student is adjusting and, if necessary, re-evaluate the student's course load;
- meet as required with returning students in order to monitor their academic progress, inquire about their study habits, review their four year plan, and discuss their long term goals and how best to prepare for these goals;
- help students select courses best suited to their educational goals, interests, and abilities consonant with a student enrolled in a liberal arts college seminary;
- check advisees' online grades on a regular basis and contact instructors as needed for specific information relating to students' progress;
- assist students on academic probation in making specific plans for improving academic performance, and;
- make appropriate referrals to other services such as counseling, financial aid, and formation.

Students should familiarize themselves with academic advising procedures and maintain periodic contact with their academic advisor. The actual frequency of meetings will be determined by the needs of the student, the advisor and the governing regulations of the College as outlined in the *Student Handbook*.

The responsibilities of the advisee are to:

- Become familiar with the College Catalog, especially with the IELI requirements, Core Curriculum requirements, and the requirements of the major programs as needed.
- Be prepared with accurate information for appointments with the advisor. (This includes not only information on academic majors, minor, and electives, but also the rules and regulations in force as stated in the College Catalog).
- Be open to advice and guidance regarding course selection and its relevance to vocational and long-term educational goals.
- Accept final responsibility for all decisions.

Registration

Students register for classes through their academic advisors. Toward the end of each semester, registration is held for the following semester. New students register for their first semester during orientation week.

Change of Registration

Drop/Add

Classes may be dropped or added during the first week of the semester. Students meet with their academic advisors to drop or add courses. Course changes will not ordinarily be allowed after completion of the first week of the semester. Exceptions are authorized by the Vice President for Academic Affairs.

Withdrawal

To withdraw from a course, the Drop/Add regulations are to be followed. The deadline to submit a written request for withdrawal is five class days after the date of mid-semester. Only in exceptional cases will a request for withdrawal beyond this date be considered. If permission is given for withdrawal from a course, a grade of "WP" (Withdrawal Pass) or "WF" (Withdrawal Fail) is given according to the instructor's evaluation of course work completed. A grade of "F" (Failure) is given for any course dropped without authorized approval.

Auditing of Classes

To audit a class, the student must obtain the approval of the instructor of the course, their academic advisor, and the Vice President for Academic Affairs.

Auditors are expected to attend all classes, but they are not responsible for assignments, tests, and examinations unless required by the instructor.

Year Abroad Program

For SVD candidates, Divine Word College has established a Year Abroad Program in the Philippines. Approved candidates will spend their junior year studying and participating in the academic and formation program of Christ the King Major Seminary, a college seminary operated by Divine Word Missionaries in Quezon City, Philippines. Students in the program will have the opportunity to study Tagalog, take college classes, and participate in some type of pastoral ministry.

To apply for the Year Abroad Program, the SVD candidate must have a U.S. passport or be a lawful permanent resident (LPR) in the U.S., must have a cumulative GPA of 2.50 or higher, must have earned 48 credit hours at DWC and have declared a major.

Objectives of the Year Abroad Program

- To broaden an SVD candidate's education, the candidate will experience wide and extensive contact with a different country and culture, encountering different social and political views. Through these experiences, he is able to discover that all the world's peoples and cultures are related and interdependent.

- By living in a different culture/country, the SVD candidate is presented with the opportunity to define his own personality and his value system. This encourages growth in personal freedom, individual responsibility, self- knowledge, and self-confidence.

- By attending an SVD seminary in a foreign country, the SVD candidate will have direct experiences with the mission work of the Society of the Divine Word. He will see the hardships and rewards, and the difficulties and joys of missionary work. In a very personal way, the Year Abroad Program gives the candidate the opportunity to discern his own calling to missionary life.

- The Year Abroad Program is a definite asset to intercultural living and training in intercultural competence as promoted by Divine Word College. SVD candidates who return from the experience will bring new insights and knowledge to faculty, students, and staff.

General Requirements for a Bachelor of Arts Degree

The candidate for a Bachelor of Arts Degree must fulfill three requirements: the Core Curriculum, the Major Coursework, and the Minor Coursework.

Core Curriculum - A candidate completes the Core Curriculum as described in the section under Academic Programs.

Major - Candidates must declare their intended major no later than the end of the sophomore year. The Major Declaration Form may be obtained from the Registrar or from the College website. Candidates must complete all requirements for a major and earn a 2.00 Cumulative Grade Point Average in the courses within the major. Candidates must complete all degree requirements specified in the College Catalog in effect at the time the student selected their field of concentration, unless otherwise specified, or a waiver is granted by the Department
Chair.

Minor - In addition to a major, students are required to earn a minor, unless they pursue, with approval, a double major. Priesthood candidates must earn a minor in Intercultural Studies. Requests for an exception to this policy may be granted on an individual basis by the Vice President for Academic Affairs.

Double Major

Some students may wish to broaden their education by pursuing a program of study that includes a second major. This is a choice that requires careful consideration because of the commitment of time and resources that a degree program with two majors requires. It is important to keep in mind that, under normal circumstances, the time to earn an undergraduate degree at DWC should not exceed four years.

Concurrently fulfilling the requirements of a second major does not lead to a second degree at DWC. The College offers only a Bachelor of Arts degree at this time. Those who graduate with two majors will receive only one diploma that lists both majors: For example, Bachelor of Arts, majoring in Philosophy and Intercultural Studies.

Requirements for graduating with a double major include the Core Curriculum requirements and the requirements of any two major programs of study. Students who wish to pursue a double major should be aware that:

- the number of required credit hours for a double major may vary, depending on the particular combination of majors;

- priesthood candidates are encouraged to select Intercultural Studies as their second major;
- because the double major option broadens their educational experience, no minor will be required of those who pursue a double major;
- choice of a double major is available only to those who have a standing of sophomore-level or above, and:
- students must have maintained a strong academic record as demonstrated by a cumulative GPA of 3.0 or higher at the time of applying for a double major.

Students must formally petition for a double major and have their petition approved by their academic advisor, the Department Chairs of both major programs, and the Vice President for Academic Affairs. The approved petition, along with an approved degree plan, must be submitted to the Registrar. The degree plan will list all the courses to be taken for graduation. Exceptions and later substitutions for the courses listed in the degree plan must be approved by the academic advisor, the Department Chairs of both programs, and the Vice President for Academic Affairs. Double-counting of courses toward the two majors is prohibited, except when permitted by policy.

General Requirements for Associate of Arts Degree

Students who seek an Associate of Arts degree must declare and be officially accepted to this program, preferably at the beginning of their first semester in the undergraduate program. Until a student is accepted as an official candidate in this program, the student is considered an undeclared undergraduate and is subject to the regular Core Curriculum requirements.

Second Degrees

Students wishing to complete a second degree at Divine Word College must meet the following requirements.

- One full year in residence as a full-time student at Divine Word College.
- The Divine Word College degree must be in a different major or field of concentration than the first degree. No more than six credit hours from a major in the first degree and no more than twelve credit hours total from the first institution may be transferred into the Divine Word College major.

- All requirements must be met for the Divine Word College major and minor. A corresponding minor taken at the first institution might be approved as sufficient even though it does not meet all Divine Word College requirements.

- If the first institution has a general education or core program that meets the same broad liberal arts objectives as the Divine Word College program, the student does not have to complete the Divine Word College Core Curriculum. The adequacy is the judgment of the Vice President for Academic Affairs, in consultation with concerned faculty, which may require completion of some part of the Divine Word College Core Curriculum program if it is felt that the first institution's core program was not wholly adequate.

Academic Placement

All new, full-time degree-seeking students are required to complete placement testing during orientation week or early in the semester in order to determine enrollment into the appropriate courses. Placement tests include reading, writing, and math skills, and understanding of the Catholic faith.

English Language Proficiency Testing: Students may be admitted to either the undergraduate program or the Intensive English Language Institute (IELI) if they require further language support. Test scores will determine which classes a student may take. A standardized test score consistent with the DWC Admission Policy of a TOEFL score of 550 (213 CBT or 80 iBT), such as a score of 64 or higher on the Cambridge Michigan Language Assessments test (CaMLA) is required to directly enter the undergraduate program. All new students are required to take the English Writing Test (EWT), unless they have a Bachelor's Degree from an American institution of higher learning. New students entering the undergraduate program may be required to take basic, non-credit developmental courses as needed.

Students required to take an English language test may do so during the application process or any time prior to admission. If a student performs well on a language test and results indicate there is no need for IELI, the student will be exempt from taking the test during orientation week. On the other hand, if a student's English language test score on a test prior to enrollment indicates he/she will need the IELI, the student may retake a test during orientation week to assess if his/her English language skills have changed.

Math Placement Test: All incoming undergraduate students will take a math placement test, except those who transfer in with a college-level mathematics

course. Special students—those not seeking a degree—are not required to take the Math Placement Test. Undergraduate students who do not pass the Math Placement Test will be required to take the developmental non-credit course MAT 090 (Intermediate Algebra) in addition to and concurrently with the regular MAT 121 (College Mathematics) course.

Test of Basic-Intermediate Theology (TOBIT): All incoming undergraduate students will take a placement test to determine their knowledge of fundamental Catholic doctrine and theology. Special students—those not seeking a degree—are still required to take the TOBIT test for assessment purposes. Undergraduate students who do not pass the Test of Basic-Intermediate Theology (TOBIT) will be required to take the developmental non-credit course TRS 090 (Faith, Beliefs, Traditions) in addition to and concurrently with the regular TRS 121 (Catholic Theology) course.

Institutional Assessment

Institutional Student Learning Outcomes

Divine Word College provides a rich environment for students to develop their spiritual and intellectual abilities. The Religious Formation Program (RFP) guides students' growth in personal maturity, faith-development, and ministerial effectiveness. Academic programs broaden students' intellectual knowledge and stimulate critical reasoning skills. DWC has articulated Institutional Student Learning Outcomes derived from its Mission Statement that best describe the specific skills—Core Competencies—that all students can expect to achieve. These Core Competencies (CCs) are: Critical Thinking Acuity, Communication Effectiveness, Intercultural Competence, Social & Global Responsibility, and Missionary Discipleship.

Critical Thinking Acuity	
Core Competency CC #1	Student Learning Outcome CC #1 - SLO
Critical Thinking Acuity is skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from credible sources as a guide to belief and action.	Divine Word College graduates will solve complex intellectual challenges using appropriate sources and processes.

Communication Effectiveness	
Core Competency CC #2	Student Learning Outcome CC #2 - SLO
Communication Effectiveness is the act of accurately conveying and receiving a message from one individual or group to another through the use appropriate language and symbols.	Divine Word College graduates will create meaningful written and oral communications appropriate to widely diverse audiences.
Intercultural Competence	
Core Competency CC #3	Student Learning Outcome CC #3 - SLO
Intercultural Competence is a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction across a variety of cultural contexts.	Divine Word College graduates will demonstrate a knowledgeable, respectful participation in cultures beyond their own.
Social & Global Responsibility	
Core Competency CC #4	Student Learning Outcome CC #4 - SLO
Social & Global Responsibility is an empathetic sense of personal responsibility for championing the rights and well-being of all peoples in accordance with Catholic social teaching.	Divine Word College graduates will create an environment of justice, peace and integrity of creation (JPIC) for all peoples.
Missionary Discipleship	
Core Competency CC #5	Student Learning Outcome CC #5 - SLO
Missionary Discipleship is reaching out in prophetic dialogue to the poor, marginalized, and faith-seekers of different cultures and faiths to share in the diversity of God's gifts in the tradition of SVD Missionary service.	Divine Word College graduates will befriend all people with a welcoming, prophetic dialog in the manner and name of Jesus Christ.

In order to determine how the various College Programs are meeting stated learning objectives, Divine Word College has implemented three practices: the California Critical Thinking Skills Test (CCTST), an automated Course Evaluation Process, and Area-Specific Assessments.

Critical Thinking Test

In February of each academic year, all first-year students take the California Critical Thinking Skills Test (CCTST), which measures the student's ability to analyze, synthesize and/or evaluate information that may come from observation, reflection, reasoning, or communication. This is an important skill that contributes to academic success. The student again takes the test in April of his/her senior year as a measure of improvement in this area. The results do not become part of an individual student's record, but are only used to assess the College programs' success in assisting the students to develop critical thinking skills.

Course Evaluation Process

Each semester the school administers a course evaluation directed to all students in undergraduate and IELI classes. This automated survey produces useful feedback, which the teacher and school can use to improve the quality of instruction. The process gathers information about the impact of learning and of teaching practices on student learning. The purpose of this automated and anonymous process is to:

- facilitate the routine evaluation of each course;
- encourage teaching staff to reflect on effective course design and delivery;
- provide a mechanism for students to provide feedback to enhance the quality of learning and teaching;
- collect information concerning the implementation of the Institutional Learning Outcomes (ILOs) and the Student Learning Outcomes (SLOs), and;
- gather evidence that may be used to demonstrate quality teaching and curriculum design.

Area-Specific Assessments

Philosophy Degree Program Assessment

Philosophy Courses: At the end of every semester, students provide an evaluation of individual philosophy courses that assesses the degree to

which the Philosophy Student Learning Outcomes (SLOs), as identified in course syllabi, have been addressed in the course.

Philosophy Senior Seminar: The two-credit Philosophy Senior Seminar (PHI 498) measures the degree to which the student can synthesize philosophical knowledge and the degree to which the Philosophy Student Learning Outcomes (SLOs) are being addressed. On an annual basis, Departmental faculty review the results of these assessments and make appropriate adjustments in course content, delivery, and curriculum. A strong basis in philosophical content and methodology from previous classes is essential for success in this seminar. Students are challenged to identify philosophical views and presuppositions in non-philosophical works, and to detect how different areas—from Ethics, Philosophy of Human Nature, Metaphysics, and Epistemology—interconnect to form a coherent worldview.

Philosophy Senior Synthesis Capstone: The one-credit Philosophy Senior Synthesis Capstone (PHI 499) measures students' ability to apply appropriate methods of philosophical analysis and argument to critical issues of contemporary or perennial relevance and to propose viable alternative responses in the context of a major research paper and public presentation. Therein, students articulate a personal and integrated philosophy for Christian faith and service. The Philosophy Senior Synthesis Capstone provides an opportunity to assess the degree to which both the Core Competency Student Learning Outcomes (CC-SLOs) and the Philosophy Student Learning Outcomes (SLOs) are being addressed, and to make appropriate adjustments in the Core and Philosophy curricula.

Theology & Religious Studies Degree Program Assessment

Theology & Religious Studies Courses: At the end of every semester, students provide an evaluation of individual theology courses that assesses the degree to which the Theology & Religious Studies Student Learning Outcomes (SLOs), as identified in course syllabi, have been addressed in the course.

Theology & Religious Studies Senior Synthesis Capstone: The one-credit Theology & Religious Studies Senior Synthesis Capstone (TRS 499) measures students' ability to apply appropriate methods of theological analysis to critical issues of contemporary or perennial relevance and to propose viable alternative responses in the context of a major research paper and public presentation. Students develop and articulate a personal synthesis of their previous studies in areas such as: God, Christ, Church, Prayer & Spirituality, Sacramental & Liturgical Theology, Sacred Scripture, Catholic Social Teaching, Ecumenism &

Interreligious Dialogue, and Missiology & SVD Prophetic Dialogue. The Theology & Religious Studies Senior Synthesis Capstone provides an opportunity to assess the degree to which both the Core Competency Student Learning Outcomes (CC-SLOs) and the Theology & Religious Studies Student Learning Outcomes (SLOs) are addressed. On an annual basis, Departmental Faculty review the results of these assessments and make the appropriate adjustments in the Core and Theology & Religious Studies curricula.

Intercultural Studies Degree Program Assessment

Intercultural Studies Courses: At the end of every semester, students provide an evaluation of individual intercultural studies courses that assesses the degree to which the Intercultural Studies Student Learning Outcomes (SLOs), as identified in course syllabi, have been addressed in the course.

Intercultural Studies Senior Synthesis Capstone: The one-credit Intercultural Studies Senior Synthesis Capstone (ICS 499) measures the student's ability to demonstrate intercultural empathy and proactivity through self-awareness of his/ her own cultural awareness and comparative reflection on moral values as well as how to engage these dynamics in multicultural society.
This is done through a research project of the student's own choosing demonstrating the student's ability to address an issue which has intercultural implications and the development of intercultural skills necessary to be a successful missionary or minister in the Church. The ICS Capstone provides an opportunity to assess the degree to which both the Institutional Student Learning Outcomes (ILOs) and the Intercultural Studies Student Learning Outcomes (SLOs) are addressed. The Department faculty meet once each year to discuss the results of these assessments and to make the appropriate adjustments in the Core and the Intercultural Studies curricula.

Formation Assessment

Religious Formation Program—Assessment: The formation program is evaluated using the Religious Formation Program—Assessment (RFP-A), a 30-point evaluation of each student by the members of the Formation Team. Assessment is completed for students in the second year of study in the Intensive English Language Institute, the second year in the undergraduate program, and finally in the senior year. The scores of those evaluated form an aggregate score in each item scored and the total score. This allows the formation program to "close the loop" in terms of what improvements might be made in the Religious Formation Program to better facilitate students' ability to meet the established developmental goals. The scores in the RFP-A do not become part of any student's cumulative record.

Graduation Requirements

Credit Hours - 125 credit hours are required for graduation.

Grade Point Average - a Cumulative Grade Point average (C-GPA) of 2.00 or higher for all college work attempted.

Residence - at least the last 30 credit hours of instruction in residence at the College and must pass at least twelve credit hours in the major. Exceptions may be made by the Vice President for Academic Affairs in consultation with the Chairs Council.

Academic Honor Code

As members of an academic community that places a high value on truth, ethical conduct, and the pursuit of knowledge, Divine Word College students and faculty are expected to be honest in every phase of their academic life.

Higher education encourages the free and open exchange of ideas. Divine Word College, therefore, recognizes the value of learning collaboratively and building on the work of others. When practiced honorably, collaboration and synthesis provide opportunities to deepen understanding, create new knowledge, and develop one's own voice. To effectively facilitate this dialogue, participants have an ethical responsibility to appropriately cite all outside sources of information, and to take credit for only the work that is theirs alone.

Unless otherwise specified by the instructor, students must complete assignments by themselves (or if on a team assignment, with only their team members). If students use sources of any kind, they are expected to cite these sources accurately and appropriately. Each student has the responsibility to maintain the highest standard of academic integrity and to refrain from plagiarism, cheating, falsification or fabrication of data, or any other form of academic dishonesty.

Plagiarism is a major form of academic dishonesty. Acts of plagiarism are acts of theft and fraud because they involve the misrepresentation of another's work as one's own to earn academic credit. Plagiarism also interferes with learning to the extent that the offender circumvents the required learning processes. Acts of plagiarism include, but are not limited to, the following:

- submitting as one's own the work of another such as a report, lab report, examination paper, computer file, research papers, articles, drawings, or other forms of intellectual property obtained from any other person, agency, or source, including the Internet;

- direct copying of any source that is someone else's, such as written or verbal material, computer files, audio disks, video programs, or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgment;
- paraphrasing of another's work or ideas without proper acknowledgments, and;
- other forms of academic dishonesty include, but are not limited to:
- presenting as one's own work materials translated from sources in other languages;
- presenting copyrighted or trademarked materials without obtaining proper permissions;
- copying some or all of a presentation from a website such as a TED talk or YouTube video;
- cheating on a test by copying from the paper of another student;
- using unauthorized sources of information such as crib notes or using a smart phone during a test;
- having another student take an online test or working together on an online test;
- submitting the same paper for different courses, and;
- falsifying data or fabricating evidence.

Instructors at Divine Word College have a responsibility to ensure that our students are educated about policies on plagiarism and ways of avoiding it. Instructors should include in their course syllabi a helpful statement about plagiarism. Incidents of academic dishonesty among students at Divine Word College will be handled initially by the instructor of the course in which the violation occurs. The instructor may consult with the student's academic advisor and/or the Department Chair prior to taking appropriate action. The penalties for the infractions will depend on the severity of the incident, and the frequency of the infractions. For the purposes of determining severity and appropriate sanction, plagiaristic offenses are classified into two levels:

Level 1 Offenses are generally based on ignorance of the rules for citing sources. Examples include:

- Using an improper citation
- Copying any part of any source with only minor changes in wording and syntax, even with acknowledgment of the original source.

- Collaborating in an unauthorized manner with another student on an assignment
- Possible Sanctions for Level 1 Offenses:
- Face-to-face meeting with student and instructor to educate the student about plagiarism (within 1 week)
- Verbal warning and policy review
- Loss of credit for the assignment (partial or total)
- Possibility of making up the assignment for a lower score (at discretion of instructor)
- Written notification of incident, including evidence, placed in the student's file

Level 2 Offenses are seen as deliberate attempts to deceive the instructor and take credit for the work of others.

The Department Chair, the Vice President for Academic Affairs, and the Dean of Students will receive written notification from the instructor of all Level 2 incidents of academic dishonesty, including evidence. Examples include:

- Plagiarizing a substantial amount (more than one sentence, or more than one instance per paper)
- Translating material from foreign language sources without citation.
- Copying and pasting from several outside sources without citations
- Copying part or all of a presentation from a video posted online
- Turning in work that was partially or wholly done by someone else
- Turning in the same paper for more than one class
- Falsifying data or making up data to support claims
- Cheating on a test
- Repeating a Level 1 offense

Sanctions for the first Level 2 Offense:

- Face-to-face meeting with student, instructor, and student's academic advisor (within 1 week)
- Written warning with evidence placed in student's file
- Loss of credit for the assignment
- No possibility of making up the assignment

A second Level 2 Offense, in the same course or another, will lead to academic probation. A third Level 2 Offense in any course will lead to failure in the course and a grade of WF on the transcript. A fourth Level 2 Offense in any course will lead to dismissal from Divine Word College.

Students who feel they have been unfairly accused of academic dishonesty have the right to petition for review to the Department Chair. The Department Chair will meet with the student and the faculty member and examine the evidence to make a judgment about the fact of plagiarism and the sanction imposed. If the student is dissatisfied with the Chair's decision, the student has the option of petitioning the Vice President of Academic Affairs to request a review of the case and the evidence. Students must make the request within two weeks of the incident. The Vice President of Academic Affairs will refer the case to the Academic Appeals Committee which will make a recommendation to the Vice President of Academic Affairs to uphold the sanction, modify the sanction, or dismiss the sanction. In any disputed case, the decision reached by the Vice President of Academic Affairs is final and binding. In the case of a sanction that involves the student's dismissal from the College, the Dean of Students and the College President will be consulted.

Grade Changes

Under normal circumstances, only the faculty member administering the course may change a grade. Routine changes in grades are permitted only when a computational error has been made. A student who thinks that they have received an improper grade must confer with or notify the faculty member immediately upon receipt of the grade. When conferring with the faculty member, it is appropriate for the student to bring the course syllabus, all graded assignments, quizzes, and tests for the interview. All grades are final three months after they are posted.

Grade Appeals

When students elect to appeal a course grade that they believe to be improper, the student shall confer with the course instructor within thirty (30) days from the date that the grade is recorded by the Registrar's office. During this interview, the student should bring the materials noted above in the section "Grade Changes." If the issue is not resolved between the student and the instructor, the student may appeal to the Department Chair. If the issue continues to be unresolved, it may then be appealed in writing, with appropriate documentation, to the Vice President for Academic Affairs. If appropriate, the Vice President for Academic Affairs may request a neutral faculty member to review the submitted documentation and submit a recommendation. Upon receipt of the recommendation and/or a request for a hearing, the Vice President for Academic Affairs will evaluate all the

submitted materials and make a final determination concerning the student's grade appeal. The student and the instructor will be notified in writing of this final determination. Once a final decision has been made at this level, the student shall not have any further appeals.

Grading System

The College uses the following letter grade system to evaluate course work:

Letter grade	Grade Definition		Minimum Points	Direct Equivalent	Grade Points
A+	Outstanding	Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.	97.00	99.00	4.00
A			93.00	96.50	4.00
A-			90.00	92.50	3.67
B+	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analyticability; reasonable understanding of relevant issues; evidence of familiarity with literature.	87.00	87.50	3.33
B			83.00	85.00	3.00
B-			80.00	81.50	2.67

Letter grade	Grade Definition		Minimum Points	Direct Equivalent	Grade Points
C+	Satisfactory	Some understanding of the subject matter and ability to develop solutions to simple problems in the material.	77.00	78.50	2.33
C			73.00	75.00	2.00
C-			70.00	71.50	1.67
D+	Poor	Limited evidence of familiarity with the subject matter; little evidence that critical and analytic skills have been developed.	67.00	68.50	1.33
D			63.00	65.00	1.00
D-			60.00	61.50	0.67
F	Failure	Very little to no evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.	0.00	30.00	0.00

"I" indicates the course work has been satisfactory but, because of illness or other circumstances beyond the student's control, the student is unable to complete the course work by the end of the semester. The student must petition the instructor for approval of the Incomplete. Under normal circumstances, the course work must be completed within three weeks after the first day of the following semester. If an extension of time is necessary, the Vice President for Academic Affairs must approve the extension. If the course work is not completed within the designated time, the "I" becomes an "F".

"AU" Registered Audit - Indicates the student attended and fulfilled all requirements as an auditing student. No grade or credit is given.

"WF" Withdrawal Fail - Indicates an authorized withdrawal from a course while failing. A grade of "WF" is not computed in the Grade Point Average, but is counted among attempted courses.

"WP" Withdrawal Pass - Indicates an authorized withdrawal from a course while passing. A grade of "WP" is not computed in the Grade Point Average, but is counted among attempted courses.

"P/F" indicates the passage or failure of the course. Requests for the P/F option require the signature of the academic advisor and the instructor, and must be made to the Registrar by the deadline for registration. P/F grades are included in the student's transcript. P/F courses may not be used to fulfill major or minor requirements. Core Curriculum courses cannot be taken on a P/F basis. A student on academic probation may not register for any course on a P/F basis. A "P" grade satisfies prerequisites. A grade of "P" indicates a final course grade of "C-" or above. A grade of "P" is not computed in the grade point average, but is counted among attempted and earned courses.

Grade Point Average

The semester Grade Point Average (GPA**)** is determined, at the end of the semester, by the ratio of the total number of grade points received to the total number of credit hours carried in that semester. The Cumulative Grade Point Average (C-GPA) is the average of all courses taken at or recognized by the College. A Major Field Average is computed from the total courses taken within the major.

Retaking a Course

A student who receives a final grade of "D" or "F" in a course may retake the course at the College or during the summer at an accredited college. Retaking a course must be approved in advance by the academic advisor and the Vice President for Academic Affairs. In the computation of the student's Grade Point Average, only the latest grade is included. The original grade is not expunged from the record, but is noted as a repeated course. Retaking a course after credit has been granted does not result in additional credit.

Academic Probation

Failure to maintain the following minimum Cumulative Grade Point Average (C-GPA) automatically places a student on academic probation: 1.70 for freshmen at the end of the first semester; 1.80 for freshmen at the end of the freshmen year; 1.90 for sophomores at the end of the first semester; 2.00 for sophomores at the end of the sophomore year; 2.00 for all juniors and seniors.

A student on academic probation is given a written warning by the Vice President for Academic Affairs as to his/her status together with a statement of procedure. If a student is under 18 years of age, parents or guardians are notified concerning probationary status.

Students should not take more than 16 credit or non-credit hours during semesters in which they are on academic probation. For an exception, the student must appeal to the Vice President for Academic Affairs.

A student's academic advisor may recommend that a student take fewer than 16 credit hours during the semester(s) of academic probation. The student may appeal the advisor's decision to the Vice President for Academic Affairs.

Whenever a student is placed on academic probation, the Vice President for Academic Affairs will:

- consider the student's case promptly;
- consider non-academic talents, and especially vocational growth of the student, in establishing the conditions for remaining as a student at the College;
- establish the conditions under which the student may return to good standing;
- determine automatic refusal of registration to be effective at the end of any semester in which the student fails to satisfy the conditions set by the Vice President for Academic Affairs ;
- determine immediate dismissal if it is obvious that the student will not satisfy the conditions set by the Vice President for Academic Affairs, and;
- reconsider the student's case at the beginning of each succeeding semester in which the student is on probation.

After being placed on academic probation, the student has a maximum of two semesters to attain the required minimum Cumulative Grade Point Average (C-GPA). If there are compelling extenuating circumstances, the student has three semesters to attain the required minimum C-GPA. A student may appeal the decision of the Vice President for Academic Affairs to the College President. Dismissal is automatic if the student does not attain the minimum C-GPA for the student's classification by the end of two consecutive semesters after being placed on academic probation, unless the student is given a one semester extension by the Vice President for Academic Affairs for compelling, extenuating circumstances, or after three non-consecutive semesters on academic probation in the case of extenuating circumstances as determined by the Vice President for Academic Affairs.

A student must meet the standards of satisfactory progress for continued eligibility in the federal student aid programs. These are listed in the Student Finances section of this Catalog.

Disciplinary Probation

The College expects students to maintain the standards of conduct and good citizenship outlined in the Student Handbook. This document also describes disciplinary regulations and due process.

Academic Fresh Start Program

The Academic Fresh Start Program at DWC permits students who were dismissed for academic reasons or who left while on academic probation to return to the College after a period of non-enrollment to resume their degree program. It is a fresh start in the sense that course work completed at DWC prior to the readmission will not be counted in the GPA calculation. However, all course work will remain in the transcript. Other conditions that apply are:

- Students must reapply for the academic fresh start program and must be granted readmission by the Admissions Committee. Readmission under this program will be granted only one time.

- For readmission under the Academic Fresh Start Program, students must have a minimum of two years of non-enrollment at DWC. If they enroll at another institution during this period, they must not have earned a grade below a "C-" in any course completed at that institution.

- Students must show evidence that the situation that led to their poor performance has been corrected.

- From the list of courses completed elsewhere prior to readmission only those in which the student earned a "C-" or higher will be counted toward the degree requirements.

- The notation "Academic Fresh Start" will be attached to the transcript for all the course work completed or attempted after readmission.

Academic Honors

Academic Dean's List – The Academic Dean's List publicly recognizes full-time undergraduate students who earn a Grade Point Average (GPA) of 3.50 or higher in a given semester. Any student who has received a grade of Incomplete (I) or Failure (F), or who is on academic probation, is automatically disqualified. The Academic Dean's List is published at the beginning of each semester for distinguished scholarship during the previous semester.

Graduation Honors - Academic honors are awarded in recognition of superior scholarship over a student's academic career at Divine Word College. These honors are announced at commencement and are inscribed on the recipient's diploma.

- The distinction "Cum Laude" (with honors) is granted to a student whose grade point average is 3.50 or higher.

- The distinction "Magna Cum Laude" (with great honors) is granted to a student whose grade point average is 3.70 or higher.

- The distinction "Summa Cum Laude" (with highest honors) is granted to a student whose grade point average is 3.90 or higher.

Non-standard Courses

Courses from Other Institutions - Courses may be taken at other accredited institutions to fulfill academic requirements. Students already matriculated at the College who desire to take courses at another institution, should submit the course(s) with the course description(s) to their academic advisor. Final approval is granted by the Vice President for Academic Affairs. These courses are considered as courses taken in residence and computed in the student's Grade Point Average.

Distance Learning - Online courses may be taken under the guidance of a Divine Word College instructor with appropriate expertise and may be recognized for credit by the College. The courses must have prior approval by the Vice President for Academic Affairs.

Individual Studies - A maximum of six credits will be allowed in a major or minor field of concentration for any of the individual studies as defined below, provided the Department Chair and instructor approve. Outside the major or minor field of concentration, no limit is established for the number of credits that may be earned in this way, provided the courses are in harmony with the student's academic program.

Directed Independent Studies - Students may take courses privately, under the direction of an instructor, in a mutually selected area. Interviews between student and instructor are held periodically to ensure that a student is pursuing the goals of the course. A written or oral examination is required to measure achievement. Such studies may be undertaken by students who have received prior approval from the Department Chair and the course instructor.

Application for Graduation

Applicants for a degree must file an application with the Vice President for Academic Affairs before the end of the third week of the semester in which they intend to graduate. The stipulated graduation fee is required and must be paid to the Business Office.

The College will not provide a diploma to graduates unless and until all financial obligations have been resolved with the Business Office.

Student Records

The policy of Divine Word College relating to confidentiality of student educational records is in keeping with the "Family Educational Rights and Privacy Act of 1974 as Amended" (FERPA). The statute governs access to records maintained by educational institutions and the release of educational information.

There are three rights that are guaranteed to students. Student have the right to inspect and review their educational records. Secondly, students have the right to a hearing to challenge and amend the content of their educational records if it is found that the records are inaccurate or otherwise inappropriate. Thirdly, students have the right to request and receive copies of all or part of their records. The College charges $10 for an official copy of the transcript and 25 cents per page for any other documents. Student records or personally identifiable information may

not be released without the written consent of the student to anyone except school officials or specified individuals or agencies who have legitimate educational interests.

The College may release "Directory Information" without written consent unless the student specifically requests that such information not be released. The following "Directory Information" may be released: name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous school or institution attended, class schedule information, and other similar information.

Withdrawal/Exit from the College

Students who wish to discontinue their studies at the College prior to completing their programs are required to complete a Withdrawal Form. A student officially withdraws from the College on the date the signed Withdrawal Form is received by the Registrar. Students who do not intend to return to the College at the end of the semester or after the conclusion of their program must notify the Registrar's

Office and complete an exit interview with the Retention Coordinator and Financial Aid Coordinator.

Students who officially withdraw during an academic year are given a "WP" or "WF" for each course based on the instructor's evaluation of the student's class performance up to the time of withdrawal. Students who withdraw unofficially during an academic year, i.e. without completing the requisite form for withdrawal from classes and from the College, receive an "F" grade in all classes listed on their official registration.

Under specified and limited circumstances, a student who withdraws during an academic semester may request permission from the academic advisor and the Vice President for Academic Affairs to complete course work by correspondence and receive a grade for the courses enrolled in at the time of withdrawal. Conditions that warrant the granting of such permission are outlined in the Faculty Handbook.

Transcripts

A transcript is the permanent academic record of the student. An official transcript is a copy bearing the College seal and the signature of the Registrar and is sent directly to the institution designated by the student. An unofficial transcript bears no seal or signature.

Requests for transcripts will be honored only if the request is made in writing by the student to the office of the Registrar.

The College will not release student transcripts unless and until all financial obligations have been resolved with the Business Office.

Replacement Diplomas

Divine Word College will not issue duplicate diplomas under any circumstances. If a diploma was permanently lost or destroyed, a replacement diploma may be ordered from the Registrar's Office. Requests must be submitted by filling out the Replacement Diploma form, and sending it with a check for the fee amount listed on the form. Each replacement diploma follows the current diploma format and includes a notation stating that the diploma is a replacement of the original and listing the date of its preparation. All replacement diplomas bear the signatures of the current college officials.

Core Curriculum

The primary goal of Divine Word College's Core Curriculum is to lay the foundation for academic success and to support the College's mission, core values, and Core Competency Student Learning Outcomes (CC-SLOs).

The Core Curriculum provides undergraduate students with the basic skills, knowledge, and attitudes necessary to undertake study in the College's major programs. Coursework is grounded in the liberal arts, centered on Catholic traditions, and guided by SVD values. The Core Curriculum supports students on the path to becoming engaged and active global citizens. It offers them the opportunity to gain valuable insights into themselves and the world as they discern their role in the 21st century Church and prepare for missionary service in the spirit and charism of the Society of the Divine Word. Finally, the Core Curriculum develops and supports intellectual habits essential to lifelong learning.

Core Curriculum — 44 Credit Hours

Foundational		**4 Credit Hours**
HUM 101	Freshman Seminar	1
PHI 102	Logic	3
Communication Literacy		**12 Credit Hours**
ENG 111	Expository Writing	3
ENG 112	Academic Writing	3
COM 120	Interpersonal Communications	3
COM 160	Public Speaking	3
Humanities and Social Sciences		**12 Credit Hours**
ART 110	Elements of Art	1
MUS 110	Elements of Music	1
ENG110	Approaches to Literature	1
ANT 163	Cultural Anthropology	3
PSY 213	Introduction to Psychology	3
HIS 211 or 212	World History I or II	3
Science and Math		**7 Credit Hours**
BIO 221	Life Sciences with lab	4
MAT 121	College Math	3

Theological Literacy		**9 Credit Hours**
TRS 121	Introduction to Catholic Theology	3
TRS 211	Old Testament	3
TRS 212	New Testament	3

Bachelor of Arts in Intercultural Studies

The Intercultural Studies program prepares students for a future of missionary service in Christian missions in the tradition of the Society of the Divine Word through training primarily in the social sciences, the humanities and environmental studies. To participate in ministry which honors diverse cultural expressions and the Gospel imperative to strive for the common good, students build a foundation of knowledge and attitudes, interactive skills in intercultural competence within diverse contexts: ecclesial and secular.

To obtain a B.A. degree in Intercultural Studies, a student must complete a minimum of 36 credits in the major, 18 of which are required courses. For a minor in Intercultural Studies, one must complete a minimum of 18 credits, of which 9 are required.

Student Learning Outcomes

Intercultural Empathy

- Self-critical awareness of one's own interaction style as conditioned by one's cultural outlook on life and reality
- Comparative reflection on moral values and spiritual meanings in literary, musical and artistic creations from other cultures with one's own

Intercultural Proactivity

- Engagement in social dialogue and reconciliation with an awareness of the dynamics of a multicultural society
- Engagement in justice and peace activities that integrate environmental, economic, social and cultural well-being

B.A. in Intercultural Studies Curriculum 36 Credit Hours

Required ICS Courses		18 Credit Hours
ICS 111	Intercultural Communication	3
ICS 231	Globalization I	3
ICS 331	Globalization II	3
ENS 212	Introduction to Environmental Science	3
SOC 341	Theories of Society and Culture	3
SOC 461	Methods of Social Research	2
ICS 499	Senior Synthesis Capstone	1

Electives for ICS Major		18 Credit Hours
ART 377	Contemporary and World Art	3
ENG 353	Mythology	3
ENG 354	Contemporary World Literature	3
ENS 312	Environment and Society I	3
ENS 412	Environment and Society II	3
ICS 275	Special Topics	3
ICS 375	Special Topics	3
ICS 475	Special Topics	3
MUS 376	World Music	3
PSY 246	Diversity in Human Sexuality	3
PSY 394	Cross-Cultural Psychology	3

Associate of Arts in Intercultural Studies

A.A. in Intercultural Studies Curriculum 62 Credit Hours

Core Curriculum		44 Credit Hours

Required ICS Courses		9 Credit Hours
ICS 111	Intercultural Communication	3
ICS 231	Globalization I	3
SOC 341	Theories of Society and Culture	3

Elective ICS Major courses	9 Credit Hours

Associate of Arts in Interdisciplinary Studies

General Objective: The Divine Word College Interdisciplinary Studies A.A. degree is designed for students pursuing broad areas of study and exploration in any of the areas of emphasis.

A.A. in Interdisciplinary Studies Curriculum	**62 Credit Hours**
Core Curriculum	44
Additional Chair-approved Courses	18

Bachelor of Arts in Philosophy

Grounded in the Roman Catholic tradition of faith seeking understanding and the charism of the Society of the Divine Word, the Bachelor of Arts degree in Philosophy enables students to explore the fundamental philosophical problems related to the nature of Being, the human person, the good life, and the good society. Through a programmatic study of and reflective engagement with primary works, students learn to detect and assess the underlying philosophical views and methods of historically important philosophers, and work toward an articulation of a personal and integrated philosophy. Graduates will have acquired the critical and analytical skills to identify contemporary human and societal problems, to generate alternative viable solutions to controversial and vexing issues, and to apply sound philosophical principles to complex challenges confronting twenty-first century life in the context of Christian faith and service.

Student Learning Outcomes

- Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers
- Develop the requisite critical and analytical skills to evaluate the philosophical assumptions and arguments contained in works across various academic disciplines
- Construct logically sound arguments in oral and written form
- Create a personal and integrated philosophy for Christian faith and service
- Apply appropriate methods of philosophical analysis to critical issues of contemporary relevance and propose viable alternative solutions

B.A. in Philosophy Curriculum — 36 Credit Hours

Required PHI Courses		27 Credit Hours
History of Philosophy		
PHI 210	Ancient Philosophy	3
PHI 320	Medieval Philosophy	3
PHI 330	Modern Philosophy	3
PHI 440	Contemporary Philosophy	3
Thematic Philosophy		
PHI 215	Ethics	3
PHI 225	Philosophy of Human Nature	3
PHI 335	Epistemology	3
PHI 445	Metaphysics	3
Culminating Philosophy		
PHI 498	Senior Seminar	2
PHI 499	Senior Synthesis Capstone	1

Electives for PHI Major		9 Credit Hours
PHI 219	Asian Philosophy	3
PHI 302	Symbolic Logic	3
PHI 323	Philosophy of the Arts	3
PHI 327	Political Philosophy	3
PHI 371	Philosophy of God	3
PHI 373	Philosophical Counseling	3
PHI 375	Special Topics	3
PHI 395	Classical & Contemporary Virtue Ethics	3
PHI 423	Existentialism	3
PHI 430	Source Works	3
PHI 431	Gandhi	3
PHI 432	Nietzsche	3
PHI 444	Environmental Ethics	3
PHI 475	Advanced Special Topics	3

Bachelor of Arts in Theology & Religious Studies

Grounded in the Roman Catholic theological tradition and the charism of the Society of the Divine Word, the Bachelor of Arts degree in Theology and Religious Studies offers an integrated program of intellectual development, personal faith formation, and practical training for ministry. This program facilitates the acquisition of the academic knowledge, critical skills, and spiritual dispositions essential for integrating traditional Church teaching with contemporary pastoral issues encountered in ministerial practice. In preparation for ministry in intercultural and international missionary contexts, the curriculum takes distinctively SVD approaches to spirituality and mission with regard to the following: (1) academic study; (2) spiritual formation in community; (3) intercultural competence; (4) leadership training skills, and; (5) the dynamic integration of ministerial practice and theological reflection. Graduates will be prepared to serve the Church in diverse cultural and local contexts, to engage in primary and new evangelization, and to exercise collaborative leadership in a variety of parochial and ecclesial ministries.

Student Learning Outcomes

- Articulate the basic doctrines, traditions, and scriptural interpretations of the Church
- Distinguish between official Church teaching and theological opinion, recognizing how these find expression in diverse cultural contexts
- Integrate academic learning, spiritual formation, and theological reflection as foundations for pastoral ministry
- Apply appropriate methods of lay ministry, education, and faith formation within particular contexts in local churches
- Develop requisite attitudes and skills for dialogue with persons in ecumenical, interreligious, intercultural, and secular contexts.

B.A. in Theology & Religious Studies Curriculum — 36 Credit Hours

Required TRS Courses		24 Credit Hours
TRS 250	Prayer	3
TRS 253	Christian Ethics	3
TRS 273	Pastoral Care	3
TRS 293	Non-Christian Religions	3
TRS 322	SVD Heritage & Mission	2
TRS 345	Synoptic Gospels	3
TRS 353	Catholic Social Teaching	3
TRS 370	Missiology	3
TRS 499	Senior Synthesis Capstone	1

Electives for TRS Major		12 Credit Hours
TRS 232	Public Witness/Reflection Skills	3
TRS 233	Sacramental & Liturgical Theology	3
TRS 295	Summer Pastoral Internship	1-3
TRS 312	Mariology	3
TRS 333	Christology	3
TRS 335	Church History	3
TRS 336	Ecclesiology	3
TRS 363	Spirituality	3
TRS 373	Pastoral Counseling	3
TRS 375	Special Topics	3
TRS 377	Inter-Religious Dialogue	3
TRS 441	Vatican II Theology	3
TRS 475	Advanced Special Topics	3

Associate of Arts in Theology & Religious Studies

A.A. in Theology & Religious Studies Curriculum — 62 Credit Hours

Core Curriculum — **44 Credit Hours**

Required TRS Courses		12 Credit Hours
TRS 250	Prayer	3
TRS 253	Christian Ethics	3
TRS 345	Synoptic Gospels	3
TRS 370	Missiology	3

Elective TRS Courses — **6 Credit Hours**

Minor Programs

Minor in Intercultural Studies Curriculum — 18 Credit Hours

Required ICS Courses		**9 Credit Hours**
ICS 111	Intercultural Communication	3
ICS 231	Globalization I	3
SOC 341	Theories of Society and Culture	3

Elective ICS Major courses — **9 Credit Hours**

Minor in Philosophy Curriculum — 18 Credit Hours

Required PHI Courses		**12 Credit Hours**
PHI 210	Ancient Philosophy	3
PHI 215	Ethics	3
PHI 330	Modern Philosophy	3
PHI 445	Metaphysics	3

Elective PHI Major Courses — **6 Credit Hours**

Minor in Theology & Religious Studies Curriculum — 18 Credit Hours

Required TRS Courses		**12 Credit Hours**
TRS 250	Prayer	3
TRS 253	Christian Ethics	3
TRS 345	Synoptic Gospels	3
TRS 370	Missiology	3

Elective TRS Major Courses — **6 Credit Hours**

Certificate in Pre-Theology

The post-baccalaureate Certificate in Pre-Theology offers a program of foundational studies for men preparing for ordination to the priesthood, in accord with the guidelines provided in the *Program of Priestly Formation* (PPF). This certificate program is intended primarily for those who already possess at least a Bachelor's degree in another academic discipline, but who lack the requisite philosophical and theological background stipulated by the PPF for admission into graduate-level theological programs at Catholic Theological Union (CTU) in Chicago or at other graduate-level theology institutions. The curriculum is composed of forty-eight credit hours normally requiring two academic years of full-time study, and which includes active participation in the Religious Formation Program (RFP). The Certificate in Pre-Theology is also available to others preparing for graduate-level theological studies, but who are not seeking ordination to the priesthood.

Student Learning Outcomes

- Articulate the philosophical views, theories, and methods contained in the primary works of historically important philosophers
- Develop the requisite critical and analytical skills to evaluate the philosophical assumptions and arguments contained in works across various academic disciplines
- Construct logically sound arguments in oral and written form
- Create a personal and integrated philosophy for Christian faith and service
- Apply appropriate methods of philosophical analysis to critical issues of contemporary relevance and propose viable alternative solutions
- Articulate the basic doctrines, traditions, and scriptural interpretations of the Church

Certificate in Pre-Theology Curriculum 48 Credit Hours

History of Philosophy	PHI 210 – Ancient Philosophy (3 credits) PHI 320 – Medieval Philosophy (3 credits) PHI 330 – Modern Philosophy (3 credits) PHI 440 – Contemporary Philosophy (3 credits)
Thematic Philosophy	PHI 102 – Logic (3 credits) PHI 215 – Ethics (3 credits) PHI 225 – Philosophy of Human Nature (3 credits) PHI 335 – Epistemology (3 credits) PHI 371 – Philosophy of God (3 credits) PHI 455 – Metaphysics (3 credits)

Theology	TRS 121 – Catholic Theology (3 credits) TRS 211 – Old Testament (3 credits) TRS 212 – New Testament (3 credits) TRS 250 – Prayer (3 credits)
Spanish*	SPA 121, 122 – Fundamental Spanish I & II (3 credits each) SPA 223, 224 – Intermediate Spanish I & II (3 credits each)

* A minimum of six (6) credit hours of Spanish language is normally required.

Special Requirements

Candidates for SVD Brotherhood

SVD Candidates for Brotherhood are required to study at Divine Word College for their undergraduate studies. During this time they will pursue a B.A. degree in Intercultural Studies, Philosophy, or Theology & Religious Studies. Brothers will receive professional or technical training after novitiate.

An SVD Candidate for Brotherhood assigned to Divine Word College who has already completed a B.A. or B.S. degree from another institution must complete at least one year of studies at Divine Word College in order to fulfill the equivalent of a minor (18 credit hours) in undergraduate theology.

Candidates for SVD Priesthood

SVD Candidates for Priesthood are required to pursue a B.A. degree in Philosophy with an Intercultural Studies minor. The reason for this requirement is that the United States Conference of Catholic Bishops (USCCB) stipulates that candidates for priesthood are required to take a minimum of thirty (30) credit hours in philosophy and twelve (12) credit hours in theology (*Program of Priestly Formation*, Fifth Edition, 178, 179). Exceptions to this policy must be approved by the Vice President for Academic Affairs in consultation with the Vice President for Formation.

Other candidates for the priesthood are required to fulfill the academic entrance requirements of their prospective major seminary. The Catholic Theological Union in Chicago has an entrance requirement of 30 credit hours in philosophy and 12 credit hours in theology for the Master of Divinity program.

Spanish Language Requirement

A minimum of six (6) credit hours of Spanish language is required for SVD candidates.

Undergraduate Course Descriptions

Undergraduate courses are designated as being offered every semester, once per year, or on a regular two-year cycle. Other courses are not offered on a regularly scheduled basis, but are offered as needed if there is sufficient interest. After the brief description of each course, any prerequisites are listed along with the normal course offering schedule.

The following conventions are utilized with regard to course prefixes and numbering. Three-letter course prefixes indicate the subject area. Three-digit course numbers are indicative of course content level and the year normally taken.

ANT	Anthropology
ART	Art
BIO	Biology
COM	Communication
ENG	English
ENS	Environmental Sciences
HIS	History
HUM	Humanities
ICS	Intercultural Studies
MAT	Math
MUS	Music
PHI	Philosophy
PSY	Psychology
SCI	Science
SOC	Social Sciences
SPA	Spanish
TRS	Theology & Religious Studies

000-099	Non-credit hour developmental courses
100-199	Freshman-level courses
200-299	Sophomore-level courses
300-399	Junior-level courses
400-499	Senior-level courses

Examples: PHI 102 indicates a course in the area of Philosophy with freshman-year level content, while TRS 353 indicates a course in the area of Theology & Religious Studies with junior-year level content.

ANT 163 CULTURAL ANTHROPOLOGY 3 Credit Hours

Students learn a comparative, contextualized, holistic approach to understanding the diversity of world cultures, including their own. Topics include family, kinship and marriage, language and communication, religion, economic systems, political systems, gender, ethnicity and race, and culture change. Spring Semester.

ART 110 ELEMENTS OF ART 1 Credit Hour

Covers the basic language and concepts of art and design as well as the basics of art appreciation and analysis. Students are exposed to the world of visual art in all of its mediums. Students will view, research, write about, and make works of art as they learn about art and its significance. Every semester.

ART 121 DRAWING 3 Credit Hours
Combines fundamentals of art and basic drawing skills in exploring various subject matter and media. Students learn the basics of drawing from observation, linear perspective, and creative drawing techniques. Course requires two hours of studio per week for each credit taken. Fall Semester.

ART 135 DIGITAL IMAGING 3 Credit Hours
An introduction to image making through the use of digital technology. Students will explore digital image creation, digital collage, and digital image manipulation. Projects are centered on specific skill sets. Course requires two hours of studio per week for each credit taken. Prerequisite: ART 110 or permission of instructor. As needed.

ART 145 PAINTING 3 Credit Hours
An introductory class in painting. Students will learn how to prepare canvases, mix paints, develop composition skills, and develop thematic work. Course requires two hours of studio per week for each credit taken. Prerequisite: ART 121 or permission of instructor. Spring Semester.

ART 275 TOPICS 3 Credit Hours
Provides an opportunity for advanced art students to pursue special interests in art, art history, or art appreciation. Topics are chosen by the instructor according to the students' area of interest. As needed.

ART 377 CONTEMPORARY AND WORLD ART 3 Credit Hours
This course engages the visual arts of various cultures and times as a way of understanding what it is to be human by exploring themes such as survival, religion, politics, social advocacy, and identity through the creation of art, architecture, and media. Spring Semester.

ART 395 ADVANCED STUDIO ART 1-3 Credit Hours
Offers advanced students the opportunity for further study and development in studio practice. Three credit hours of art studio and permission of instructor required. Class requires two hours of studio per week for each credit hour. As needed.

BIO 221 LIFE SCIENCES 4 Credit Hours
Provides an overview of scientific method, the unity of life processes and basic biological functions, organic macromolecules, cell biology, and the function of organ systems in the human body. In laboratory periods, students will gain hands-on experience with concepts learned in lectures. Requires three lecture hours and two lab hours per week. Fall Semester.

COM 120 INTERPERSONAL COMMUNICATIONS 3 Credit Hours
A course aimed at introducing communication theory, increasing the student's awareness of communication with others in one-on-one situations, and improving personal communication skills. Topics studied include perception, listening, nonverbal communication, language, and conflict management. Fall Semester.

COM 160 PUBLIC SPEAKING 3 Credit Hours
A performance class that teaches skills and theory of public oratory; provides guided practice in preparation and delivery of informative and persuasive speeches. Focuses on extemporaneous delivery, but will include work with scripted and impromptu methods of speaking. Prerequisite: COM 120. Every semester.

COM 275 TOPICS 3 Credit Hours
Explores communication topics not covered in other courses. Topics are chosen by the instructor according to the students' areas of interest. As needed.

ENG 090 BASIC WRITING 2 Non-Credit Hours
A developmental course in basic writing. Emphasizes standard grammar and syntax in effective sentences and paragraphs. Students who pass the writing placement test will be exempt from this course. Every semester concurrently with ENG 111.

ENG 110 APPROACHES TO LITERATURE 1 Credit Hour
Explains and applies fundamental terms and concepts used in interpretation of poetry, drama and short story. Taken concurrently with ENG 111 or after. Every semester.

ENG 111 EXPOSITORY WRITING 3 Credit Hours
Teaches the writing of expository essays with emphasis on purpose, focus, thesis, patterns of organization, coherence, and control of style using standard syntax and grammar. Every semester.

ENG 112 ACADEMIC WRITING 3 Credit Hours
Prepares students to conduct purposeful research and write effective reports, analyses, research papers and other forms of writing commonly required in higher education. Teaches research skills, rhetorical principles, and proper documentation of sources. Prerequisite: ENG 111. Every semester.

ENG 275 TOPICS 3 Credit Hours
Explores topics in writing or literature not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

ENG 316 CREATIVE WRITING 3 Credit Hours
Introduces genres, models, strategies, and forms. Features regular writing practice, workshops and revision of students' poetry, short stories, short dramatic pieces, and creative nonfiction. Prerequisite: ENG 112 or permission of instructor. Spring Semester.

ENG 318 ADVANCED WRITING 3 Credit Hours
Gives students guided practice in persuasive and critical writing for advanced education and workplace. Expands students' awareness of audience, use of rhetorical strategies, range of techniques, and refined control of prose style. Prerequisite: ENG 112 or permission of instructor. Fall Semester.

ENG 332 AMERICAN LITERATURE SURVEY 3 Credit Hours
Surveys literature created in the United States. Emphasizes literature as a cultural phenomenon developing out of and existing in a social and historical context. Prerequisite: ENG 110. As needed.

ENG 353 MYTHOLOGY 3 Credit Hours
Examines archetypes and develops themes from African, Asian, Greco Roman, Northern European, and Native American creation myths, fertility myths, or hero myths. Takes a cultural and historical perspective in examining these myths as they order and connect events, motives, and values in the human experience. Prerequisites: ENG 110 and Junior standing, or permission of instructor. Fall Semester.

ENG 354 CONTEMPORARY WORLD LITERATURE 3 Credit Hours
Features analysis of distinctive literary contexts and approaches to significant social issues reflected in recent literature from Africa, Asia, the Middle East, Europe, Australia and the Americas—most published in, or translated into English in the last ten years. Texts will vary. Seminar format. Prerequisites: ENG 110 and Junior standing, or permission of instructor. Spring Semester.

ENG 375 INTERMEDIATE TOPICS 3 Credit Hours
Focuses on particular authors, genres, issues, or topics developed in consultation with students. Could involve intermediate-level topics such as The Missionary in Literature, Environmental Literature, Latino Voices in the U.S., The Immigrant Autobiography, or Literature by and about Women. Prerequisite: ENG 110 and Junior standing, or permission of instructor. As needed.

ENS 212 INTRODUCTION TO ENVIRONMENTAL SCIENCE 3 Credit Hours
Surveys the scientific knowledge and methods that are key to understanding critical concerns in human-environmental relations. Topics include energy and matter, ecosystems and how they operate, climate, species interactions, principles of environmental sustainability, population dynamics, and biodiversity in relationship to evolution. Prerequisite BIO 221. Spring Semester.

ENS 312 ENVIRONMENT AND SOCIETY: HUMAN-ENVIRONMENT RELATIONS 3 Credit Hours
Students learn and apply the concepts of sustainability and Catholic social teaching to some of the most critical issues in human-environment relations in order to understand and address them better. Topics vary, but generally include food, hunger and agriculture, water resources, human population, and urbanization. Prerequisite: ENS 212. Fall Semester.

ENS 412 ENVIRONMENT AND SOCIETY: ENVIRONMENTAL STEWARDSHIP 3 Credit Hours
Addresses issues in human-environment relations using a similar approach as in ENS 312, but at a higher level of complexity. Focuses on concerns such as energy, air pollution and climate disruption, solid and hazardous waste, environment and human health, and environmental economics, politics and justice. Prerequisite: ENS 212. Spring Semester.

HIS 211 WORLD HISTORY I 3 Credit Hours
Begins with the emergence of humans and continues with the rise of Ancient and Medieval civilizations in the Middle East, Europe, and Asia and a survey of the major world cultures through the Middle Ages. Fall Semester.

HIS 212 WORLD HISTORY II 3 Credit Hours
Continues the story of the human community beginning with the Rise of the West and the Age of Exploration, surveying major concepts such as the growth of colonialism, nationalism, and the various political ideologies of the nineteenth and twentieth centuries and their impact on Europe, Asia, Africa, and Latin America. Spring Semester.

HIS 275 TOPICS 3 Credit Hours
Explores history topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

HUM 101 FRESHMAN SEMINAR 1 Credit Hour
Prepares students for life in college and develops a range of academic skills, including critical and creative thinking, library research, and the use of electronic technology for learning. Required of all first semester students. Every semester.

ICS 111 INTERCULTURAL COMMUNICATION 3 Credit Hours
In today's globalized world, interaction with people of diverse cultural backgrounds is becoming increasingly common, making intercultural communication necessary for social harmony and organizational success. This course will provide the theoretical, methodological, and ethnographic tools to understand the tenets and implications of intercultural communication at all scales—interpersonal through global—and to acquire skills and attitudes that increase intercultural competence. Spring Semester.

ICS 231 GLOBALIZATION I 3 Credit Hours
Provides an overview of the major milestones in the history of globalization—human migration out of Africa, development of trade routes, the formation of colonial empires, the origins and spread of global capitalism, decolonization and state formation movements after WWII, the rise of US imperialism, and the spread of neoliberalism. The course also examines how the Bretton Woods economic system and global trade impact the poorer nations, the global environment, and the growing inequality between the Global North and the Global South. Fall Semester.

ICS 275 TOPICS 3 Credit Hours
Surveys intercultural and interdisciplinary topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

ICS 331 GLOBALIZATION II 3 Credit Hours
Focusses on the impact of globalization on society and culture. Specific topics will include: McDonaldization, Walmartization, postcolonial discourse and cultural hybridity, weakening of nation states, insurgencies and anti-globalization movements, rise of nationalist ideologies, creation of failed states, migration and refugee flows, human trafficking, crises of global governance and Pax Americana, and the emergence of a multi-polar world order. Spring Semester.

ICS 375 INTERMEDIATE TOPICS 3 Credit Hours
Surveys intermediate-level intercultural and interdisciplinary topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

ICS 475 ADVANCED TOPICS 3 Credit Hours
Surveys advanced-level intercultural and interdisciplinary topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

ICS 499 SENIOR SYNTHESIS CAPSTONE 1 Credit Hour
Forum for the research, preparation, and presentation of the senior capstone project (see Assessment in the Majors for details). Required for Intercultural Studies majors in their final semester. Seniors only. Spring Semester, and as needed.

MAT 090 INTERMEDIATE ALGEBRA 2 Non-Credit Hours
A developmental course for intermediate algebra skills. Students who pass the Math placement test will be exempt from this course. Spring Semester concurrently with MAT 121.

MAT 121 COLLEGE MATHEMATICS 3 Credit Hours
Examines the variety of college mathematics and its relation to other disciplines. Introduces elementary number theory, probability, statistics, and linear algebra. Spring Semester concurrently with MAT 090.

MAT 381 STATISTICS 3 Credit Hours
Introduces the fundamental ideas of probability and statistics. Examines sampling, the organization of data, correlation and regression, distributions, and analysis of variance. Prerequisite: MAT 121. As needed.

MUS 110 ELEMENTS OF MUSIC 1 Credit Hour
Studies the fundamentals of music notation and applied skills necessary for simple music reading and the articulation of musical ideas. Every semester.

MUS 111 EAR TRAINING AND SIGHT SINGING 1 Credit Hour
Ear training and sight singing for those interested in advancing theory skills and practical application of music knowledge. Prerequisite: MUS 110 or permission of instructor. As needed.

MUS 121 APPLIED PIANO 1 Credit Hour
Offers individual piano instruction. The course progresses at the student's rate with exercises and repertoire. To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice. Every semester.

MUS 131 APPLIED BEGINNING GUITAR 1 Credit Hour
Provides small-group instruction for students with little or no guitar background. Covers tuning, maintenance of instrument, correct playing position, twelve to fifteen basic major, minor and seventh chords, and two to three strumming and picking styles. To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice. Every semester.

MUS 132 APPLIED INTERMEDIATE GUITAR 1 Credit Hour
Provides group instruction in ensemble playing, transposition, additional chords beyond beginning level class and four to six strumming and picking styles. To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice. Prerequisite: MUS 131 or permission of instructor. Every semester.

MUS 133 APPLIED ADVANCED GUITAR 1 Credit Hour
Provides advanced guitar techniques such as advanced chords, more picking and strumming styles, and classical guitar solo work. May be taken more than once as are other applied music classes. To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice. Prerequisite: MUS 132 or permission of the instructor. As needed.

MUS 151 APPLIED VOICE 1 Credit Hour
Offers individual voice instruction through exercises and repertoire. Emphasizes breathing, enunciation, pitch accuracy, tone quality, and performance poise. To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice. Every semester.

MUS 161 APPLIED FLUTE 1 Credit Hour
Develops the skills necessary to perform flute repertoire and exercises based on the individual student's level of progress. To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice. Every semester.

MUS 190 APPLIED INSTRUMENT 1 Credit Hour
Provides instruction in an instrument not offered in other courses. Prerequisite: permission of music faculty member. To develop adequate skills, applied music courses require a minimum of 30 minutes of daily practice. Every semester.

MUS 211 INTERMEDIATE MUSIC THEORY 3 Credit Hours
Reviews circle of fifths, dominant seventh chord; studies melodic organization, natural and harmonic minor scales, triad inversions, cadences, non-harmonic tones and simple harmonization of a simple hymn melody in a major key. Prerequisite: MUS 110 or permission of instructor. As needed.

MUS 261 LITURGICAL ENSEMBLE 1 Credit Hour
Studies in harmonization, in practice and theory, in preparation for liturgies. Students will learn to sing harmonies, read harmonic vocal lines and create harmonies for melodies of common hymns. Prerequisite: MUS 110 or permission of instructor. Every semester.

MUS 275 TOPICS 3 Credit Hours
Provides an opportunity for students to pursue special interests in music application, music history, literature, composition, improvisation, or advanced theory. Topics chosen by instructor according to the students' areas of interest and musical background. Prerequisite: MUS 110 or permission of instructor. As needed.

MUS 375 INTERMEDIATE TOPICS 3 Credit Hours
Provides an opportunity for students to pursue intermediate-level special interests in music application, music history, literature, composition, improvisation, or advanced theory. Topics chosen by instructor according to the students' areas of interest and musical background. Prerequisite: MUS 110 or permission of instructor. As needed.

MUS 376 WORLD MUSIC 3 Credit Hours
Explores cultures of the world through their musical activities such as listening, transmitting, and music making. Contextualizes musical change due to globalization, colonization, immigration and technological advances. Through reading, listening and music making projects, examines categories and concepts in music such as folk-art music, vocal-instrumental music, sacred-secular music, and traditional-modern music. Fall Semester.

MUS 475 ADVANCED TOPICS 3 Credit Hours
Provides an opportunity for students to pursue advanced-level special interests in music application, music history, literature, composition, improvisation, or advanced theory. Topics chosen by instructor according to the students' areas of interest and musical background. Prerequisite: MUS 110 or permission of instructor. As needed.

PHI 102 LOGIC 3 Credit Hours
Studies basic concepts of deductive and inductive logic. Develops critical reasoning skills through analyzing and evaluating arguments in ordinary language, as well as through learning to recognize various informal fallacies. Studies principles of formal deductive reasoning and methods of evaluating deductive arguments. Fall Semester.

PHI 210 ANCIENT PHILOSOPHY 3 Credit Hours
Compares philosophical world views of Plato and Aristotle. Includes consideration of philosophers who precede (Pre-Socratics and Socrates) and may include those who follow (Epicurus, the Stoics, and the Skeptics). Spring Semester.

PHI 215 ETHICS 3 Credit Hours
Considers and assesses major historical and contemporary ethical theories such as natural law theory, virtue ethics, Kantianism, utilitarianism, and the philosophical issues involved in these theories. Analyzes some contemporary problems in light of ethical norms. Spring Semester.

PHI 219 ASIAN PHILOSOPHY 3 Credit Hours
Examines the philosophical and spiritual thought of Hinduism, Confucianism, Daoism, and Buddhism and explores the role of yoga, meditation, ritual, and other social practices. Fall Semester.

PHI 225 PHILOSOPHY OF HUMAN NATURE 3 Credit Hours
Analyzes various theories and concepts of human nature throughout history, including the mind-body problem, mortality vs. immortality, and freedom vs. determinism. May also study the related concepts of person and being. Fall Semester.

PHI 275 TOPICS 3 Credit Hours
Explores various topics in the area of philosophy not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

PHI 302 SYMBOLIC LOGIC 3 Credit Hours
Introduces the techniques of modern symbolic logic. Develops a system of symbolic logic for analysis and evaluation of arguments in English. Identification and avoidance of many formal fallacies that occur in everyday reasoning. Fall, odd-numbered years.

PHI 320 MEDIEVAL PHILOSOPHY 3 Credit Hours
Presents philosophies of the Middle Ages. Philosophers discussed may include Plotinus, Augustine, Boethius, Anselm, Abelard, Ibn-Sina (Avicenna), Ibn-Rushd (Averroes), Moses ben Maimon, Bonaventure, Aquinas, Duns Scotus, and Ockham. Prerequisite: PHI 210. Fall Semester.

PHI 323 PHILOSOPHY OF THE ARTS 3 Credit Hours
Surveys theories in aesthetics concerned with the nature of human creativity, the definition of an art work, the concept of expression, the logic of aesthetic concepts, and the criteria for the evaluation of works of art. Authors read may include Plato, Aristotle, Hume, Kant, Nietzsche, Tolstoy, Collingwood, Sibley, and Danto. As needed.

PHI 327 POLITICAL PHILOSOPHY 3 Credit Hours
Studies various philosophical theories regarding the nature and justification of the state. Topics include competing conceptions of justice, rights, liberty, and equality. Authors read may include Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Burke, Marx, and Rawls. Prerequisite: PHI 210. Spring, odd-numbered years.

PHI 330 MODERN PHILOSOPHY 3 Credit Hours
Examines the dispute between rationalism and empiricism in the modern period, leading to the dominance of Kant's critical philosophy. Philosophers studied may include Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Prerequisite: PHI 320. Spring Semester.

PHI 335 EPISTEMOLOGY 3 Credit Hours
Studies knowledge and its objects and related concepts such as belief, certainty, and truth. Investigates skepticism and the possibility of knowledge, the sources and methods of acquiring knowledge, and the possible limits of human knowledge. Prerequisite: PHI 330. Spring Semester.

PHI 371 PHILOSOPHY OF GOD 3 Credit Hours
Considers in detail classical, modern, and contemporary versions of the most important arguments for the existence of God, such as the ontological argument and the cosmological argument. Also examined are the nature of God, the nature of religious experience, the problem of evil, and the analysis of religious language. Spring Semester.

PHI 373 PHILOSOPHICAL COUNSELING 3 Credit Hours
Philosophical counseling consists of a trained philosopher helping a person deal with a problem or issue of concern. It involves a study of a person's ideas and how they affect his/her life—and how changing their ideas can change their life. Current theories and methods of philosophical counseling are examined, including: Socratic Dialogue, PEACE, Platonic Cave, and Logic Based Therapy. Students will develop practical philosophical counseling skills (active listening, empathy, non-judgmental acceptance) and apply these to particular cases through classroom role play. This is a course in applied philosophy. Prerequisite: PHI 330. As needed.

PHI 375 INTERMEDIATE TOPICS 3 Credit Hours
Explores various intermediate-level topics in the area of philosophy not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

PHI 395 CLASSICAL & CONTEMPORARY VIRTUE ETHICS 3 Credit Hours
Examines ethical theories in the western philosophical tradition which are centered on the concept of an ethical virtue. Questions considered: What is the nature of ethical virtue? What is the content of specific virtues such as practical wisdom and justice? Is it rational to be an ethically virtuous person? And what is the relationship between happiness and ethical virtue? Classical and medieval virtue theories are explored through the study of the foundational writings of Aristotle and Aquinas. The revival of virtue ethics in the mid-twentieth century will be explored through the study the works of contemporary virtue ethicists such as Anscombe, Foot, MacIntyre, and Hursthouse. Prerequisite: PHI 215. Fall, even-numbered years.

PHI 423 EXISTENTIALISM 3 Credit Hours
Investigates existential themes covered by major European thinkers and includes consideration of phenomenology. Authors discussed may include Kierkegaard, Nietzsche, Heidegger, Sartre, Marcel, Jaspers, Dostoevsky, and Tolstoy. As needed.

PHI 430 SOURCE WORKS 3 Credit Hours
Treats specific philosophers or philosophical issues. Concentrates on reading primary sources. Topics and selections designated by instructor or by agreement between instructor and students. As needed.

PHI 431 GANDHI 3 Credit Hours
The writings of M. K. Gandhi contain many original philosophical concepts, principles, and assumptions that interest philosophers and cultural theorists. He called his philosophy practical idealism to emphasize the practical relevance of the notions of truth, non-violence, freedom, self-rule, renunciation, love, satyagraha, and sarvodaya. This course will explore Gandhi's life and work, the sources of his ideas, the development of his thought and his influence on liberation movements. As needed.

PHI 432 NIETZSCHE 3 Credit Hours
An introduction to the philosophy of Friedrich Nietzsche, focusing on his views of art and tragedy, his claim that God is dead, and his radical critique of traditional moral values. Works studied may include The Birth of Tragedy, The Gay Science, Beyond Good and Evil, On the Genealogy of Morals, The Twilight of the Idols, and Ecce Homo. As needed.

PHI 440 CONTEMPORARY PHILOSOPHY 3 Credit Hours
Examines the development of Western Philosophy from the late nineteenth century to the present day. Philosophical movements studied may include pragmatism, analytic philosophy, phenomenology, existentialism, and post-modernism. Philosophers studied may include Nietzsche, Russell, Wittgenstein, Quine, Husserl, Heidegger, Sartre, and Rorty. Prerequisite: PHI 330. Fall Semester.

PHI 444 ENVIRONMENTAL ETHICS 3 Credit Hours
This course consists of two parts. In the first part, relatively brief and introductory, there is an examination of the general principles and theories that are operative in the philosophical consideration of any moral issue. In the second part, there is an application of these principles and theories to the key moral issues related to the environment through study, discussion, and debate—principally through a case- study approach. The objective of this course will be to offer the student opportunities to study and refine the techniques necessary to make good, rational decisions about environmental moral issues. Spring, even-numbered years.

PHI 445 METAPHYSICS 3 Credit Hours
Studies the nature of being, the problem of the one and the many, substance and accident, essence and existence, matter and form. Considers the existence and nature of God, the universe as journey, and the great circle of being. Discusses the importance of the experiential and rational knowledge of being. Prerequisite: PHI 330. Fall Semester.

PHI 475 ADVANCED TOPICS 3 Credit Hours
Explores various advanced-level topics in the area of philosophy not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

PHI 498 SENIOR SEMINAR 2 Credit Hours
The Senior Seminar assesses students' degree of synthesis of philosophical knowledge by challenging them to identify philosophical views and presuppositions in non-philosophical works, such as novels, dramas, poems, films, and works of visual art. Students must draw on their philosophical knowledge in such areas as ethics, philosophy of human nature, epistemology, and metaphysics in order to succeed in the course. Prerequisite: PHI 440, Seniors only. Must be taken concurrently with PHI 499. Spring Semester, and as needed.

PHI 499 SENIOR SYNTHESIS CAPSTONE 1 Credit Hour
The Senior Synthesis Capstone assesses students' ability to apply appropriate methods of philosophical analysis and argument to critical issues of contemporary or perennial relevance, and to propose viable responses to these issues in the context of a major research paper and public presentation. Prerequisite: PHI 440, Seniors only. Must be taken concurrently with PHI 498. Spring Semester, and as needed.

PSY 213 INTRODUCTION TO PSYCHOLOGY 3 Credit Hours
Introduces the study of cognition and behavior. Topics include memory, intelligence, personality theories, development, abnormal behavior, biological foundations of behavior, consciousness, and research methods. Fall Semester.

PSY 246 DIVERSITY IN HUMAN SEXUALITY 3 Credit Hours
Explores the diversity of human sexuality from a global perspective. Focus is on historical development of attitudes and beliefs, biology, communication between the sexes, sexual orientation, contraceptive use and misuse, modern social issues related to gender roles, and sexual expression. Social constructs and psychology that impact sexual practice such as those from religious beliefs, rituals, politics, technology, class, age, and controversial issues from around the world will be discussed. Fall Semester.

PSY 275 TOPICS 3 Credit Hours
Surveys psychology topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. Prerequisite: PSY 213 or permission of instructor. As needed.

PSY 375 INTERMEDIATE TOPICS 3 Credit Hours
Surveys intermediate-level psychology topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. Prerequisite: PSY 213 or permission of instructor. As needed.

PSY 394 CROSS-CULTURAL PSYCHOLOGY 3 Credit Hours
Examines how different aspects of an individual's culture (e.g. religion, ecology, gender roles, ethnicity) influence behavior, perception, emotion, and cognition. Cultural differences are explored from a psychological perspective in order to understand what psychological constructs have universal validity and which are culturally specific. Various issues are examined that should help students understand and relate to people from different cultural backgrounds. Special emphasis is given to improving the student's critical thinking as it applies to culture. Prerequisite: PSY 213. Spring Semester.

PSY 475 ADVANCED TOPICS 3 Credit Hours
Surveys advanced-level psychology topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. Prerequisite: PSY 213 or permission of instructor. As needed.

SCI 275 TOPICS 3 Credit Hours
Surveys science topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

SCI 375 INTERMEDIATE TOPICS 3 Credit Hours
Surveys intermediate-level science topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

SCI 475 ADVANCED TOPICS 3 Credit Hours
Surveys advanced-level science topics for which considerable academic preparation is required. Prerequisite: Junior standing in Intercultural Studies and permission of instructor. As needed.

SOC 275 TOPICS 3 Credit Hours
Explores social science topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

SOC 341 THEORIES OF SOCIETY AND CULTURE 3 Credit Hours
This course explores the interface between sociology and cultural anthropology. It surveys the range of theories revolving around society and culture. It will highlight conceptual tools and interpretive frames useful for social and cultural research. Spring Semester.

SOC 375 INTERMEDIATE TOPICS 3 Credit Hours
Explores intermediate-level social science topics not covered in other courses. Topics chosen by the instructor according to the students' areas of interest. As needed.

SOC 461 METHODS OF SOCIAL RESEARCH 2 Credit Hours
Guided practicum in quantitative and qualitative social research. Prerequisite: SOC 341. Fall Semester.

SOC 475 ADVANCED TOPICS 3 Credit Hours
Develops advanced-level social science topics for which considerable academic preparation is required. Prerequisite: Junior standing in Intercultural Studies and permission of instructor. As needed.

SPA 121 FUNDAMENTAL SPANISH I 3 Credit Hours
Introduces basic grammatical structures and vocabulary of the language. Includes the major indicative verb tenses as well as the present subjunctive mood. All four language skills (reading, writing, listening, and speaking) are emphasized. Includes cultural awareness of the Spanish-speaking world. Fall Semester.

SPA 122 FUNDAMENTAL SPANISH II 3 Credit Hours
Continues the introduction of basic grammatical vocabulary of the language. Includes the major indicative verb tenses as well as the present subjunctive mood. All four language skills (reading, writing, listening, and speaking) are emphasized. Includes cultural awareness of the Spanish-speaking world. Prerequisite: SPA 121 or equivalent. Spring Semester.

SPA 223 INTERMEDIATE SPANISH I 3 Credit Hours
Reviews and refines knowledge acquired in SPA 122 and builds students' language proficiency through reading, writing, listening activities, and discussion of print, audio, and visual materials. Prerequisite: SPA 122 or equivalent. Fall Semester.

SPA 224 INTERMEDIATE SPANISH II 3 Credit Hours
Continues to review and refine knowledge acquired in previous Spanish courses and to build students' proficiency through reading, writing, listening skills, and discussion of print, audio, and video materials. Prerequisite: SPA 223 or equivalent. Spring Semester.

TRS 090 FAITH, BELIEF, AND TRADITIONS 2 Non-Credit Hours
A developmental course in the study of religion, faith, spirituality, and theology presented as essential dimensions of authentic human existence. Students who pass the Test of Basic-Intermediate Theology (TOBIT) placement test will be exempt from this course. Fall Semester concurrently with TRS 121.

TRS 121 CATHOLIC THEOLOGY 3 Credit Hours
A programmatic study of the Catechism of the Catholic Church. The four major sections, or "pillars," of the Catechism are examined in turn: the Creed (what the Church believes); the Sacraments (what the Church celebrates); the Commandments (what the Church lives), and; the Lord's Prayer (what the Church prays). In promulgating the Catechism, Pope John Paul II called these the "four movements of a great symphony." Required for entry into any other Theology & Religious Studies course beyond the Core Curriculum. Fall Semester concurrently with TRS 090.

TRS 211 OLD TESTAMENT 3 Credit Hours
Introduces the primary content, themes, and figures of the Hebrew Scriptures, with an emphasis on the manner in which the Hebrew Scriptures came to be written. A review of the major theological narrative of Israel's Sacred History will be central to the course, including the following components: creation, patriarchs, exodus, judges, monarchy, prophets, exile, and restoration. Prerequisite/concurrent with TRS 121. Spring Semester.

TRS 212 NEW TESTAMENT 3 Credit Hours
A basic introduction to the scientific study of the New Testament from historical and literary critical perspectives, with particular emphasis on an examination of the general social background and cultural dynamics implicit within the New Testament world, the particular circumstances surrounding the composition of individual books, and the theological perspectives of the various authors. Prerequisite/concurrent with TRS 121. Fall Semester.

TRS 232 PUBLIC WITNESS REFLECTION SKILLS 3 Credit Hours

Students will be introduced to public proclamation that is grounded in the document on liturgical preaching entitled Fulfilled in Your Hearing, published by the United States Conference of Catholic Bishops. The course introduces students to proclaiming liturgical readings, leading prayer, and learning the practical dynamics of preaching (especially preparation methods, presentation skills, and critical review) tested in actual preaching opportunities. Competencies include public speaking and proclamation, coherent organization, convincing presentation, and critique of speaking skills. Prerequisite: TRS 121. Spring Semester.

TRS 233 SACRAMENTAL & LITURGICAL THEOLOGY 3 Credit Hours

This course studies the Christian sacramental worldview through contemporary and historical perspectives on the nature of sacramentality, Christ as sacrament, and Church as sacrament. Examines Catholic liturgical theology and practice as the source and summit of fruitful Christian life and community, with particular emphasis on the seven institutionalized sacraments of initiation, healing, and service. Prerequisite: TRS 121. Fall Semester.

TRS 250 PRAYER 3 Credit Hours

Introduces students to important themes and various approaches to prayer as the "the one thing needed" for a personal relationship with God, with a special focus on the teachings and traditions of the Catholic Church. Explores the theological and pastoral implications of these different approaches to prayer and includes a practicum focusing on a variety of prayer forms. Enables students to glorify God the Father, grow in deeper relationship to Christ, and develop the gifts of the Spirit through different forms of personal and corporate prayer. Prerequisite: TRS 121. Fall Semester.

TRS 253 CHRISTIAN ETHICS 3 Credit Hours

Examines the development and formulation of Christian ethical principles and methods based on Scripture, Catholic tradition and teaching, and philosophical and theological reflection. Introduces basic tenants of the Christian moral life, including the nature of the human person as a free and self-determined moral agent, the nature and function of conscience, and human sexuality. Also explores the Church's social teaching regarding emerging moral issues in medicine, technology, politics, human rights, and environment as applicable to contemporary life and Christian commitment. Prerequisite: TRS 121. Spring Semester.

TRS 273 PASTORAL CARE 3 Credit Hours

The contemporary task of pastoral care is a continuation of the risen Christ's presence in the human community. It is a commitment to embody Christ's boundary-breaking ministry of reaching beyond ethnic, religious, socioeconomic, and gender barriers to affirm and include persons who live at the margins of society. The capacity for empathic, caring relationships is at the heart of effective pastoral ministry. This course explores the personal qualities and the interpersonal

skills that help create a welcoming and compassionate presence. In the setting of biblical spirituality and pastoral theology, with a shared process involving personal reflection and experiential practice, students address two fundamental components of pastoral care: 1) self-awareness and growth in the personal qualities of compassion involving culturally diverse experiences, and; 2) practice in the learned art/skill of interpersonal communication, with an emphasis on creativity and respecting diversity. Students examine the practice and significance of the Catholic approach to naming grace in personal and communal life and history. Prerequisite: TRS 121. Spring Semester.

TRS 275 TOPICS 3 Credit Hours
Explores various topics in the areas of theology and religious studies. Prerequisite: TRS 121. As needed.

TRS 293 NON-CHRISTIAN RELIGIONS 3 Credit Hours
An introduction to the major non-Christian religious traditions of the world, and their particular historical evolution with regard to beliefs, practices, institutions, and cultural expressions. Explores diversity of religious beliefs, relevant issues from comparative religious studies, and the socio-cultural impact of religion in various contexts. Prerequisite: TRS 121. Fall Semester.

TRS 295 SUMMER PASTORAL INTERNSHIP 1-3 Credit Hours
Supervised pastoral internship placement during the summer, providing students directed instruction with concurrent pastoral ministry practicum in a parish or faith-based institution for a period of six to eight weeks. Placements are available through the Department Chair, and require the completion of a written contract signed by the student, the instructor, and dedicated on-site ministry supervisor with attached syllabus detailing the number of credit hours and associated hours of instruction, independent study, and actual pastoral ministry practicum. Applications are processed during the Spring semester and are due no later than April 1st. Prerequisites: TRS 121 and TRS 273. Recommended: TRS 373. Every Summer, contingent upon need and availability.

TRS 312 MARIOLOGY 3 Credit Hours
This course is a study of the Blessed Virgin Mary's mediating role in salvation history as the Mother of God as expressed in Scripture, the Tradition of the Church, contemporary Marian documents from the Magisterium, and through popular intercultural Marian devotions; also, an exploration of the Virgin Mary's relevance for contemporary ecumenical and interreligious dialogue. Prerequisite: TRS 121. Fall, even-numbered years.

TRS 322 SVD HERITAGE & MISSION 2 Credit Hours
A general introduction to the heritage and mission of the Society of the Divine Word (SVD), beginning with an overview of the early history of the SVD focused on St. Arnold Janssen and other members of the Founding Generation. Subsequent topics include SVD prayer and spirituality, the SVD missionary paradigm of Prophetic Dialogue, the SVD in North America, and the SVD global mission today. Prerequisite: TRS 121. Spring Semester.

TRS 333 CHRISTOLOGY 3 Credit Hours
Presents an historical-critical reading of New Testament accounts regarding the person and ministry of Jesus Christ, and examines the experience of the historical Jesus and resulting understanding and profession of the Christ of faith. Explores the development of Christological definitions and controversies as found in the early Christian community, the creedal formulae of the early Church Councils, and the philosophical and theological treatises of patristic, medieval, and modern theologians. Surveys contemporary issues in Christology and the implications of proclaiming the uniqueness and universality of Jesus Christ for interreligious dialogue in today's religiously pluralist world. Prerequisites: TRS 121, TRS 211, and TRS 212. Spring Semester.

TRS 335 CHURCH HISTORY 3 Credit Hours
This course surveys the history of the Christian Church from its origins to the present time, presented according to the broad sweep of four main Church eras: Early Church (to 800); Medieval Church (800-1500); Reformation (1500-1650), and; Modern Church (1650-to present). Details the important historical events and controversies—including key persons, dates, movements, and theological concepts—that are essential for a critical appreciation of how the Church's has fulfilled its missionary mandate over the centuries. Prerequisite: TRS 121. Fall, odd-numbered years.

TRS 336 ECCLESIOLOGY 3 Credit Hours
This course explores the biblical foundations of the Church, and subsequent theological developments, regarding how the Church exercises its redemptive role in the world, and the variety of models for its institutional structures and its missionary activity. Special attention is given to issues challenging the Church today—the role of the Magisterium, secularism, atheism, ecumenism, and the Church's role and relation to other religions in a religiously pluralist context. Prerequisite: TRS 121. Spring, odd-numbered years.

TRS 345 SYNOPTIC GOSPELS 3 Credit Hours
This course describes the Synoptic Problem regarding the interrelationship among the Gospels of Matthew, Mark, and Luke—and the coherence of the Four-Source Hypothesis. Explores the convergences and divergences in narrative, theology, and Christology in each of the Synoptic Gospels regarding their respective portraits of Jesus Christ utilizing historical and literary critical methods, in particular redaction criticism. Detailed exegesis of some significant narratives and parables. Prerequisites: TRS 121, TRS 211, and TRS 212. Fall Semester.

TRS 353 CATHOLIC SOCIAL TEACHING 3 Credit Hours
Provides an historical, theoretical, and practical overview of the primary principles and themes of the Catholic social encyclical tradition. Explores moral issues in medicine, technology, politics, economy, ecology, and human rights. Also evaluates Christian social responsibilities in the areas of peace-building, justice, reconciliation, and the integrity of creation. Prerequisite: TRS 121. Spring Semester.

TRS 359 CHRISTIAN SEXUALITY 3 Credit Hours
This course will examine the Catholic Church's official teachings on the various areas of sexual morality, looking both to traditional formulations and to more recent ways of thinking about issues of sexual morality. The course will also consider human sexuality, marriage, and family life as paths for growth in the Christian spiritual life. As needed.

TRS 363 SPIRITUALITY 3 Credit Hours
Explores the biblical, historical, and theological foundations for the practices and methods of Christian spirituality, emphasizing the teachings and traditions of the Catholic Church. Illumines key principles and stages in the spiritual life as a path to holiness. Presents various understandings and practices of prayer, meditation, contemplation, mysticism, discernment, and spiritual direction with the purpose of developing personal and communal applications to Christian life in the modern world. Prerequisite: TRS 121. Spring, even-numbered years.

TRS 370 MISSIOLOGY 3 Credit Hours
Discusses the concept of missiology and describes historical and contemporary trends in mission. Explores important dimensions concerning the missionary activity of the Christian Church, such as culture, religion, the poor, peace, justice, reconciliation, and the integrity of creation. Examines the paradigm of Prophetic Dialogue as a particularly SVD mode of missionary engagement that is situationally, rather than geographically, based. Prerequisite: TRS 121. Fall Semester.

TRS 373 PASTORAL COUNSELING 3 Credit Hours
This course is both a theoretical and practical-skills formation course for pastoral counseling with adolescents and adults. After presenting basic theoretical approaches to counseling most applicable in pastoral or religious settings, students develop practical active listening counseling skills (empathy, non-judgmental acceptance, establishment of appropriate boundaries, reflection, challenge, and integration of spirituality) through the viewing of counseling video demonstrations and engaging in classroom role-play. Both theological and psychological points of view will be examined. Students will work toward developing a personally relevant model of integrated pastoral counseling as a professional helper. Prerequisites: TRS 121 and TRS 273. As needed.

TRS 375 INTERMEDIATE TOPICS 3 Credit Hours
Explores various intermediate-level topics in the areas of theology and religious studies. Prerequisite: TRS 121. As needed.

TRS 377 INTERRELIGIOUS DIALOGUE 3 Credit Hours
In a world that experiences daily tensions among adherents of different religious traditions, this course explores the issues and challenges related to interreligious dialogue, the fundamental principles of dialogue, different belief systems, and how Christians understand and dialogue with other religions in light of Christ, the Gospel, and the teachings of the Church from the perspective of one's own faith. Prerequisite: TRS 121. Fall Semester.

TRS 441 VATICAN II THEOLOGY 3 Credit Hours
Vatican II represents a new epoch in theology, ecclesiology, missiology, and liturgy—indeed, the great theologian Karl Rahner called it "the beginning of a beginning" out of which Roman Catholicism and the whole of Christianity embarked upon a renewed pilgrimage of faith. This course presents an overview of the seminal teachings of the Second Vatican Council and examines the profound effects that Vatican II theology has in guiding and informing the Catholic Christian worldview into the 21st century. Prerequisite: TRS 121. Spring Semester.

TRS 475 ADVANCED SPECIAL TOPICS 3 Credit Hours
Explores various advanced-level topics in the areas of theology and religious studies. Prerequisite: TRS 121. As needed.

TRS 499 SENIOR SYNTHESIS CAPSTONE 1 Credit Hour
The Senior Synthesis Capstone measures students' ability to apply appropriate methods of theological analysis to critical issues of contemporary relevance and to propose viable alternative solutions in the context of a major research paper and public presentation. Students develop and articulate a personal synthesis of their previous studies in areas such as: God, Christ, Church, Prayer & Spirituality, Sacramental & Liturgical Theology, Sacred Scripture, Catholic Social Teaching, Ecumenism & Interreligious Dialogue, and Missiology & SVD Prophetic Dialogue. Prerequisite: TRS 121, Seniors only. Spring Semester, and as needed.

Intensive English Language Institute

Mission Statement of the IELI

The Intensive English Language Institute (IELI) supports the mission of Divine Word College by providing students with a culturally sensitive, supportive environment in which to build English language proficiency and academic skills needed for college success. The IELI also offers instruction for students who wish to improve their English language skills for their ministry or employment in the future. The IELI provides students opportunities for language practice and creative expression of ideas by combining content-rich classes and learning experiences outside of class.

Structures and Policies

The IELI assesses the English language proficiency of newly admitted students and provides courses to students whose English proficiency is insufficient to meet the academic demands of the Divine Word College undergraduate programs or for their future ministry or profession. Full-time students in IELI receive 20-23 hours of instruction per week. Classes combine the skill areas of reading, writing, listening, speaking, grammar, pronunciation, and critical thinking. Particular care is taken to offer courses that prepare students academically as well as linguistically for work at the college level.

All policies outlined in the College Catalog apply, except in the following areas:

8-Week Term Plan: Placement & Promotions Criteria

The first day of every 8-week term (6 week term in summer) begins with testing of new students. Based on placement test results (see Table 1), new students may be placed in Level 1 through Level 8 for full-time study, or they are referred to the undergraduate Academic Advisement Coordinator.

Table 1: Placement Testing Criteria for New Students

Program	**Placement**	**1. English Writing Test**	**2. English Speaking Test**	**3. CaMLA**
IELI	Level 1	1	5-8	0-24
	Level 2	2	9-10	25-29
	Level 3	3	11-12	30-34
	Level 4	4	13-14	35-39
	Level 5	5	15-16	40-45
	Level 6	6	17-18	46-52
	Level 7	7	19-20	53-58
	Level 8	8	21-22	59-63

At the end of each term, all IELI students take part in standardized testing of writing and oral communication skills. The results of these tests (see Table 2), along with course grades, determine a student's placement for the following term.

Table 2: Promotion Testing Criteria for Existing Students

At the end of:	Writing grade	EWT (taken at the end of levels 2, 4, 6, 8)	Communication grade	EST (taken at the end of levels 2, 4, 6, 8)	Reading grade	CaMLA (taken at the end of each level)
Level 1	80%↑ ESL 012		80%↑ ESL 016			25
Level 2	90%↑ ESL 022 *or* 80-89.9% ESL 022 + EWT 3	3	90%↑ ESL 026 *or* 80-89.9%↓ ESL 026 + EST 11	11		30
Level 3	80%↑ ESL 032		80%↑ ESL 036		80%↑ ESL 035	35
Level 4	90%↑ ESL 042 *or* 80-89.9% ESL 042 + EWT 5	5	90%↑ ESL 046 *or* 80-89.9% ESL 046 + EST 15	15	80%↑ ESL 045	40
Level 5	80%↑ ESL 052		80%↑ ESL 056		80%↑ ESL 055	46
Level 6	90%↑ ESL 062 *or* 80-89.9% ESL 062 + EWT 7	7	90%↑ ESL 066 *or* 80-89.9% ESL 066 + EST 19	19	80%↑ ESL 065	53
Level 7	80%↑ ESL 072		80%↑ ESL 076		80%↑ ESL 075	59
Level 8	80%↑ ESL 082	8 or higher	90%↑ ESL 086 *or* 80-89.9% ESL 086 + EST 23	23	80%↑ ESL 085	64

Following the English language assessment as outlined above, students wishing to transition from the IELI to the college's undergraduate program must complete a formal request—Application Form to Transition from IELI to Undergraduate Program. After a student obtains the signature of the Director of the IELI and the Dean of Students, the student submits the form to the Vice President for Academic Affairs for final approval. The Vice President for Academic Affairs writes a letter to the student approving or denying the request and sends a copy to the Registrar for the student's permanent file.

Academic Probation

A student who fails to make satisfactory progress in ESL—namely, repeating a level more than two consecutive terms—will be referred by the IELI Director to the Vice President for Academic Affairs and the Vice President for Formation. Depending on the severity of the individual case, the student may be placed on Academic Probation. A written Academic Probation contract outlining areas of concern, strategies for improvement, and conditions for continued enrollment in ESL will be signed by both the student and the Vice President for Academic Affairs.

Upon successful promotion to the next ESL level and completion of the Academic Probation contract conditions, the student will be removed from probationary status. However, failure to pass the repeated ESL level or to adhere to the conditions of the Academic Probation contract may result in the student being denied registration for the following term at Divine Word College.
Grading System

The IELI uses the same letter grading system as the undergraduate program. The student's final course grade is based on whether the student has met the stipulated student learning outcomes for the course.

Registration

Registration takes place in accordance with college regulations. Students who fulfill the criteria for entrance into the undergraduate programs register at the beginning of the following semester, after taking the Math placement test and the Theology and Religious Studies TOBIT placement test.

Auditing of Classes

IELI classes are not audited by IELI students. Students in the undergraduate program are allowed to audit IELI courses only with the permission of the Vice President for Academic Affairs and the IELI Director. IELI students are not allowed to audit any credit-bearing courses.

Academic Dean's List

The Academic Dean's List publicly recognizes full-time ESL students who earn a Grade Point Average (GPA) of 3.50 or higher in a given term. Any student who has received a grade of Incomplete (I) or Failure (F), or who is on academic probation, is automatically disqualified. The Academic Dean's List is published at the beginning of each term for distinguished scholarship during the previous term.

IELI Certificates

Upon successful completion of Level 8, students receive an ESL Certificate of Completion signed by the Vice President for Academic Affairs and the IELI Director. If a student leaves the program before completing Level 8, the student receives an ESL Certificate of Participation signed by the Vice President for Academic Affairs and the IELI Director.

IELI Student Finances

TUITION	AY 2019-2020	AY 2020-2021
Full-time, on-campus 8-week term	$ 3,315	$ 3,400
Full-time, off-campus 8-week term	$ 2,000	$ 2,100
Part-time, off-campus per contact hour, 8-week term	$ 100	$ 105
Full-time summer term 6-week term	$ 1,500	$ 1,600
Part-time summer term per contact hour, 6-week term	$ 75	$ 80

ROOM & BOARD	AY 2019-2020	AY 2020-2021
On-campus 8-week term	$ 950	$ 975
On-campus 6-week summer term	$ 750	$ 775
Off-campus host family 8-week term	$ 800	$ 820
Off-campus host family 6-week summer term	$ 600	$ 615

MISCELLANEOUS EXPENSES

Transportation	$ 500 - $ 1,000 estimate per year
Personal Items	$ 750 - $ 1,000 estimate per year
Medical Insurance *	$ 1,500 - $1,600 estimate per year

* Medical insurance is mandatory for full-time students not otherwise covered by an individual or parental health plan.

FEES

Administrative Fees (SEVIS/I-20, etc.)	$ 450	Lost Library/ ID card replacement	$ 5
Application Fee (non-refundable)	$ 25	Room Deposit	$ 25
Book Purchase (per term)	$ 75	Student Activity Fee (per term)	$ 25
Key Deposit	$ 10	Technology Fee (per term)	$ 20
Late Exam/Testing Fee	$ 10	Transcript Fee (first copy free)	$ 10
Late Registration Fee	$ 10	Lunch Fee (per meal)	$ 7

ESL Course Descriptions

Writing

ESL 012 Writing **10 Contact Hours**
This Level 1 writing course is intended for students with English proficiency in CEFR (Common European Framework of Reference for Languages) Low A1. Students will develop proficiency in spelling words correctly and writing basic, grammatically correct sentences.

ESL 022 Writing **10 Contact Hours**
This Level 2 writing course is intended for students with English proficiency in CEFR High A1. Students will develop a group of unified sentences about one topic.

ESL 032 Writing **10 Contact Hours**
This Level 3 writing course is intended for students with English proficiency in CEFR Low A2. Students will develop writing skills that emphasize key elements of simple paragraphs.

ESL 042 Writing **10 Contact Hours**
This Level 4 writing course is intended for students with English proficiency in CEFR High A2. Students will develop writing skills that emphasize all elements of paragraphs in different rhetorical styles.

ESL 052 Writing **10 Contact Hours**
This Level 5 writing course is intended for students with English proficiency in CEFR Low B1. Students will develop writing and critical thinking skills that emphasize all elements of paragraph development in different rhetorical styles.

ESL 062 Writing **10 Contact Hours**
This Level 6 writing course is intended for students with English proficiency in CEFR High B1. Students will expand writing and critical thinking by writing four-paragraph essays in different rhetorical styles.

ESL 072 Writing **10 Contact Hours**
This Level 7 writing course is intended for students with English proficiency in CEFR Low B2. Students will advance their writing, critical thinking, and research skills through writing five-paragraph essays in different rhetorical styles and writing summaries of academic texts.

ESL 082 Writing **10 Contact Hours**
This Level 8 writing course is intended for students with English proficiency in CEFR High B2. Students will advance their writing, critical thinking, and research skills through summaries, a research-based paper on a general education topic, and an oral presentation on their research process.

Communication

ESL 016 Communication **10 Contact Hours**
This Level 1 communication course is intended for students with English proficiency in CEFR Low A1. Students will learn the fundamental oral communication and reading skills which students need for everyday life and survival in the US.

ESL 026 Communication **10 Contact Hours**
This Level 2 communication course is intended for students with English proficiency in CEFR High A1. Students will develop fluency and accuracy in oral communication and reading for everyday life and survival in the US.

ESL 036 Communication **10 Contact Hours**
This Level 3 communication course is intended for students with English proficiency in CEFR Low A2. Students will develop fluency and accuracy in speaking and apply strategies for comprehending highly modified spoken passages on familiar topics.

ESL 046 Communication **10 Contact Hours**
This Level 4 communication course is intended for students with English proficiency in CEFR High A2. Students will develop fluency and accuracy in speaking and apply strategies for comprehending short spoken passages on familiar topics.

ESL 056 Communication **10 Contact Hours**
This Level 5 communication course is intended for students with English proficiency in CEFR Low B1. Students will learn the foundational skills and strategies of a successful academic listener and speaker.

ESL 066 Communication **10 Contact Hours**
This Level 6 communication course is intended for students with English proficiency in CEFR High B1. Students will learn and apply the foundational skills and strategies of a successful academic listener and speaker.

ESL 076 Communication **10 Contact Hours**
This Level 7 communication course is intended for students with English proficiency in CEFR Low B2. Students will apply the skills and strategies of a successful academic listener and speaker in order to critically listen to and interact with modified academic lecture content.

ESL 086 Communication **10 Contact Hours**
This Level 8 communication course is intended for students with English proficiency in CEFR High B2. Students will apply the skills and strategies of a successful academic listener and speaker in order to critically listen to and interact with authentic lecture content.

Reading

ESL 035 Reading **2 Contact Hours**
This Level 3 reading course is intended for students with English proficiency in CEFR Low A2. Students will develop reading competence by engaging with modified, high-interest reading texts based on everyday topics. Students will also learn to identify and apply level appropriate vocabulary related to everyday life.

ESL 045 Reading **2 Contact Hours**
This Level 4 reading course is intended for students with English proficiency in CEFR High A2. Students will develop competence in reading modified texts on high-interest and academic topics. Students will: identify important ideas and critically analyze texts, create graphic organizers, recognize and apply level appropriate vocabulary.

ESL 055 Reading **2 Contact Hours**
This Level 5 reading course is intended for students with English proficiency in CEFR Low B1. Students will develop competence in reading slightly modified texts in relation to high-interest and academic topics. Students will practice: critical thinking skills, identify various rhetorical modes and author's purpose, express ideas and opinions on modified texts, develop various styles of note taking, analyze data from graphs, acquire meaning of level appropriate vocabulary from texts.

ESL 065 Reading **3 Contact Hours**
This Level 6 reading course is intended for students with English proficiency in CEFR High B1. Students will develop competence in reading adapted academic texts and develop understanding of academic discourse. Students will: think critically about important concepts, apply reading strategies to carefully selected academic texts, summarize and paraphrase main ideas and details, make inferences about a text and support with details, analyze data from a graph, develop more detailed notes, acquire meaning of level appropriate vocabulary from texts.

ESL 075 Reading **3 Contact Hours**
This Level 7 reading course is intended for students with English proficiency in CEFR Low B2. Students will develop competence in reading and comprehension of slightly adapted academic texts. Students will: apply critical thinking skills and reading strategies to understand and interpret general academic texts, paraphrase and write summaries of academic texts, develop detailed notes from readings, compile appropriate material related to assignment topics, and identify form, multiple meanings, and the appropriate use of words from the Academic Word List (AWL).

ESL 085 Reading **3 Contact Hours**
This Level 8 reading course is intended for students with English proficiency in CEFR High B2. Students will develop competence in successfully approaching and comprehending academic texts, and practice introductory research skills. Students will practice taking graphically organized notes based on academic texts, critically responding in writing, and researching academic topics.

Summer All Skills & Topic Courses

ESL 017 Summer All Skills **10 Contact Hours**
This is a combined skills course for Level 1 and Level 2 students with English proficiency in CEFR A1. The course integrates acquisition of and improving on all four skill areas of English: oral communication, reading and writing.

ESL 037 Summer All Skills **10 Contact Hours**
This is a combined skills course for Level 3, Level 4, and Level 5 students with English proficiency in CEFR A2-Low B1. The course integrates acquisition of and improving on all four skill areas of English: oral communication, reading and writing.

ESL 067 Summer All Skills **10 Contact Hours**
This is a combined skills course for Level 6, Level 7, and Level 8 students with English proficiency in CEFR B1-B2. The course integrates acquisition of and improving on all four skill areas of English: oral communication, reading and writing.

ESL 018 Summer Topics **10 Contact Hours**
This beginning topic course is intended for Level 1 and Level 2 students with English proficiency in CEFR A1. The course provides students with content-rich language learning experiences.

ESL 038 Summer Topics **10 Contact Hours**
This intermediate topic course is intended for Level 3, Level 4, and Level 5 students with English proficiency in CEFR A2-Low B1. The course provides students with content-rich language learning experiences.

ESL 068 Summer Topics **10 Contact Hours**
This advanced topic course is intended for Level 6, Level 7, and Level 8 students with English proficiency in CEFR B1-B2. The course provides students with content-rich language learning experiences.

Applied Courses & Externships

ESL 005 Directed Study **1-8 Contact Hours**

Directed study courses may be undertaken by ESL students with individualized needs that cannot be accommodated by the regular curriculum, such as a wide proficiency gap among their English language skills in Writing, Reading, and Communication. The individual student and instructor draw up an ESL Directed Study contract that stipulates regularly-scheduled meeting times, along with the goals, learning outcomes, and assessments focused on the particular skills that need improved proficiency. Prior approval from the IELI Director is required. There is no limit on the number of ESL Directed Study courses that a student may take from term to term, provided that these are necessary for the student's learning progress.

ESL 008 Applied Group Voice for ESL **1 Contact Hour**

This elective music course is offered ESL students in IELI Levels 2 through 5. The course offers a group voice instruction through exercises and repertoire. The course emphasizes breathing, enunciation, pitch accuracy, tone quality, and performance poise, all of which are evidence-based elements that help ESL students recognize and use segmental and supra-segmental features of the English language.

ESL 099 Externship **18 Contact Hours**

This independent externship course is intended for ESL students who have completed Level 8. Students will visit an undergraduate course and volunteer at non-profit organizations with guided orientation and under the supervision of the IELI instructor. Students are required to submit a final report. Offered in Fall Term B and Spring Term D only.

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Memphis, Tennessee

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Development Director ..... Rev. Linh Pham, SVD
Public Relations Director ....Ms. Sandy Wilgenbusch

Vice President for Academic Affairs..... Rev. Dr. John A. Szukalski, SVD
Registrar .....Ms. Kimberly Burnett-Hackbarth
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Department Chair – Interdisciplinary Studies ..... Dr. Cathleen Cleary
Director – Intensive English Language Institute .....Dr. Seo Hyun Park
Director – Instructional Technology &
Institutional Effectiveness.....Mr. Paul Stamm
Library Director ..... Mr. Daniel Williams

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Associate Dean of Students ..... Rev. Long Phi Nguyen, SVD
Spiritual Life Coordinator .....Rev. Nick Hien Nguyen, SVD
Counselor..... Ms. Megan Sutton
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Vocation Director . ..... Rev. Adam MacDonald, SVD
Vocation Director ..... Bro. Duy Linh Tran, SVD
Vocation Director ..... Rev. Francis Rayappan, SVD
Vocation Director ..... Rev. Emilio Reyes, SVD
Financial Aid Coordinator &
International Student Adviso..... Ms. Carolyn Waechter

Vice President for Operations .....Mr. Steven Winger
Business Office Director..... Ms. Marlene Decker
Food Service Director. .....Ms. Brenda Williams
Information Systems Director .....Mr. Brad Florence
Maintenance Director.....Bro. Vinh Trinh, SVD

FACULTY

Rev. Dr. Kenneth Anich SVD, Professor of Counseling Psychology
Department of Interdisciplinary Studies [DIS]
Service Date: 1993
B.A. - Divine Word College, Epworth, IA (Sociology)
M.Div. - Catholic Theological Union, Chicago, IL (Theology)
M.Ed. - DePaul University, Chicago, IL (Human Services/Counseling)
Ed.D. - Northern Arizona University, Flagstaff, AZ (Educational Psychology)
NCC - National Certified Counselor
International Service: Christ the King Seminary, Quezon City, Philippines

Ms. Paola Armfield, Lecturer of ESL / Administrative Assistant
Intensive English Language Institute [IELI]
Service Date: 2018
B.S. – Emmaus Bible College, Dubuque, IA (Theology and Intercultural Studies)
TESOL Certificate – Emmaus Bible College, Dubuque, IA

Mr. Braden Chase, Instructor of ESL
Intensive English Language Institute [IELI]
Service Date: 2018
B.A. – Idaho State University, ID (International Studies)
M.A. – Brigham Young University, Provo, UT (TESOL)

Dr. Cathleen Cleary, Assistant Professor of Biology
Chair – Department of Interdisciplinary Studies [DIS]
Service Date: 2002
B.S. - SUNY College at Geneseo, Geneseo, NY (Biology)
Ph.D. - Rutgers University & University of Medicine and Dentistry of New Jersey, Robert Wood Johnson Medical School, Piscataway, NJ (Microbiology and Molecular Genetics)

Dr. Ronald Condon, Assistant Professor of Philosophy
Chair – Department of Theology & Philosophy [DTP]
Service Date: 1999
B.A. - University of California, Los Angeles, CA (Philosophy)
M.A. - University of California, Los Angeles, CA (Philosophy) Ph.D. - University of California, Los Angeles, CA (Philosophy)

Rev. Dr. Lloyd (Sam) Cunningham SVD, Assistant Professor of Psychology
Department of Interdisciplinary Studies [DIS]
Service Date: 2017

B.A. – Divine Word College, Epworth, IA (English Literature)
M.Div. – Catholic Theological Union, Chicago, IL (Theology with Mission Specialization)
M.A. – Catholic Theological Union, Chicago, IL (Mission Theology)
M.A. – Adler University, Chicago, IL (Marriage and Family Therapy)
Psy.D. – Adler University, Chicago, IL (Clinical Psychology)
Post-Doctoral Residency, Dreikurs Mental Health Clinic, Chicago, IL (Prison Specialty)

Licensed Clinical Psychologist in Illinois, Indiana and Iowa
Licensed Health Service Provider in the State of Iowa
International Service: Pastoral ministry & Seminary education ministry in Paraguay

Dr. Evelyn Dias, Assistant Professor of Music
Department of Interdisciplinary Studies [DIS]
Liturgical Music Coordinator
Service Date: 2018

A.T.C.L. – Trinity College London, Croydon, England (Piano Performance)
B.A. – Mumbai University, Mumbai, India (Economics and Statistics)
B.M. – University of Iowa, Iowa City, IA (Piano Performance)
M.A. – University of Iowa, Iowa City, IA (Piano Performance and Pedagogy)
D.M.A. – Northwestern University, Evanston, IL (Piano Performance)

Dr. Richard L. Garrett, Assistant Professor of English Language & Literature
Department of Interdisciplinary Studies [DIS]
Service Date: 2019

B.A. – Stephen F. Austin State University, Nacogdoches, TX (English)
M.A. – Stephen F. Austin State University, Nacogdoches, TX (English)
Ph.D. – University of Iowa, Iowa City, IA (English Language & Literature)

TEFL Educator Certificate
International Service: US Fulbright Scholar in Moldova and Jordan; teaching positions in China, France, India

Dr. Mark Garton, Associate Professor of ESL
Intensive English Language Institute [IELI]
Service Date: 2002

B.A. - Northeast Missouri State University, Kirksville, MO (Spanish)
M.A. - Indiana University, Bloomington, IN (Linguistics)
Ph.D. - Indiana University, Bloomington, IN (Linguistics)

International Service: Universidad Nacional, Heredia, Costa Rica; Kossuth Lajos University, Debrecen, Hungary

Ms. Gwyneth Gates, Instructor of ESL
Intensive English Language Institute [IELI]
Service Date: 2018
B.A. – Utah State University, Logan, UT (Liberal Arts)
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Ph.D. – Ohio State University, Columbus, OH (Foreign, Second, and Multilingual Language Education)

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M.A. – St. Louis University, St. Louis, MO (Philosophy)
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Ph.D. - Loyola University Chicago (Ancient Greek Philosophy)
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B.A. – Loras College, Dubuque, IA (Music/Education)
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M.Div. – Catholic Theological Union, Chicago, IL
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Service Date: 1981
B.A. - Clarke College, Dubuque, IA (Art-Mixed Media)
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International Service: Peace Corps, Lima, Peru

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Service Date: 1985
B.A. - Rutgers University, New Brunswick, NJ (History)
PhD. – Southern Illinois University, Carbondale, IL (Anthropology)
International Service: University of Papua New Guinea, Papua New Guinea

Academic Calendar 2019 – 2020

Undergraduate Program

Fall 2019 Semester

August 12	Faculty Institute
August 13-14	Student Arrival
August 15-17	Student Orientation / Placement Testing
August 16	Registration – New Students
August 19	Classes Begin / Opening Prayer Service
August 23	Drop/Add Period Ends
September 2	No Classes (Labor Day)
September 7	SVD Family Feast - Saturday
October 9	Mid-Semester
October 16	Withdrawal Deadline
October 18	No Classes
October 20	Mission Sunday
October 21	No Classes / Faculty In-Service
November 6-8	Registration – Spring Semester
November 28-29	No Classes (Thanksgiving Break)
December 6	Classes End
December 9-12	Final Exam Week
December 13	Christmas Break Begins

Spring 2020 Semester

January 7-8	Student Arrival
January 9-11	Student Orientation / Placement Testing
January 10	Registration – New Students
January 13	Classes Begin
January 17	Drop/Add Period Ends
February 24	No Classes / Faculty In-Service
March 6	Mid-Semester
March 9-13	No Classes (Spring Break)
March 20	Withdrawal Deadline
April 1-3	Registration – Fall Semester
April 9-10	No Classes (Holy Triduum)
April 12	Easter Sunday
May 8	Classes End
May 11-14	Final Exam Week
May 15	DWC Commencement
May 16	Summer Break Begins

Intensive English Language Institute

Fall 2019 – Term A

August 12	Faculty Institute
August 13-14	Student Arrival
August 15	Registration – Returning ESL Students
August 15-17	Student Orientation / Placement Testing
August 16	Registration – New ESL Students
August 19	Classes Begin / Opening Prayer Service
August 23	Drop/Add Period Ends
September 2	No Classes (Labor Day)
September 7	SVD Family Feast - Saturday
October 8	Classes End
October 9	End-of-Term Testing

Fall 2019 – Term B

October 10	Registration – Returning ESL Students
October 11	Student Orientation / Placement Testing
October 11	Registration – New ESL Students
October 14	Classes Begin
October 18	No Classes
October 20	Mission Sunday
October 21	No Classes / Faculty In-Service
October 22	Drop/Add Period Ends
November 28-29	No Classes (Thanksgiving Break)
December 6	Classes End
December 9	End-of-Term Testing
December 13	Christmas Break Begins

Spring 2020 – Term C

January 7-8	Student Arrival
January 9	Registration – Returning ESL Students
January 9-11	Student Orientation / Placement Testing
January 10	Registration – New ESL Students
January 13	Classes Begin
January 17	Drop/Add Period Ends
February 24	No Classes / Faculty In-Service
March 5	Classes End
March 6	End-of-Term Testing
March 9-13	No Classes (Spring Break)

Spring 2020 – Term D

March 16	Registration – Returning ESL Students
March 17	Student Orientation / Placement Testing
March 17	Registration – New ESL Students
March 18	Classes Begin
March 24	Drop/Add Period Ends
April 9-10	No Classes (Holy Triduum)
April 12	Easter Sunday
May 8	Classes End
May 11	End-of-Term Testing
May 15	DWC Commencement
May 16	Summer Break Begins

Summer 2020 – Term E

May 29	Student Orientation / Placement Testing
May 29	Registration – New & Returning ESL Students
June 1	Classes Begin
June 5	Drop/Add Period Ends
July 3	No Classes (USA Independence Day)
July 9	Classes End
July 10	End-of-Term Testing

Academic Calendar 2020 – 2021

Undergraduate Program

Fall 2020 Semester

August 10	Faculty Institute
August 11-12	Student Arrival
August 13-15	Student Orientation / Placement Testing
August 14	Registration – New Students
August 17	Classes Begin / Opening Prayer Service
August 21	Drop/Add Period Ends
September 5	SVD Family Feast - Saturday
September 7	No Classes (Labor Day)
October 9	Mid-Semester
October 16	No Classes
October 18	Mission Sunday
October 19	No Classes / Faculty In-Service
October 20	Withdrawal Deadline
November 4-6	Registration – Spring Semester
November 26-27	No Classes (Thanksgiving Break)
December 4	Classes End
December 7-10	Final Exams
December 12	Christmas Break Begins

Spring 2021 Semester

January 5-6	Student Arrival
January 7-9	Student Orientation / Placement Testing
January 8	Registration – New Students
January 11	Classes Begin
January 15	Drop/Add Period Ends
February 22	No Classes / Faculty In-Service
March 5	Mid-Semester
March 8-12	No Classes (Spring Break)
March 19	Withdrawal Deadline
April 1-2	No Classes (Holy Triduum)
April 4	Easter Sunday
April 7-9	Registration – Fall Semester
May 7	Classes End
May 10-13	Final Exams
May 14	DWC Commencement
May 15	Summer Break Begins

Intensive English Language Institute

Fall 2020 – Term A

August 10	Faculty Institute
August 11-12	Student Arrival
August 13-15	Student Orientation / Placement Testing
August 14	Registration – New & Returning ESL Students
August 17	Classes Begin / Opening Prayer Service
August 21	Drop/Add Period Ends
September 5	SVD Family Feast - Saturday
September 7	No Classes (Labor Day)
September 11	Mid-Term
September 18	Withdrawal Deadline
October 8	Classes End
October 9	End-of-Term Testing

Fall 2020 – Term B

October 12	Student Orientation / Placement Testing
October 13	Registration – New & Returning ESL Students
October 14	Classes Begin
October 16	No Classes
October 18	Mission Sunday
October 19	No Classes / Faculty In-Service
October 22	Drop/Add Period Ends
November 11	Mid-Term
November 18	Withdrawal Deadline
November 26-27	No Classes (Thanksgiving Break)
December 10	Classes End
December 11	End-of-Term Testing
December 12	Christmas Break Begins

Spring 2021 – Term C

January 5-6	Student Arrival
January 8	Registration – New & Returning ESL Students
January 7-9	Student Orientation / Placement Testing
January 11	Classes Begin
January 15	Drop/Add Period Ends
February 4	Mid-Term
February 11	Withdrawal Deadline
February 22	No Classes / Faculty In-Service
March 4	Classes End
March 5	End-of-Term Testing
March 8-12	No Classes (Spring Break)

Spring 2021 – Term D

March 15	Student Orientation / Placement Testing
March 16	Registration – New & Returning ESL Students
March 17	Classes Begin
March 23	Drop/Add Period Ends
April 1-2	No Classes (Holy Triduum)
April 4	Easter Sunday
April 14	Mid-Term
April 21	Withdrawal Deadline
May 11	Classes End
May 12	End-of-Term Testing
May 14	DWC Commencement
May 15	Summer Break Begins

Summer 2021 – Term E

May 28	Student Orientation / Placement Testing
May 28	Registration – New & Returning ESL Students
May 31	No Classes (Memorial Day)
June 1	Classes Begin
June 7	Drop/Add Period Ends
June 18	Mid-Term
June 25	Withdrawal Deadline
July 5	No Classes (USA Independence Day)
July 8	Classes End
July 9	End-of-Term Testing

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